

## A COMPARATIVE ANALYSIS OF THE IMAGE OF MAN AND WOMAN IN ILLUSTRATIONS OF TEXT- BOOKS FOR FIRST GRADE CHILDREN<sup>1</sup>

*Ana Pešikan*<sup>2</sup>

Institute of Psychology, Faculty of Philosophy, Belgrade

*Snežana Marinković*

Teacher-training Faculty, Užice

*In the paper we present the results of comparative analyses of the image of man and woman in the series of various editions/versions of the textbooks The world around us for first grade children. One analysis was made in 1999, and analysis of three new alternative textbooks for first grade children was made 2005.*

*The patriarchal model of genders existed in the old generation of textbooks. In the new generation of textbooks there is a much more balanced treatment of different genders. However, the social context and reality are very important for interpretation of the results.*

**Key words:** *gender issues, textbooks*

### BACKGROUND

Each society that is striving to be a democratic one insists on gender equality. Fennema (1990) defines gender equality as the set of behaviours and knowledge that permits educators to recognize inequality in educational opportunities, to carry out specific interventions that constitute equal educational treatment, and to ensure equal educational outcomes. Education is very important since it has a developmen-

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<sup>1</sup> The paper is a part of the project "Psychological problems in the context of social problems", financed, by the Ministry of Science and Environment of the Republic of Serbia (No. 149018).

<sup>2</sup> Author's address: [zavram@Eunet.yu](mailto:zavram@Eunet.yu)

tal formative role; it exerts an influence on the development of attitudes and the entire system of values and on the behaviour of an individual in everyday life (Ivić & Perazić, 2002; Pešikan, 2003). The educational process and relations within the school system contribute to the formation of gender identity and maintenance of socially accepted gender roles (Berk, 2002; Posner, 2003; Ozdogru, 2004).

Textbooks, if properly crafted, may play an important role in eliminating gender discrimination. A textbook sends explicit (but also hidden, implicit) messages, thus contributing to the development of a certain system of values among children and young adults, as it offers some desirable models of an individual and behaviour in a particular society (Johnsen 2001; Ozdogru, 2004; Daun, et al., 2003; Pešikan, Plut and Pešić, 1998; Plut, et al., 2002). It can also support or establish various stereotypes and prejudices aimed at members of other groups (e.g. *The Image of the Other*, 1998).

Textbooks are staples of teaching and learning in schools, and a student reads more than 30,000 textbook pages as he/she moves from elementary through secondary school. What images of women and men are presented on these pages? Materials have often been shown to be flawed in terms of sex bias and treatment of other nations, and handicapped people (Holt, 1990; Warrington, Younger & Williams, 2000; Gray & Leith, 2004; Jacqui, 1998; Marinković & Pešikan, 1999; Baranović, 1999; Hall and Sandler's, according Jacqui, 1998; Bricker, 2005).

These research findings showed that coverage of women in textbooks increased throughout the 1980s. However, neither quality nor quantity of these treatments has been adequate. Textbooks are often dominated by men and convey stereotypical and patriarchal images of women to students (Holt, 1990; Baranović, 1999; Marinković & Pešikan, 1999; Chung, 2000; Alimdjanova, 2002; Kato, 2003; Ojha & Rouls, 2004; Paseka, 2004). Gender stereotypes affect the psyche of children by focusing them to perform a set pattern of behaviour pre-determined on the basis of gender discrimination. Women appear more frequently in parental roles – in the role of the mother, responsible for domestic matters such as the kitchen and child-care. In some USA primary level textbooks men are seen doing jobs like baby-sitting, cleaning the house, washing clothes etc. (Hukku, cited in Ojha & Rouls, 2004). Women in the textbooks were depicted more frequently as one-sided images of dependency, domesticity, and passivity (Holt, 1990), as well as sensitive, quiet, well-intentioned, sweet, kind, sympathetic, diligent, gentle, soft-spoken, affectionate, eager to smooth hurt feelings, self-sacrificing, able to devote themselves completely to others, loving of children, etc. In contrast to that, men are mostly portrayed as sensitive, intelligent, brave, proud, ambitious, inquisitive, aggressive, dominant, forceful, acting as leader, etc (Baranović, 1999; Hussein, 1999; Michel, 1986).

