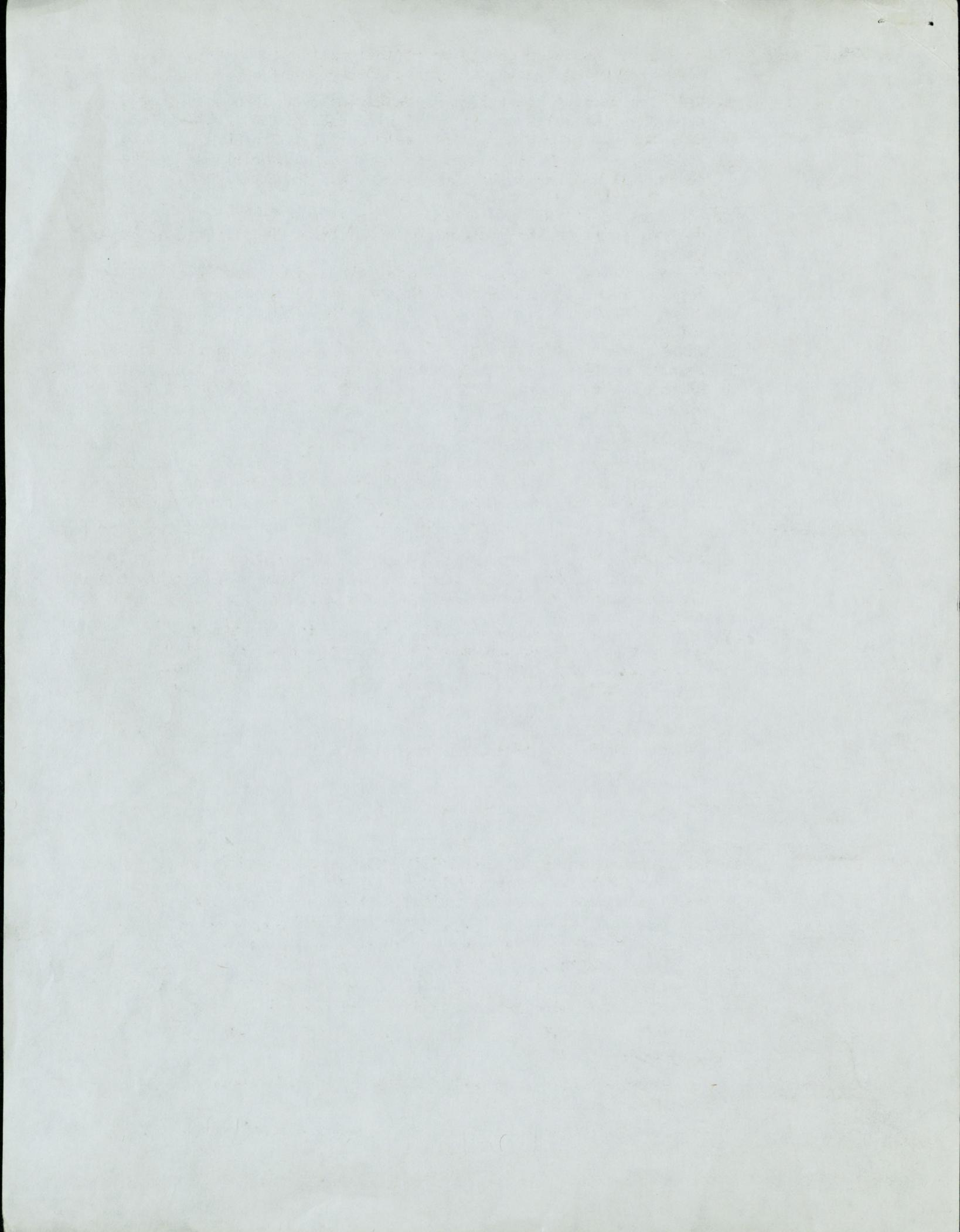


These values appear in fullest form in readers, but they also underlie other more specialized writing for children.

