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ABSTRACT

This investigation analyzes 16 current reading series in order to: (1) determine if sex stereotyping exists in reading materials for grades 1-10, (2) determine if a majority of the stories show one sex in a dominant role, (3) explore types of career roles shown for females and males, and (4) determine the number of different career roles depicted for females and males. A team of university students under the direction of a major professor addressed themselves to these questions by tabulating and analyzing 4,144 stories found in 16 reading series. The results indicate that 58 percent of the stories show males as major characters and 14 percent show females as major characters. The category of "other," which included stories that could not be assigned to either male or female designations, totaled 28 percent of the stories. The total number of different career roles depicted was 629. Males were assigned to 511 or 81 percent of these, with females assigned to 118 or 19 percent of the career roles shown. (Author)

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ABSTRACT

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WHY JANE CAN'T WIN (Sex Stereotyping and Career Role
Assignments in Reading Materials)

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This investigation analyzes sixteen current reading series in order to: (1) determine if sex stereotyping exists in reading materials for grades 1-10, (2) determine if a majority of the stories show one sex in a dominant role, (3) explore types of career roles shown for females and males, (4) determine the number of different career roles depicted for females and males. A team of university students under the direction of a major professor addressed themselves to these questions by tabulating and analyzing 4,144 stories found in 16 reading series. The results indicate that 58% or 2,434 of the stories show males as major characters and females as major characters in 14% or 631 stories. The category of Other which included stories that could not be assigned to either male or female designations totaled 1079 or 28% of the stories. The total number of different career roles depicted was 629. Males were assigned to 511 or 81% of these with females assigned to 118 or 19% of the career roles shown.

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WHY JANE CAN'T WIN

Sex Stereotyping and Career Role Assignments

In

Current Reading Materials

An increasing interest and awareness was expressed by several authors of current (1972) publications revealing that sex discrimination or subtle sex bias pervades all of American education from nursery through graduate school (1, 7, 9, 23). A subsequent investigation of selected reading materials was undertaken to determine if this situation does indeed exist and, if so, to what extent does it involve the keystone medium employed in the teaching of reading.

It is significant to note that reading series are employed in some 75% of our public schools today and subsequently generate significant influences on students in terms of their current and future roles in our society.

There are 33.5 million elementary school students in the United States enrolled in grades 1-8 according to 1971 Bureau of Census figures.³ Approximately three fourths of them are utilizing reading series at the elementary level which comprise a major vehicle for the communication of sex role behaviors, social attitudes and values.

What are some of the messages being transmitted to our neophyte citizens regarding role assignment? Who is responsible for selecting and generating the materials that determine these role assignments?

The purpose of this investigation was to explore the following considerations regarding reading materials:

- 1) Determine if sex stereotyping exists in reading materials for grades 1-10.

- 2) Determine if a majority of the stories show one sex in a dominant role.
- 3) Explore types of career roles shown for females and males.
- 4) Determine the number of different career roles depicted for females and males.

PROCEDURES

During the 1972 fall term, a group of ten Oregon State University research assistants began analyzing 16 different reading series in terms of sex stereotyping and career roles depicted for females and males in each story. The research team analyzed stories in each text according to these criteria adopted from Dick and Jane as Victims (23) and determined if the stories featured:

- 1) Boys
- 2) Girls
- 3) Adult Males
- 4) Adult Females
- 5) Boys and Girls
- 6) Male Animal
- 7) Female Animal
- 8) Folk Fantasy - Male
- 9) Folk Fantasy - Female
- 10) Male Biography
- 11) Female Biography
- 12) Other: Science, Neuter Animal
- 13) Career Roles Shown - Male
- 14) Career Roles Shown - Female

Instructional sessions were initiated for the research assistants in order to explain the systematic procedures to be employed during this project and the special forms to be utilized for tabulation of results. One major orientation session was attended by the team members with subsequent individual conference sessions arranged for them in order to clarify specific questions relating to each reading series.

Each research² assumed the responsibilities of 1) reading all of the stories from one series, 2) determining the category to which each story would be assigned, 3) identifying and tabulating career roles depicted for each sex.

Texts were selected on the basis of availability in addition to currency. The 16 reading series evaluated in this study are listed below:

- 1) Allyn and Bacon, Inc.: "Sheldon Basic Reading Series," Sheldon, W. (1968)
- 2) Beckley-Cardy: "Cowboy Sam," Chandler. (1958-64)
- 3) Beckley-Cardy: "Dan Frontier," Hurley. (1961)
- 4) Beckley-Cardy: "Sailor Jack," Wasserman. (1960)
- 5) Benefic: "Tom Logan," Chandler. (1966-71)
- 6) Economy: "Phonetic Keys to Reading," T. Harris. (1967)
- 7) Ginn: "Reading 360 Series," T. Clymer. (1969)
- 8) Holt, Rinehart, and Winston: "Sounds of Language Readers," B. Martin. (1966)
- 9) i/t/a Publications: "Early-to-Read," H. Tanyzer. (1964-66)
- 10) Lyons and Carnahan: "The Young America Basic Reading Program," L. Fay. (1971)
- 11) Macmillan: "The Macmillan Reading Program," A. Harris. (1965)
- 12) Macmillan: "The Bankstreet Readers," I. Black. (1966)
- 13) Open Court: "Open Court Basic Readers," A. Trace. (1967)
- 14) Reader's Digest Services: "Reader's Digest Skill Builders," L. Thomas (1959, 1966, 1968)
- 15) Science Research Associates: "The SRA Basic Reading Series," D. Rasmussen. (1970)
- 16) Scott Foresman: "Curriculum Foundation Series," H. Robinson. (1965)

When information from 16 series had been submitted, a summarization of data was completed by the major investigator. These data reflected findings from 4,144 different stories in reading series ranging from PP¹ through 10th grade reading levels.

SEX ROLE ASSIGNMENT

The total number of stories depicting males in the major character role were summarized in Table 1 and included the categories of stories featuring: boy, adult males, male animals, folk fantasy - male, and male biography.

Table 1 shows 4,144 total stories analyzed with 2,434 or 58% of these stories featuring males in the major role.

Stories depicting females in major character roles were tabulated using identical criteria and included stories featuring girls, adult females, female animals, folk fantasy - female and female biographies. A sharp contrast is observed in the number

of stories featuring females which is 631 or 14% of the total.

A third category of Other was necessary since certain of the stories could not be assigned to either male or female designations. This category included stories featuring neuter animals, science, and coed stories. Selections in this category totaled 1079 or 28% as shown in Table 1.