If we analyze the number of occurrences of girls and boys in textbooks, it appears that boys are given significantly more attention than girls. For instance, in elementary school textbooks they were included in 30% of the units, while girls were in 15% of the units. In grammar schools this difference was even bigger: 42% of occurrences in textbooks were of boys and only 17% of girls (Baranović, 1999).

Textbooks place women and men in posts that are traditionally regarded as female and male professions; in this way preserving a stereotypical image of the division of work based on gender (Baranović, 1999; Ozdogru, 2004; Chung, 2000; Kato, 2004; Bricker, 2005; Paseka, 2004). For example, very rarely were women mentioned as public figures while it was the most mentioned profession of men. Textbooks failed to show women as professionals, lawyers and academics. Only a limited number of textbooks ascribe the same importance to both sexes, or show a numerical balance between males and females, or males performing non-traditional jobs, while females are portrayed as pilots, security guards and astronauts (Sleeter and Grant, according Ozdogru, 2004).

The problem with gender stereotypes in textbooks is that people incorporate these gender beliefs into internalized rules that govern their own behaviour. Thus, for the female, acting outside her prescribed role is (at least) more difficult than behaving within the prescribed one, implying that (at worst) it is possible to expect even to invoke social penalties.

## SUBJECT

We analyze the image of men and women in textbooks as we are interested in studying how the development and cherishing of quality gender relations is realized throughout textbooks and whether there is any difference between the textbooks of older and newer generations.

Seven years ago, in 1999, we analyzed typical male and female images in textbooks of the series *Nature and Society*, grades I-IV. The new generation of textbooks for this subject<sup>3</sup> for the first and the second grades was published last year. Therefore, we wanted to compare the “old“ (in use seven or more years ago) with the “new“ textbooks (published in 2004<sup>4</sup>) and determine whether anything had changed in the presentation of male and female characters in textbooks during this five-year period.

In 1999 we analyzed the *Nature and Society* textbooks, grades I-IV (Institute of School Textbooks and Teaching Aids), while in 2005 we analyzed alternative versions of the textbook series *The world around us* for the first grade, published by three publishing houses (Institute of School Textbooks and Teaching Aids, National Book, and Creative Centre).

The subject of the analysis was illustrations in the textbooks. There were several reasons why we decided to analyze illustrations in these textbooks. We wanted to compare the results of the original 1999 analysis with the results of the new one, so it was necessary to have the same subject of analysis. Illustrations are the most

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<sup>3</sup> Subsequently renamed to *The world around us*.

<sup>4</sup> Up to 2003 just one state (official) publisher existed in Serbia and each subject was covered by only one prescribed textbook.

striking means for attracting the readers' attention, arousing interest for a book, taking them to particular contents, "emphasizing important components of the content and, finally, for reporting information that could only partly be reported by verbal means" (Trebješanin, Pešikan and Kovač-Cerović, 1990, p. 207). Thus, illustrations are support for studying with comprehension, they improve studying motivation (Ivić et al., 2004) and sometimes, they can act more strongly and more directly than words do. In addition, in textbooks for the first grade (considering the age of the pupils) illustrations dominate text and they are often the main content carrier in the lessons or chapters.

## METHOD

We used the content analysis method. The analysis was done by two independent appraisers who dealt with the illustrations in the textbooks *The world around us* for the first grade (Institute of School Textbooks and Teaching Aids, National Book, Creative Centre, 2004) and the results were compared with those from the previous analysis of the textbook *Nature and Society* for the first grade (Institute of School Textbooks and Teaching Aids, 1999). The unit of analysis was each illustration itself.

The images of children and adults that appeared in the illustrations were analyzed to establish the following:

- the frequency of appearance of male and female (children and adults) characters
- their roles and activities
- gender relations, and
- whether there were any gender stereotypes in the illustrations in these textbooks.