- I. Representation: at least 75% of all persons pictured, named, or described should be male; 90% male representation is not too much.
- II. Activity/Passivity: males should carry on most activity depicted or described. It is preferable for females to be shown as dependent and inactive.
- A. Central characters should be male.
 - B. Pictures of males should be larger, males should be in foregrounds and watched by females. Brothers should be older and larger than sisters. Males should give attention to females rarely. (Negative or critical attention and statements excluding females from male company or activities are allowed.)
 - C. Females shall be shown requiring various kinds of help from males, being frightened by male activities, showing submission and desire to earn male approval or help. Females should express approval of males. They should confess their inferiority to males.
 - D. Males must operate independently of female authority. This includes small boys who demonstrate independence or competence which impresses their mothers, sisters, or teachers.
 - E. Mothers are to be portrayed as competent only at menial household tasks. They are perfect servants, except for inability to operate machinery. (It is preferable to show a woman with a mop rather than a vacuum cleaner. Mothers should not operate motor vehicles.) Mothers are not to be consulted, and they may not command. They are allowed to complain, however--shrewish complaints included.
 - F. Only female children should be shown helping around the house. Only females are to deal with any untidyness.
- III. Affiliation/Isolation: A clear preference by men and boys for male company shall be shown. This extends to male children, who should usually be the sex who interact with fathers.
- A. Few displays of affection by females should be allowed, either toward children or adults. Fathers are to be portrayed as affectionate and rewarding.
 - B. Boys should be shown playing and working together more often than girls. Groups of girls playing should consistently be smaller and less organized than boys' groups. Boys may have expensive recreational equipment, girls may play hop-scotch, jump rope, skip, etc.
 - C. Girls are to be portrayed at all ages as frequently alone, sad, bored, inactive, aimless, wondering about life, fearing and experiencing failure.
 - D. Women are not to be shown in pleasant interaction with each other, but men should be frequently so portrayed. Men enjoy recreation together. Women should not participate in recreation outside a family group.
- IV. Dominance/Hostility: males may express hostility toward each other and toward females, individually and as a sex. Females may not express hostility toward males, individually or as a sex, except when this behavior is allowed to a villainess who will be defeated.
- A. Males expressing hostility to females may be family members, authority figures, or even heroes.
 - B. Boys may call girls silly, dumb, vain, or boring, etc., and may point out girls' ineptitude at sports and other activities. Girls may not call boys anything derogatory, but may denigrate themselves, in agreement with boys.
 - C. Male peer-group or father-son solidarity may be promoted by expression of hostility toward females. These sex roles may not be reversed.



- V. Stereotyping of Sex Roles: behavior should be strictly assigned by sex. Traditional views regarding innate differences between the sexes shall be observed.
- A. Children sharing activities shall divide them along sex lines, even at ages when the sexes are of equal size and strength. (Example: boys will build a play house, girls make curtains for it.)
 - B. Positive traits will be assigned to males in a ratio of at least 3:1; males will display intelligence, creativity, skill, persistence, and most reality-and-maturity-directed behavior.
 - C. Immature traits will in general be limited to females; they are to be docile, fearful, incompetent, unintelligent, uncreative, and will give up easily.
 - D. Fantasy roles for boys shall be few and usually dominant ("king"). Fantasy roles for girls shall be more plentiful; these roles should be submissive and of low status, unappealing, socially disapproved, or ridiculous.
 - E. Viable roles for paid adult occupations should be limited to males.
 - F. Females shall be portrayed as frequently preoccupied with their appearance. Their value as persons should be highly correlated with appearance. Males should not receive this treatment.
 - G. Sharp dichotomy in dress for males and females should be maintained. Women and girls should be shown in skirts, even when working, hiking, riding horseback, etc. Male dress should be appropriate to activity and status; it should also tend to be more contemporary. Females may continue to be shown in aprons, sashes, hairbows, gloves, etc.

VI. Behavioral Values: moral prescriptions for behavior should be different for each sex.

- A. Males must win and succeed. Some latitude in means of accomplishing these ends is necessary. Males should be allowed aggression, dishonesty, chicanery, disobedience, and destructive behavior without clear condemnation.
- B. Females do not compete, are not interested in winning or succeeding. They are to observe and support the competitive activities of males. Any cheating or aggression by females should be disapproved.
- C. Males should rarely show any emotion, but anger or resentment may occasionally be allowed.
- D. A general impression of male "uncontrollability" should be fostered. Repression of female impulsive behavior should be stressed.

Some results of these values in specialized textbooks are:

Science: top-ranking female scientists, few as they are, are omitted or reduced to portrayal in ancillary roles, as Marie Curie being depicted in helping role to Pierre, rather than a prize winner in her own right. Females are consistently shown as subjects of experiments by males in biology, psychology, etc.

History: deliberate omission of many women who affected the course of history. Underplaying of roles of the most famous. Eroticizing or trivializing of powerful women (Queen Elizabeth I as "Virgin Queen" who spent great sums on clothing). Omission of roles and contributions of ordinary women in all periods. No material or irrelevant material on women's struggle for equal rights.

Mathematics: authoritarian male figures introducing concepts. Girls portrayed as having difficulty with mathematics.

Foreign Languages: provide much opportunity to stress traditional values of subordination of females in family life.

Technical Subjects: often the most heavily male in portrayal of all textbooks. Few women or even female pronouns appear.

Health: provides much opportunity for propaganda considering females as weak, handicapped.