Content and illustrations were analyzed to determine the frequency with which each sex had been designated as the model representative for that career role. Table 2 figures indicate the frequency of occurrence that males and females were shown in career roles. For example, the female was frequently depicted as mother, teacher, or nurse and each time she was shown in these roles it was tabulated. The 16 different series showed a total of 3,094 career roles for females and males. In 86% of the situations or in 2,623 stories, a male was shown in the career role. Females were depicted in 471 career roles or 14% of the time. The disparity between male and female career role assignments is evident and not representative of our current 1972 labor force which is comprised of 42% female employees.¹⁸

The table showing the total number of different career roles for males and females was tabulated with each career counted only once. Therefore, the career role of astronomer is counted once for males as is witch counted once for females, even though males were assigned the role of astronomer in several stories as was the female assigned her career role. There were 629 different career roles depicted for females and males. The total number of different career roles assigned to male figures is 511 or 81% of the total career roles shown. Females were assigned to 118 or 19% of the career roles shown.

DOMINANT SEX BY GRADE LEVEL

Another type of analysis was undertaken to determine if there was any real differentiation in reading series at various grade levels in terms of major character role assignments, sex stereotyping and career roles. The information generated from these

stories was divided into four categories, specifically, primary grade levels (pp¹⁻³), intermediate grade levels (4-6), junior high/senior high grade levels (7-10), and high interest low reading vocabulary texts for students with reading problems with reading levels (pp¹⁻³). Several questions were asked regarding this analysis. Would there be any differences in terms of major character assignments when contrasting primary with intermediate levels? Would career roles increase for the female group at the junior/senior high level? Would the same stereotypes exist for females and males at all levels? Would high interest low reading vocabulary texts show any departure from traditional reading series in terms of major character assignments and career roles? These questions were answered quite dramatically as can be seen when studying Tables 4-11.

PRIMARY LEVEL (Grades 1-3)

As noted in Table 4, primary level materials totaled 2,248 stories with 59% or 1,331 stories depicting the male in a major role. Females were shown as major characters in only 369 or 16% of the total number of stories. The category of other fared much better than females with 548 stories or 25%.

Career roles in Table 5 show 1,149 assignments with 924 or 81% for males. Females were shown in 225 career roles or 19% of the total. These findings should dispel the common belief that basic reading materials have been designed for girls and because of this purported feminine influence in story content, boys have more difficulty in learning to read.

INTERMEDIATE LEVEL READING MATERIALS (Grades 4-6)

The intermediate grade level materials as shown in Table 6 indicate even fewer stories with females in major character roles with a total of 1,268 stories 763 are about males or 61% and 162 feature females or 13%. The category of Other shows 343

stories or 26%. The figures in Table 7 indicating career roles reveal that 86% or 994 of the career roles are assigned to males. This is from a total of 1,151 careers depicted.

JUNIOR HIGH/SENIOR HIGH LEVEL MATERIALS (Grades 7-10)

Our junior/senior high students are subjected to the same type of caste system although it is more gross at this level. Table 8 shows that from a total of 334 stories, 62% or 212 were male dominant while 12% or 43 stories were female dominant. The third category of Other totaled 89 stories and represented 26% of the stories for this level. Table 9 indicates that 89% or 562 career roles show a male representative compared to 11% or 67 careers showing a female representative.

HIGH INTEREST LOW READING VOCABULARY MATERIALS (Grades PP¹-3)

These special reading materials such as the Dan Frontier Series as shown in Table 10 indicate that 92% or 191 major character roles were assigned to males out of a total figure of 206. Whereas females were shown as the major characters in 15 or 7% of the stories. The category of Other generated a less than 1% incidence and included only one story. Career role designations for these texts, Table 11, revealed 141 career roles and assigned 128 to males or 91% and 13 to females or 9%. These texts were designed expressly for boys with reading problems and this is clearly evident when one studies the stereotyping and major character portrayal.

SEX STEREOTYPING

According to findings generated by this investigation, the evidence of sex stereotyping is readily apparent. These stereotype roles for females and males occur in series after series with little variation among the 16 different reading series. The

characteristic stereotype models exemplified in current reading series today are described in the following paragraphs.

Boys Boys are consistently stereotyped as daring, intelligent, ingenious problem solvers. They are doers, achievers, builders, and sportspeople. Furthermore, these fellows are heroic, persevering and aggressive. They express positive qualities to be admired by all those important people in their lives, namely, parents, teachers, peers, and siblings. Furthermore, boys are usually shown as older and larger than their female siblings or peers. These boys are portrayed as stoic, emotionless people in the reading series and do not outwardly express any human sensitivity.

Girls In contrast, girls are shown as spectators of life, docile, pleasing, self-effacing, incompetent, inept, and passive. Girls are shown time after time admiring boys while they stand by passively with their doll or some other prop. Girls continuously portray their sex dictated stereotype of the domestic involving ironing, baking and serving cookies, playing house, and helping mother in the kitchen. These girls do not initiate any action, solve problems, build, create, or persevere. They appear vacuous, non-achieving, unthinking, observers, always supportive to males. Their appearance is always in character with the stereotype of the female, clean, neat, very femininely dressed and seemingly concerned with appearance. Unfortunately, these characters serve as models for approximately 14 million elementary school girls and teaches them such highly restricted basic social attitudes and life roles that in reality, they must sublimate their abilities to conform to what society expects of them.

Adult Male The males are caste in roles of professional businessmen, fathers, and problem solvers who dispense knowledge and generate all the exciting ideas for family trips or unique adventures. They are intelligent, authoritarian, in command of every situation and indeed strong persons to be admired. They are builders, doers, thinkers, and scholars.

Adult Female The females are shown as pleasant, hardworking mothers. Their domestic assignments of cooking, housekeeping, washing dishes, ironing, sweeping, mending, baking bread are repeated endlessly in these stories. They are uninteresting, unthinking, awkward, hardly able to prepare picnic baskets. By applying any reliable measure of intelligence to the behaviors depicted by these mothers, it would become apparent that they are shown as slow learners, to say the least. They are unable to solve problems, and must invariably seek the assistance of their husbands or six year old sons. Characterizations of females are extremely weak in these stories which becomes evident when evaluating four thousand instances.

CAREER ROLES

Career role assignments are greatly skewed in the direction of male characters in these stories with a significant disparity in evidence when contrasting male/female career role assignments. Quality as well as quantity of career choices obviously favors the male characters who are provided a variety of options ranging from unskilled labor to highly professional.

Female career role assignments are fewer in number and limited in variety and quality. The same stereotyping is in evidence with the clerical, janitorial service roles quite numerous for females.

CONCLUSIONS

Pre-determined sex role behaviors, social attitudes and values are directed toward the embryonic citizen via the omnipresent reading series. Decisions regarding social attitudes and values usually considered to be the province of parents are instead being generated by publishers.