We experienced a number of difficulties in the analysis of illustrations in the new generation of textbooks, which did not occur in our analysis of illustrations in the previous one. All the new textbooks were rich in illustrations. It appeared that special attention had been given to the illustrations and to the quality of printing. However, the illustrations had sometimes been copied and used in many various contexts. Using the same drawing in different contexts could be seen as artistic poverty and could create boredom in the reader. On the other hand, these problems caused difficulties in defining the analysis unit (e.g. whether a part of an illustration repeated in many different places - in other illustrations, should be treated as a new unit). Nevertheless, we decided to treat each illustration as a separate unit (since the drawings were used in new contexts, as a part of a new message), regardless of their repetition and the form in which they were graphically and pedagogically realized.

## RESULTS

### Frequency of children images

Analysis of the illustrations in the original and three new textbooks showed that *the frequencies of appearance of images of girls and boys were the same*. If we look at the frequency, images of boys appeared a little more frequent, but the differences had no statistical significance.

*Table 1: Frequencies of images of girls and boys in the textbook The world around us for grade I*

<i>Textbooks</i>	<i>Girls</i>		<i>Boys</i>		<i>Babies</i>		<i>Total</i>	
	<i>f</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
ISTTA <sup>5</sup> 1999	116	49.36	119	50.64	-	-	235	100
ISTTA 2004	185	45.90	214	53.10	4	1	403	100
National Book (NB)	155	45.32	184	53.80	3	0.88	342	100
Creative Centre (CC)	133	45.70	158	54.30	-	-	291	100

### Children's Activities in Illustrations

The results of analysis of children's activities<sup>6</sup> in the illustrations are given in the tables 2, 3, 4 and 5, for each analyzed textbook separately.

<sup>5</sup> Institute of School Textbooks and Teaching Aids.

<sup>6</sup> *School activities* are those happening in school (classroom, school yard, field trips); *play and free activities* are connected to fun, watching television, playing hopscotch, playing with bricks, dolls, computer games..), these activities are located out of school: *home activities* are the activities that are going on at home (in a flat, in a house, yard) and *intellectual activities* are derived from them when there is some kind of intellectual work at home or at some other place out of school (reading, work in a library, research in the natural environment); *decorative activities* are those that serve to fulfill and decorate the space and are not connected to the text or the subject presented in the textbook; *emotional activities* are those where examples of emotional exchange can be found or situations where a child expresses its feeling, e.g. cries or is scared.

**Table 2: Children's activities in illustrations in the old textbook Nature and Society, grade I, ISTTA 1999**

Activities	I grade			
	Girls	Boys	Total	Total %
School	19	17	36	37.5
Play, free activities	19	17	36	37.5
Home	6	7	13	13.5
Intellectual	1	2	3	3.1
Emotional	2	1	3	3.1
Decorative	2	-	2	2.1
Sports	-	2	2	2.1
Hobby	-	1	1	1.0
<b>Total</b>	<b>49</b>	<b>47 (NS)*</b>	<b>96</b>	<b>99.9</b>
	51%	49%	100%	

\*NS – no significant difference between boys and girls according to the Chi-square test.

**Table 3: Children's activities represented in illustrations in the new textbook The world around us, I grade, ISTTA 04**

Activities	I grade				Total %
	Girls	Boys	Babies	Total	
School	50	85	-	135	55.6
Play, free activities	24	43	-	67	27.6
Home	10	12	-	22	9
Intellectual	5	3	-	8	3.3
Emotional	-	5	2	7	2.9
Hobby	1	2	-	3	1.2
Sports	-	1	-	1	0.4
Decorative	-	-	-	-	-
<b>Total</b>	<b>90*</b>	<b>151*</b>	<b>2</b>	<b>243</b>	<b>100</b>
	37.04%	62.14%	0.82%	100%	

\* Difference significant at the  $p < 0.01$  level according to the Chi-square test

**Table 4: Children's activities represented in illustrations in the new textbook The world around us, I grade, National Book 2004**

Activities	I grade				Total %
	Girls	Boys	Babies	Total	
School	40	50	--	90	41.3
Play, free activities	36	34	-	70	32.1
Decorative	9	9	-	18	8.3
Sports	3	13	-	16	7.3
Home	7	2	-	9	4.1
Intellectual	1	5	-	6	2.7
Emotional	3	2	-	5	2.3
Hobby	2	2	-	4	1.8
<b>Total</b>	<b>101</b>	<b>117 (NS)*</b>	<b>-</b>	<b>218</b>	<b>99.9</b>
	46.33%	53.67%		100%	

\*NS – no significant difference between boys and girls according to the Chi-square test.

**Table 5: Children's activities represented in illustrations in the new textbook *The world around us, 1 grade, Creative Centre, 2004***

<i>Activities</i>	<i>1 grade</i>			<i>Total</i>	<i>Total %</i>
	<i>Girls</i>	<i>Boys</i>	<i>Babies</i>		
School	43	55	-	98	54.4
Play, Free activities	17	32	-	49	27.2
Home	9	10	-	19	10.5
Intellectual	3	2	-	5	2.8
Emotional	3	2	-	5	2.8
Sports	1	1	-	2	1.1
Decorative	1	-	-	1	0.55
Hobby	-	1	-	1	0.55
<b>Total</b>	<b>77</b>	<b>103 (NS)*</b>	<b>-</b>	<b>180</b>	<b>99.9</b>
	42.78%	57.22%		100%	

\*NS – no significant difference between boys and girls according to the Chi-square test.

The first point that is evident from the tables above is that the new textbooks have a much greater number of illustrations in comparison with the old textbook for the first grade.

The repertoire of activities that show children's male and female characters is the same. There are school, play, free (including fun), home, intellectual (not related to school or classroom), sports and emotional activities, hobbies and activities connected to decoration. Despite the same repertoire, children's male and female characters are not equally represented. In the old textbook (ISTTA 99), the appearance of girls and boys was equal, girls even appeared slightly more frequently. In all the new textbooks, boys appeared more frequently than girls across the diverse activities. In one of the new textbooks (ISTTA 04) that difference was statistically significant at the 0.01 level. As is the illustrations were mostly about school activities, free activities and play, the reason for boys appearing more frequently cannot be explained simply by the type of activities, which would be equally interesting for both sexes.<sup>7</sup>

If we compare the frequencies of appearance, we can see that some categories of activities were very similarly represented in all the textbooks. As we would expect, school activities, and then play and free activities had the greatest frequencies of appearance in all the textbooks. Approximately three quarters (73-83%) of all activities presented in the illustrations fell into these two categories and in comparison with them, the frequencies of activities from other categories were insignificant. Activities from these two categories were undoubtedly dominant in the life of children of this age and therefore in their textbooks as well. If we look at the remaining categories, we can see that home activities were a little more frequent with their frequency highest in the old textbook (ISTTA 99). Decorative activities, that are sup-

<sup>7</sup> In elementary schools in Serbia there is an equal number of boys and girls; there are no significant differences in children's enrolment regarding their sex (for example, in 2003 the rate of enrolment for boys was 98.4%, and for girls 98%, Department of Educational Statistics, Ministry of Education and Sport, Republic of Serbia).

posed to be rare in such textbooks, were represented to a sizeable extent (8% of the total) in the textbook published by the National Book.

There was a difference in the represented *school activities* between the old and new textbooks. The old textbook for the first grade mainly showed children going to school, coming in and out of school, having a break, in the dining room, doing things like watering flowers. The situations when they were in the class learning were rare. In the new textbooks, children were more often shown in classrooms learning, doing different kinds of activities. The repertoire of school activities was larger than in the old textbook and the surroundings and the learning environment were richer (e.g. children wrote, asked and answered questions, listened, read, checked, watched through a microscope, made models together, worked together on tasks).