Attorney Karen DeCrow expresses her thinking regarding sex stereotyping from the position of former textbook editor with the following commentary:

"In case the image of women has not been totally instilled in a little girl before she is five years old, by television and by her parents and friends, school finishes the job. Teachers are individuals, and school curricula vary from locale to locale, so it can be argued that there is no uniform content. However, one crucial item in the educative process is standard: the textbook.

. . . There are about 15 major textbook companies which control about 90 percent of the textbook market. They watch each other closely and produce very similar products. As they have the image of woman as helpmate, as mother, as observer of male activities, included in every book. School attendance is compulsory in this country. This means that every young girl must read about herself as passive citizen for 12 years--by law."

This vast and voiceless student audience in terms of text selection is recipient of a concept which repeats again and again that life styles and career roles are sex determined.

The findings in this study corroborate the fact that in these reading series if you are male you have numerous career options available of the most commanding type. In addition, one of your responsibilities is to resolve all of life's problems for yourself and any female in your particular environment ranging from aunt to grandmother, from wife to daughter. If you are female, you have vastly limited options in terms of life styles and career roles and you will be expected to solve very few, if any, of your own problems or any one else's especially if there is a male in your family milieu. Any male will be obliged to solve your problems or exigencies whether he be six or ninety-six since a female, according to these reading materials, is simply not equipped mentally to resolve any contingencies or even generate an idea.

An article from the National Education Association reported in the November 24, 1972 issue of the Oregon Journal underscores this concern regarding stereotyping with

the following statement:

"The National Education Association calls upon parents and all groups involved in public education to join in a nationwide effort to reduce the effects of sex role stereotypes, the standardized mental pictures of male and female that permeate all of our lives."

Wade Wilson, an NEA executive committee member said the primary concern was with teaching attitudes and materials--particularly textbooks portraying boys as heroes and girls, if they are mentioned at all, as helpless sidekicks. ²⁰

RECOMMENDATIONS

1. These findings affirm the need for revision of reading materials in the grades 1-10, which eliminate gross sex stereotyping.
2. Boys and girls should be provided stories which show them working together, solving common problems, respecting each others abilities and functioning as equals.
3. Males need to be depicted as warm, caring human beings, capable of tenderness, love and compassion.
4. Reading materials should include more female characters in leadership roles, which depict them as intelligent, capable human beings with the ability to create, generate new ideas and resolve problems.
5. Reading materials need to expand the quantity and quality of career roles shown for females.
6. There is a need for high interest low reading level texts for girls with reading problems which portray them as viable human beings.
7. Classroom instructors should be made aware of messages being directed at our student population via reading materials in terms of sex role behaviors, social attitudes and values.
8. Textbook selection committees should expand their evaluation criteria to include categories regarding sex stereotyping, male/female career role models and alternative life styles.

Our newest citizens are subtly and gradually being programmed for society unaware of the powerfully influential forces pressuring them to conform to stereotypes depicted in reading materials employed in our public school system.

Table 1

Stories depicting male or female major characters in reading materials in grades 1-10

N=4144		
MALE n= 2434	FEMALE n= 631	OTHER n= 1079

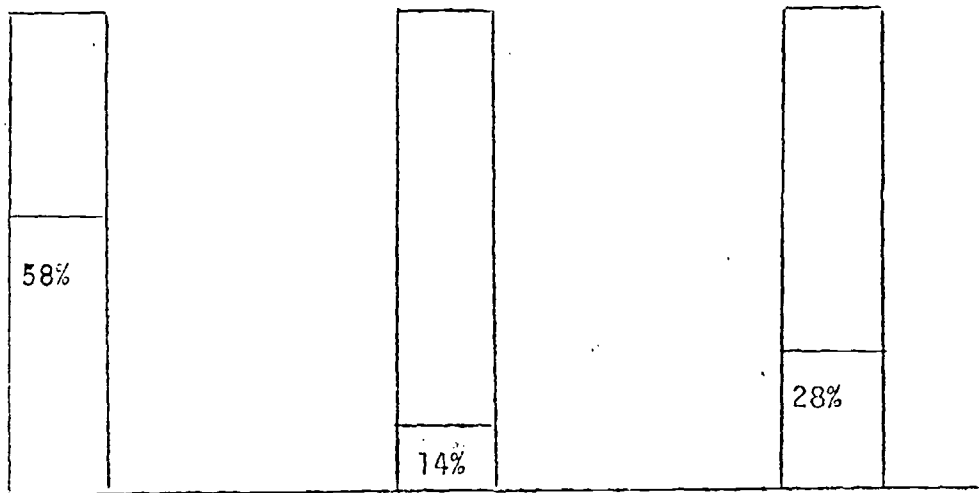


Table 2

Total number of career roles shown in reading materials 1-10

N = 3094	
MALE n = 2623	FEMALE n = 471

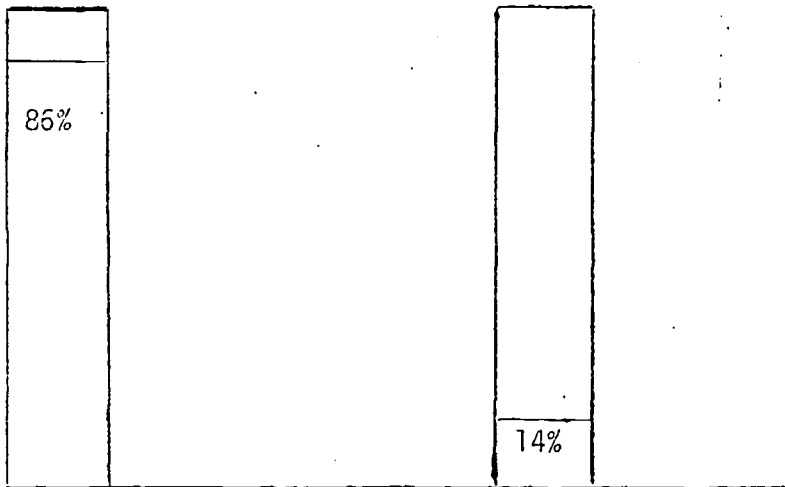


Table 3

Total number of different career roles.