The textbook published by the Creative Centre had the widest range of school activities of all the textbooks analyzed. It included the following activities: listening, reading, lab research, research in the environment, group work, work in the library, practical work in the school's workshop. The classrooms, labs and other places where learning takes place were well equipped with teaching and studying aids, maps, plans, class libraries, and pupils' works.

The textbook published by National Book was the most incomplete regarding school activities. The illustrations referring to school activities showed meaningless situations, like a girl reading from a book whose pages were completely white, with no text on them, or a boy watching, examining, but holding the magnifier at a great distance and in a manner that enabled him to see nothing through it (NB, p. 24). This textbook also presented a classical stereotype of a boy having an active role and a girl watching what he was doing (NB, p. 24).

Although the new textbooks have made qualitative progress in types and ways of presenting school activities, there was no progress in presenting *intellectual activities* that are going on out of the school context. Both in the old and the new textbooks, intellectual activities were very rarely found, only in 3% of the illustrations, and the way of presenting those activities was "like posing for a photograph", especially when it came to some kinds of research activities. In the old textbook, they were restricted only to situations when a child was studying in a library or at the desk at home, and the new textbooks were little more diverse. The following activities could be found: working at a desk (a boy writing, reading, a girl studying), research in the natural environment (a girl looking at flowers outside, watching a ladybird through a magnifying glass, ISTTA 04); a boy working at a computer (NB), a boy demonstrating an experiment (NB); a boy reading, (CC); a boy studying the characteristics of the soil (CC); a girl doing an experiment to determine characteristics of the air (CC).

Although we can describe only a small number of illustrations, the frequency tells us that boys are still the main exponents of intellectual activities. Unfortunately, this represents the stereotype image of men and women's roles, which is expressed



to full extent in presenting roles and professions of adult characters (ref. *Adult characters in illustrations*).

When it comes to *play and free activities* and their frequencies in the illustrations, there are no major differences, except that the repertoire of games and spending free time is a bit more diverse in the new textbooks and a bit more diverse for boys. Girls play hopscotch, draw, swing, see-saw, sunbathe, play in the snow, play outside, play with dolls, build with bricks and blocks, watch television, pick flowers, climb trees, dance ballet, play on the computer, ice skate, have a swim in the river or in the sea, have a ride on a roller coaster, make bird houses. Apart from drawing and hopscotch, boys can be seen in similar games: building with bricks or blocks, playing with a ball, chasing each other, playing with a dog, listening to music, playing on a computer, playing with a doll, swimming in the sea or river, fishing, making a dog house, making a bird house and, together with their fathers, playing in the snow, planting a tree, riding a bike, skate boarding.

Regarding *sports activities*, we can say that they were rare in all the analyzed textbooks, apart from the textbook published by National Book, where 7% of illustrations were of this kind. As found in other research, boys are usually the ones who are involved in sports activities (Zittleman & Sadker, 2003). In the textbook published by National Book they appear in sports activities four times more frequently than girls. The illustrations show boys mostly playing football, fishing (ISTTA 99), playing basketball, football, badminton, doing gymnastics (NB 04). Sport is the field where we can find many adequate examples for both sexes and the only explanation for the rare appearance of sports activities could be the age of children, as it is very difficult to draw a line between sports and play, and a low percentage of children going in for sports.

*Home activities* in textbooks have an upbringing function; they give us the model of how household duties are divided and the involvement of children in maintaining order and hygiene at home. The old textbook pleads clearly and explicitly for the division of household duties (ISTTA 99). However, that division of household duties is the interesting part. Girls and their mothers do everyday, "main" duties: preparing food and cleaning (cooking, washing up, doing the dust, laying the table), and boys and their fathers do occasional, we can call them secondary, household duties (stacking books on a shelf, beating the dust out of a carpet, throwing out the garbage, repairing things).

In contrast to the old textbook where all members of a household help mother, who is the carrier of household duties, the new textbooks show all of them working, the division of duties being done in a manner showing that they are helping each other (ISTTA 04).