N = 629

MALE n = 511	FEMALE n = 118
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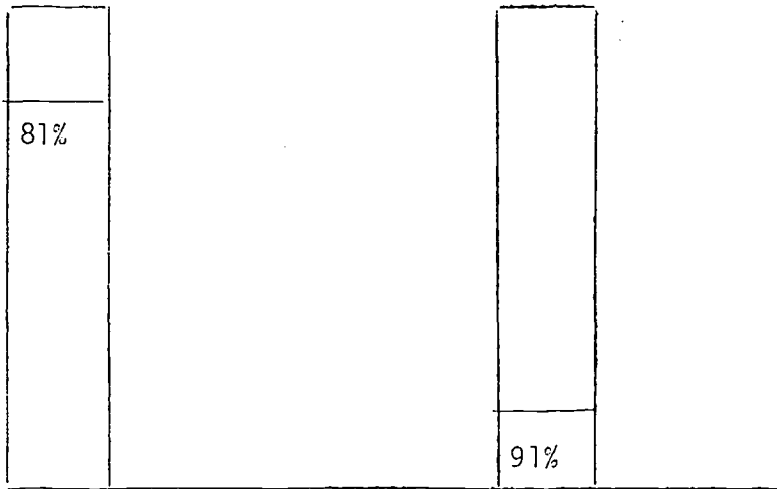


Table 4

Primary stories (1-3) depicting male or female major characters

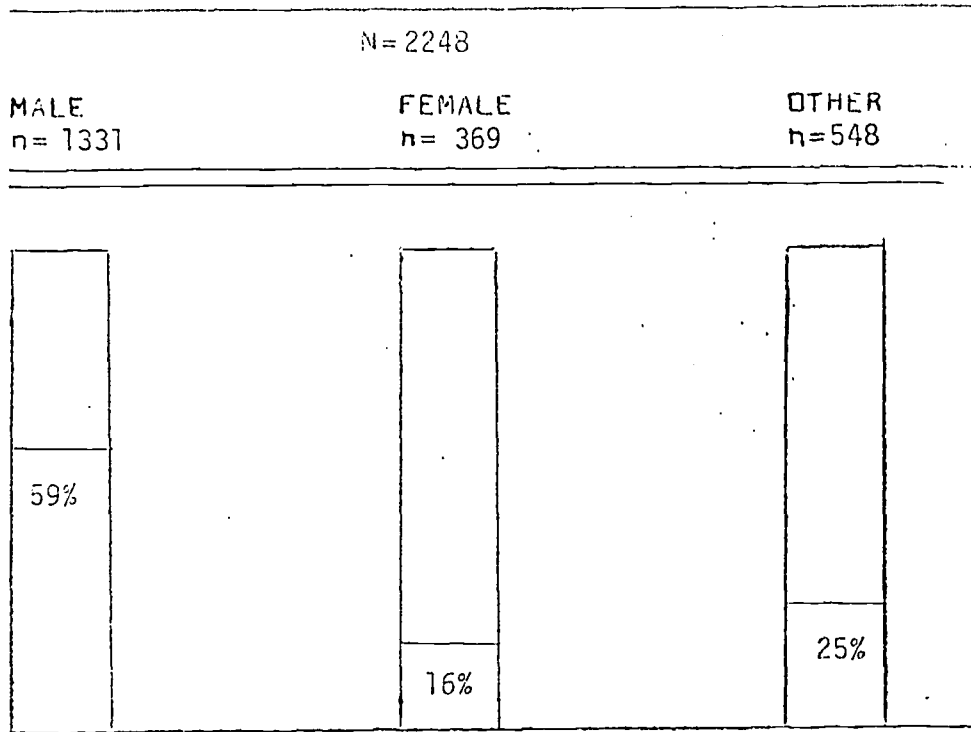


Table 5

Frequency of career roles shown in primary reading materials for grades 1-3

N= 1149

MALE
n=924

FEMALE
n= 225

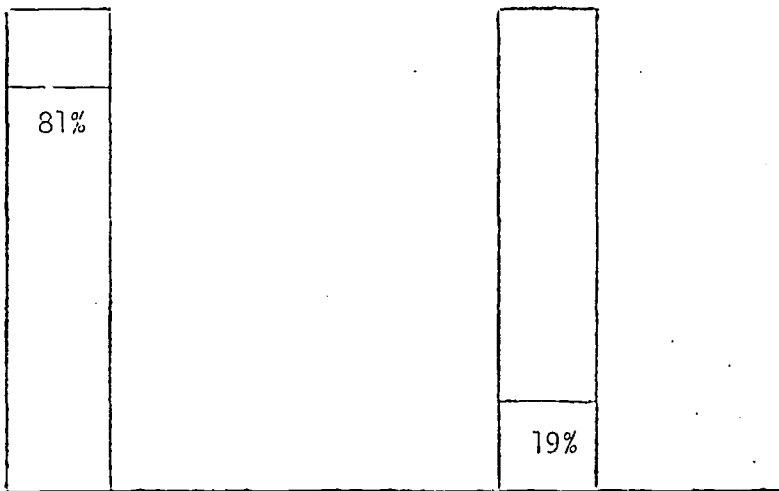


Table 6

Intermediate level stories depicting male or female major characters for grades 4-6

N = 1268

MALE	FEMALE	OTHER
n = 763	n = 162	n = 343

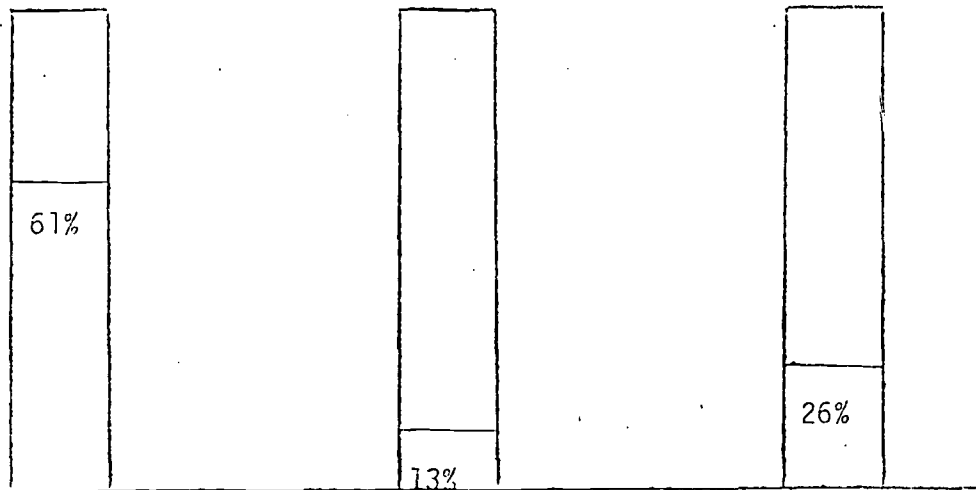


Table 7

Frequency of career roles shown in intermediate reading materials for grades 4-6

N = 1151

MALE
n = 994

FEMALE
n = 157

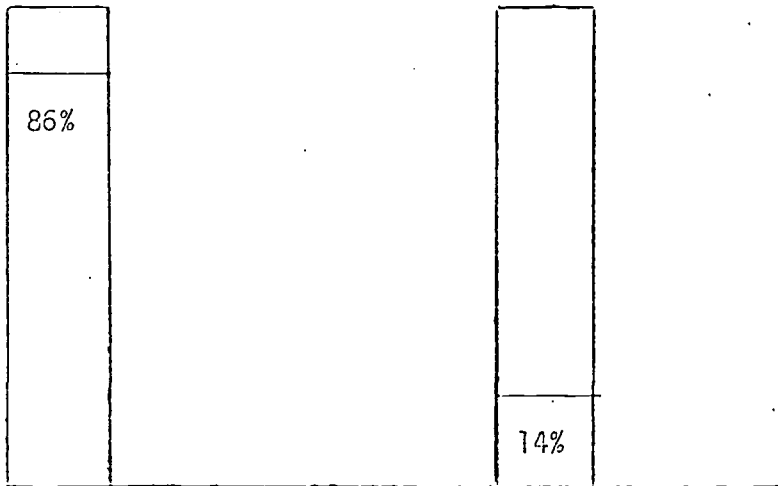


Table 8

Junior high/senior high stories depicting male or female major characters for grades 7-10

N= 344		
MALE n= 212	FEMALE n= 43	OTHER n= 89

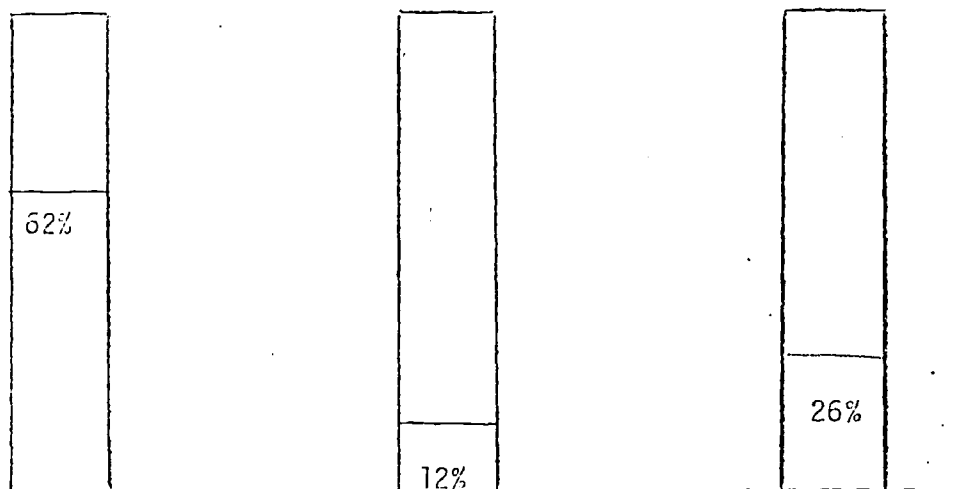


Table 9

Frequency of career roles shown in reading materials
for grades 7-10.

N= 629

MALE n=562	FEMALE n=67
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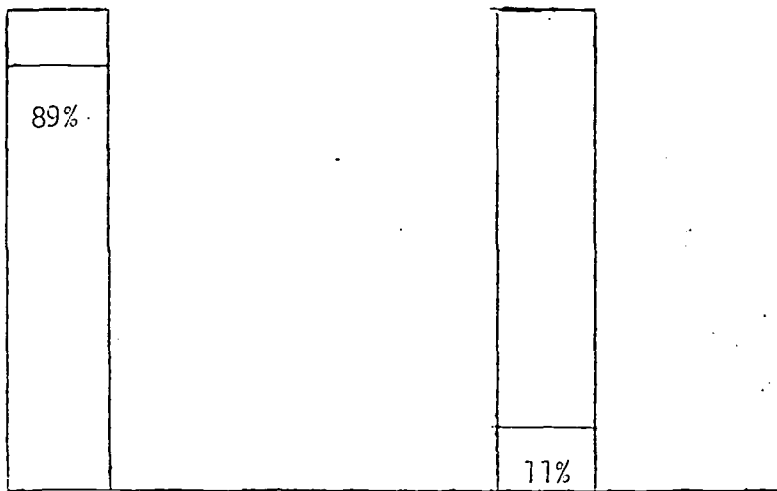


Table 10

High interest low reading vocabulary stories featuring male or female major characters

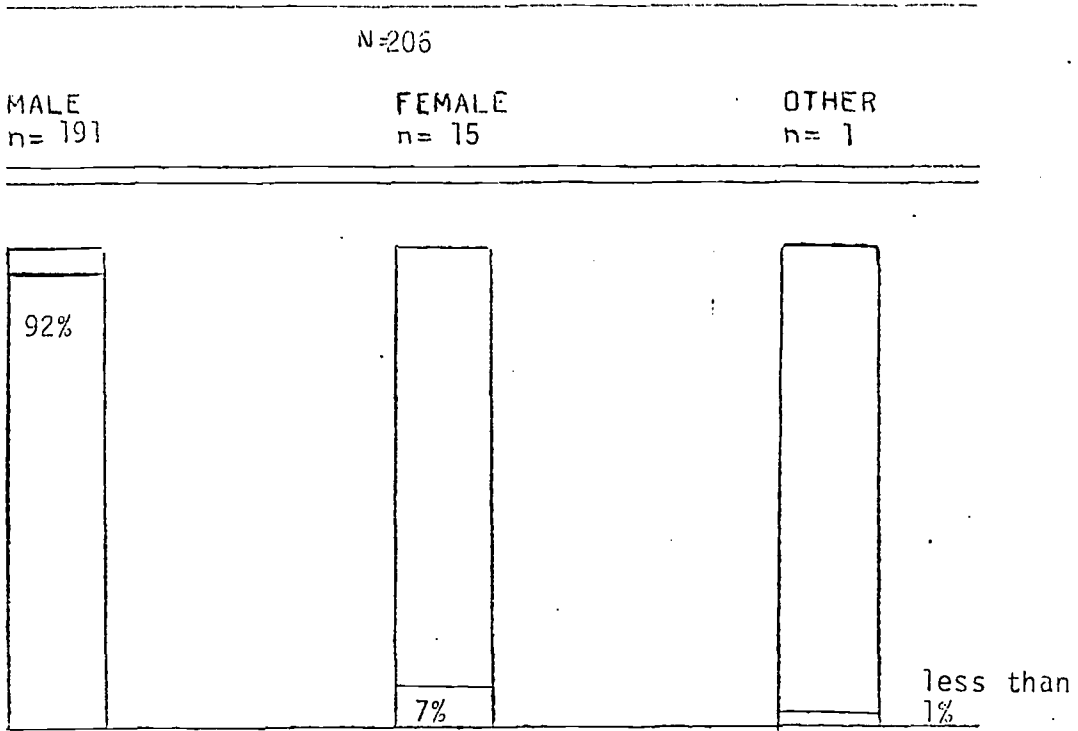
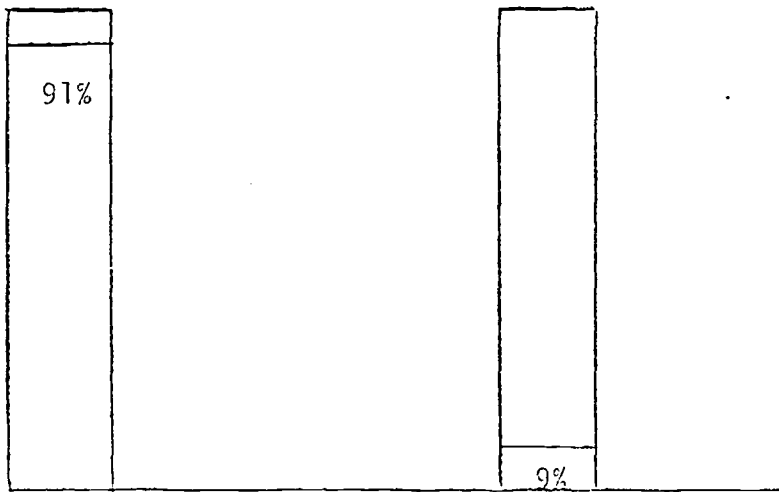


Table 11

Frequency of career roles depicted in high interest
low reading vocabulary materials

N= 141

MALE	FEMALE
n= 128	n= 13



Reading Research
 Summary Data Form
 1972-74
 Summary of Analyzed Series

	ALYN AND BACON-SHELDON 1968	BANK STREET READERS 1966	LYONS AND CARNAHAN 1972	MACMILLAN READING PROGRAM 1965-66	OPEN COURT BASIC READERS 1967	READERS DIGEST READING SKILL BUILDERS 1958-68	READING 360 SERIES--1964 GINN-CLYMER	SRA BASIC READING 1970	SCOTT FORESMAN NEW BASIC READERS 1965	SOUNDS OF LANGUAGE 1965
Reading Grade Level	1-8	1-3	1-8	1-6	6	1-10	1-6	1-6	1-6	1-6
Number of Texts	15	8	14	12	6	33	11	12	13	8
Total Stories	429	198	400	407	473	585	273	322	382	114
Featuring Boys	127	77	84	119	51	60	90	75	127	30
Featuring Girls	25	22	38	36	26	18	16	19	58	6
Featuring Adult Males	25	14	45	39	139	85	22	44	13	12
Featuring Adult Females	8	10	8	13	20	19	4	4	3	7
Featuring Boys and Girls	100	24	36	58	10	8	26	26	49	1
Featuring Male Animal	30	13	30	32	58	67	25	30	29	10
Featuring Female Animal	9	1	8	7	10	14	8	14	12	4
Featuring Folk Fantasy-Male	26	9	39	26	16	1	30	21	24	11
Featuring Folk Fantasy-Female	4	3	13	3	4	0	7	6	7	2
Featuring Male Biography	33	2	21	34	18	112	8	11	22	0
Featuring Female Biography	5	0	5	3	3	29	1	1	5	0
Other: Science, Neuter Animal	24	26	73	37	127	280	34	83	33	29
Career Roles Shown-Males	240	114	249	233	290	704	74	195	139	71
Career Roles Shown-Females	52	29	36	47	50	88	22	48	27	34



SERIES PROFILE

TABLE 12

Reading Research
Summary Data Form
1972/73/74
Summary of All
Series

Reading Grade Level	PHONETIC KEYS TO		SAILOR JACK		DAN FRONTIER		COMBOY SAM		TOM LOGAN		TOTALS	TOTAL NUMBER OF STORIES FEATURING	
	1-6	1-3	1960--Wasserman	Beckley	Hurley--1961	Beckley	1958-1964	Beckley-Cardy	1966-1971	Chandler--Benefic		M	F
ALPHABET	1-3	1-6	1	1	1-3	1	1-3	1	1-3	1-3			
INITIAL TEACHING	1966	T. Harris											
7	13	8	8	8	8	8	8	8	8	8	183	2,434	631
70	284	51	53	53	54	49	54	54	54	54	4,144		
27	56	5	53	53	0	0	0	0	0	0	981	N= 3,065	
8	32	0	0	0	0	0	0	0	0	0	304		
9	28	31	0	0	0	26	52	52	52	52	584		
2	6	0	0	0	0	0	1	1	1	1	105		
5	66	1	1	0	0	0	0	0	0	0	415		
8	28	0	0	0	0	23	1	1	1	1	384		
1	3	14	14	0	0	0	0	0	0	0	117		
3	12	0	0	0	0	0	0	0	0	0	219		
1	3	0	0	0	0	0	0	0	0	0	53		
0	5	0	0	0	0	0	0	0	0	0	266		
0	0	0	0	0	0	0	0	0	0	0	52	TOTAL CAREER ROLES	
2	46	0	0	0	0	0	0	0	0	0	694	N= 3,094	
43	143	31	31	24	46	27	46	46	46	46	2,623	Male	Female
3	22	1	1	7	3	2	3	3	3	3	471	2,623	471

Featuring Boys
Featuring Girls
Featuring Adult Males
Featuring Adult Females
Featuring Boys and Girls
Featuring Male Animal
Featuring Female Animal
Featuring Folk Fantasy-Male
Featuring Folk Fantasy-Female
Featuring Male Biography
Featuring Female Biography
Other: Science, Neuter Animal
Career Roles Shown-Males
Career Roles Shown-Females

Reading/Research
 Summary Data Form
 1972/73
 1974/75

Series

Reading Grade Levels

Number of Texts

Total Stories

Featuring Boys

Featuring Girls

Featuring Adult Males

Featuring Adult Females

Featuring Boys and Girls

Featuring Male Animal

Featuring Female Animal

Featuring Folk Fantasy-Male

Featuring Folk Fantasy-Female

Featuring Male Biography

Featuring Female Biography

Other: Science, Neuter Animal

Career Roles Shown-Males (Frequency)

Career Roles Shown-Females (Frequency)

* Level 5 Not Available

Current Analysis

Lippincott
 Basic Reading
 1975

Scott Foreman
 Reading Systems
 1-6* 1971-72

Allyn & Bacon
 Sheldon Reading
 Series
 1973

	1-6	1-6	1-6
	8	24	11
	130	192	329
	43	45	150
	12	14	21
	14	9	29
	0	2	6
	12	7	40
	18	15	21
	1	4	4
	9	12	24
	5	1	3
	6	22	21
	8	13	4
	2	48	5
	64	282	423
	44	87	167

Dr. Gwyneth Britton
 Oregon State University
 Reading

TABLE 14

"WHY JANE CAN'T WIN"
 Sex Stereotyping Analysis
 May, 1974

Title of Series Analyzed	Year	Total Stories Analyzed	Major Character Male	Major Character Female	Other
Lippincott Basic Reading 1-6	1975	N=130	N=90 69%	N=26 20%	N=14 10%
Allyn & Bacon 1-6	1973 Sheldon	N=329	N=245 74%	N=38 12%	N=55 17%
Scott Foresman 1-6 Reading Systems	1971-1973	N=192	N=103 53%	N=34 18%	N=55 29%

MALE CAREER ROLES

A	B	C	C
Architect	Biologist	Camp Counselor	Contest Judge
Amusement Park Employee	Blacksmith	Chauffeur	College President
Anthropologist	Bridge Builder	Captain (Fishing Boat, Militia, Ship)	Captain
Aquonaut	Botanist		Chemist
Artifact Collector	Band Leader		Circus Tall Man
Astronaut	Boxer (Pro)		" Midget
Astronomer	Bus Driver (School, City)	Carpenter	" Glutton
Aviation Designer	Butcher	Carpet Layer	" Waterboy
Apt. Superintendent	Butler	Cattle Rancher	Company Head
Archeologist	Balloonist	Chief (Indian Tribe, Village)	Czar
Acrobat	Businessman	Choir Master	Concert Pianist
Actor	Bandit	City Maintenance Worker	Clergyman
Archer	Bank Clerk	Clown	Cartoonist
Admiral	Brakeman	Cook (Ship Train)	D
Artist	Banker	Cowboy	Driver
Auctioneer	Bricklayer	Custom House Official	Doryman
Author	Bull Fighter	Construction Worker	Diplomat
Athlete	Broadcaster	Children's Store Owner	Driver (Test)
Animal Trainer (Dog, Elephant)	Bridge Designer	Cattleman	Detective
Assistant Scoutmaster	Baseball Manager	Clerk (Drug, Grocery)	Doctor
Ambassador	Brain Surgeon	Circus Performer (Trapeze, Wire, Clown)	Druggist
Gator Wrestler	Bucker (Timber)	City Planner	Driller (Oil)
Animator	Burglar	Craftsman	Detective
Army Observer	C	Coast Guardsman	Dean of College
Atomic Reactor Manager	Constable	Cab Driver	Doorman
Attorney	Caddy	Camel Trainer	Dentist
Air Mechanic	Candle Maker	Carriage Driver	Ditch Digger
Aerodynamic Researcher	Criminal	Cameraman	Dump Truck Driver
Army Officer	Commercial Pilot	Circus Animal Trainer	Devil
	Chief Mate	Circus Boss	Deliveryman
	Chief	Circus Chariot Racer	Dancer
B	Chief Inspector	Commercial Fisherman	Duke
Builder	Crystallographer	Customer Serviceman	Dog Driver
Bank Owner	Customs Inspector	Commercial Painter	Deckhand
Baker	Cabinet Maker	Contractor	Designer
Bird Collector	Composer	Columnist	Dispatcher
Banana Grower	Congressman	Crane Operator	Dramatist
Bank Teller	Congressional Page	Comedian	Director (Movie)
Barber	Conservationist	Colonel	Dendrochronologist
Baseball Player (Pro)	Coppersmith		
Bee Keeper	Cryptographer		
Bicycle Shop Owner	County Agent		
Biochemist	Climber		
	Coach		
	Cheese Maker		
	Clock Fix-it-Man		

MALE CAREER ROLES (CONTINUED)

E	G	K	M
Engineer (Mining, Train)	Game Manager	Kennel Owner	Metal Worker
Executive	Golfer (Pro)		Meteorologist
Elf	Gas Station Attendant		Music Teacher
Explorer	Game Warden	L	Movie Manager
Eggman	Game Commissioner		
Editor	Gaucho	Lawyer	N
Emissary	Giant	Legislator	
Entomologist	Gatekeeper	Logger	Naturalist
Emperor	Garbage Collector	Linotyper	Newspaper Publisher
Executioner	Gardener	Longshoreman	Newspaperman
Escape Artist	Geologist	Lighthouse Keeper	Navigator
Engraver	Glassblower	Lumberjack	Noble
Electrical Engineer	Ground Controller	Law Clerk	Nuclear Physicist
Employer	Guide	Lord	Novelist
	Gold Miner	Lieutenant	NASA Adminis- trator
F	General (Army)	Lithographer	News Commentator
	Geographer	Logger	Navyman
	Goat Herder	Log Truck Driver	
	Government Official		
	Gentlemen	M	
Faller (Tree)	Gypsy		O
Farmhand	Governor	Machinist	Olympic Athlete
Film Director	Guard	Manager of Baseball	Owner (Icecream Store)
Forger	Geologist	Minister	Organ Grinder
Farmer	Green Grocer	Mason	Optometrist
Farm Laborer	Gunner	Magician	Ornithologist
Ferry Boat Operator	Grocer	Mathematician	Oceanographer
Fireman	Grocery Store Owner	Miller	Outlaw
Fisherman		Mail Clerk	Orderly
Florist	H	Mailman	Officers
Football Player (Pro)		Merchant	Oil Contractor
Forester	Hermit	Milkman	
Fur Trader	Historian	Miner	P
Foreman	Hotel Housekeeper	Missionary	
Food Cart Seller	Hotel Cook	Music Conductor	
Fur Buyer	Hotel Cook Helper	Mayor	
Furniture Refinisher	Hay Harvester	Major	Page Pastor
Forest Fire Fighter	High-steel Construc- tion Worker	Minstrel	Paperboy
Factory Supt.	Hockey Player (Pro)	Mounted Police	Photographer
Firm President	Horse Trader	Mill Owner	Philosopher
Foreign Minister	Humane Society Employee	Manager	Physicist
Frogman		Manufacturer	Painter
Fire lookout	Huntsman	Movie Star	Plumber
Forest Ranger	Harbor Police	MP	Park Commissioner
Fish and Game Man	Helicopter Police	Minister	Prime Minister
Fish Salesman	Hotel Manager	Military Attache	Postmaster
Factory Worker	Hot Dog Vendor	Motorman	President of US
Flying Doctor	Horseman	Messenger	Pararescueman
		Mint Master	Principal
		Monk	Peddler
		Marine Engineer	

MALE CAREER ROLES (CONTINUED)

P	R	S	T
Pilot Jet	Rodeo Star	Sheep Herder	Taxidermist
" Helicopter	Restaurant Owner	Store Keeper	Technical Writer
" Airplane	Robber	Signal Officer	Telephone Man
Pony Express Rider	Rainmaker	Security Man	Test Pilot
Portrait Painter	Rancher	Secretary of War	Teacher
Professor (College)	Ring Master	Stoker	Tracker
Physiologist	Railroad Boss	Sweeper	Technician
Pirate	Real Estate Agents	Supervisor	Telegraph Construction
Plantation Owner		Surgeon	Track Boss
Pet Store Owner		Stoker (Ship)	TV Repairman
President of College		" (Mill)	Tinker
Playwrite	S	Soldier	Train Engineer
Poet		Skipper	Tugboat Operator
Politician	Stone Polisher	Sheriff	Traffic Controller
Priest	Spaceman	Shoemaker	Trapper
Prince	Sharecropper	Swim Star	Tree Farmer
Prospector	Seaman	Slave	Trolley Conductor
Publisher	Salesman (Balloon, Insurance, Clothing, Snow Plow, Fruit, Icecream, Popcorn)	Silversmith	Tailor
Prison Guard		Skin Diver	Taxi Driver
Potter		Steel Driver	Telegraph Operator
Peanut Grower		Stage Coachman	Trader
Policeman		Street Cleaner	
Producer		Silver Miner	U
Paratrooper	Skier	Stagecoach Guard	
Pope	Spy	" Driver	Unskilled Worker
President	Scholar	Surveyor	
Pretzel Manufacturer	Swim Trainer	Steamship Agent	V
Padre	Steam Shovel Operator	Statesman	
Park Ranger	Sawmill Worker	Snow Scientist	Valet
Postal Clerk	Senator	Singer	Veterinarian
Printer	Submarine Captain	Signalman	Violinist
Personnel Director	Sheik	Sea Captain	Vaudeville Agent
	Servant	Shoe Repairman	Voice Teacher
R	Sculptor	Steel Men	
	Scorcerer	Safety Officer	W
Rodeo Clown	Secretary	Sports Writer	Writer
Rocket Expert	Settler	Slagger	Wells Fargo Agent
Reporter	Street Car Conductor	Speaker of House	Whaler
Railroad Owner	Shantyman	Secretary of Treasury	Wagon Maker
Rug Dealer	Ship Chandler	Sailor	Weaver
Railroad Construction Worker	Ship Owner	Sergeant	Water Dept. Employee
Ruler	Subway Token Taker		Wood Carver
Rock Cutter	Scientist	T	Well Driller
Radio Announcer	Service Station Attendant	Trumpeter	Warehouse Worker
Railroad Engineer	Science Teacher	Teamster	Waiter
		Truck Driver	Wizard
		Telephone Supervisor	Watchman for Dam
			Watch Repairman
			Workman
			Wrecking Yard Operator
			Weather Forecaster

MALE CAREER ROLES (CONTINUED)

Z

Zoologist
Zoo Keeper

FEMALE CAREER ROLES

A	G	N	S
Artist	Gypsy	Nurse	Swim Star
Art Teacher	Governess	Nursemaid	Secretary
Acrobat	Gift Shop Owner	Nun	
Author	Government Official	Novelist	
Athlete	Goddess		T
Airlines Hostess			
Actress		O	Teacher
	H	Owner of Dress Shop	Trapezist
B	Historian		Tennis Player
Baker	House Keeper		Telephone Operator
Biographer	Huntress	P	Therapist
Beautician	Hotel Maid		
Bakery Proprietress	Hoop Holder in Circus	Princess	
Beggar	Housewife	Photographer	W
Bird Farm Proprietress		Painter	
	I	Pet Store Owner	Workwoman
	Interpreter	Post Office Worker	War Correspondent
C		Poetess	
Circus Horse Rider	J	Pianist	Wire Walker
Chemist	Jelly Maker (Commerical)	Post Mistress	Witch
Cleaning Woman	Janitress	Postal Supervisor	Waitress
Computer Programmer	Jester		Weaver
Candy Shope Owner	Juggler	Q	Washwoman
Cook	Jet Pilot	Queen	WAC
Circus Star			Z
Cafeteria Cook	L		
Circus Fat Lady	Librarian	R	Zoo Mother
Circus Pretty Girl	Laundress	Redcross Worker	
Countess	Landlady	Recreation Director	
Clerk	Lab Technician	Ranch Cook	
Czarina		Receptionist	
D			
Doctor	M	S	
Dutchess	Mother Superior	Scientist	
Department Head (Sales)	Maid	Seamstress	
Dancer	Missionary	Sculptor	
	Mother	Servant	
E	Meter Maid	Slave	
Elephant Trainer	Museum Expert	Soldier	
	Museum Clerk	Stenographer	
	Maiden (Ladies of Court)	Skier	
F	Miss Marvelous	Snake Charmer	
Farmer	Magician's Assistant	Shopwoman	
Flower Seller	Milk Maid	Social Worker	
Forest Lookout		Sales Clerk	
		Singer	
		Skin Diver	
		Stewardess	

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ADDENDUM

Questions most frequently asked regarding this study on Sex Stereotyping and Career Role Assignments in Reading Material.

1) Is this study available in any other form?

- a) An article appears in the JOURNAL OF READING, November, 1973 issue.
- b) A slide/tape film program of this study has been prepared for teachers, inservice groups, and parents and it is being distributed by the Oregon Education Association.

For rental or purchase, contact:

Ms. Marilyn Johnston, UniServ Representative
Oregon Education Association
1 Plaza Southwest
6900 SW Haines Rd.
Tigard, Oregon 97223

Telephone: 1-503-639-7651-Ext. 241

<u>RENTAL FEE</u>	1 Day	\$17.00
	5 Days	\$35.00
<u>PURCHASE</u>		\$75.00

2) Are newer editions showing any major improvement of this situation regarding sex stereotyping and career role assignments?

No significant changes are seen in the 1973-75 editions that have been analyzed in this study (see tables 13 & 14)

3) For how many years is each reading series used in a classroom district?

Generally, reading series are used from 10-15 years in a classroom. While newer series are purchased, the older series are utilized as a supplementary reading material for many years.

For example, the 1965 edition reviewed in this investigation will probably be teaching the same stereotypes until 1980 or longer . . .

- 4) How are racial or ethnic minorities shown in reading series in terms of major character role assignments, race stereotyping, and career role assignments?

A current study which this researcher completed in May, 1974 addresses itself to this issue. The results show that racial or ethnic minority women are treated less fairly than anglo women.

A slide/tape program on Racism and Career Role Stereotyping will be available in August, 1974, and will be distributed by the Oregon Education Association.