*Emotions exchange* was very rarely found in all the analyzed textbooks. The fact is that this topic is not suitable for being used in textbooks. In the old textbook, there were only two cases: a girl cuddling her mother (2 illustrations) and a visit to a sick friend (1 illustration). The new textbooks included more illustrations that

showed emotional reactions: a boy crying (ISTTA 04, p. 12), a scared boy (ISTTA 04, p. 14), a girl frightened by a dog (NB, p. 10), a boy crying, a sick boy (NB, p. 12) and a lost boy (NB, p. 42). The emotional area is usually considered to be a “woman’s field”, but, as we can see, the new textbooks (ISTTA and NB) showed boys reacting emotionally rather than girls. The intention of the publisher might have been to show that boys can also be scared and can also cry.

We used the term *decorative* illustrations to describe those illustrations which used children’s images merely for filling in the empty spaces on a page, or as a decoration, not associated with the main text and giving no particular information to the reader. The old textbooks used a girl’s image as a decoration in two cases: a girl picking flowers (ISTTA 99, p. 77) and a girl holding flowers in her hands (ISTTA 99, p. 80). The new textbooks presented decorative illustrations as well: a girl smelling a flower (CC 04) or three girls and three boys holding hands (NB 04, in three pictures).

There were no images of children breaking the rules or being exposed to danger in the old textbook. The new textbooks presented such images with a boy as a main character, which fits into the traditional image of a boy who is physically more active, more energetic and more inclined to risks. Illustrations in the textbook published by ISTTA (2004) presented boys being the ones who break the rules (e.g. a boy is scribbling something on a traffic sign, throwing litter in the street, kicking a garbage can, killing birds, walking over an anthill, throwing rubbish into a river, breaking branches, leaving rubbish all over a picnic site after the picnic has finished, and a girl is shown breaking the branches of a tree). The illustrations in the new textbooks gave examples of boys being exposed to danger more often than girls (e.g. a boy gets an electric shock because of mishandling a machine, water floods his bathroom while he is listening to music, boys set a curtain on fire while playing with matches and candles, a boy falls from a chair while trying to reach candies on the shelf). In some cases the danger comes as a result of breaking the rules, but there are other cases where boys are in a situation to solve problems that have arisen (e.g. we can see a boy in situations of a fire, flood, spilt hot water, broken glass, or in a situation to help a person who gets sick). Therefore, apart from being more inclined to risks and being physically more active, boys are the ones who solve problems that arise, and girls are traditionally gentler and the more helpless sex.

We have already mentioned that, unfortunately, there were some gender stereotypes in the textbooks (although not in every textbook and not to the same extent). Thus, for example, there were only boys in the role of a researcher, all the experiments in the illustrations were done only by boys (NB 04, pp. 56, 57, 79, 80), and boys were involved in all dangerous situations and situations where there was a problem to be solved (CC 04). When we speak about sports, girls were more often in the role of spectators, and for situations of a family dining at home, mothers and daughters were laying the table while fathers and sons were waiting at the table (NB 04, pp. 19, 64, 71). A child in the street was held only by the hand of its mother (NB

04). These and similar illustrations send very important socializing messages and indirectly give the image of what is expected from each of the roles.

## **Children's appearance**

In the 1999 analyzes, we were interested in the appearance of children in the illustrations, not as a matter of aesthetics, but to set the appearance of a desirable model child according to the textbooks. In the old textbook (ISTTA 99) children were dressed in an old-fashioned, stereotyped manner, and they didn't look like children of their time. A girl usually wore an old-fashioned dress with a petticoat, which had a white collar, shoes with a small strap and a bow in her hair or with the hair neatly tied with a band. Girls were wearing skirts and dresses even on a picnic, when they were ice-skating or playing. They were rarely dressed in training suits, and when they were, there was still a romantic white collar. Boys were also dressed in an old-fashioned manner, like images of adults, differently from the children to whom the textbook was intended. The illustrations showed children dressed uniformly, in the same style without individual differences.

The new textbook (ISTTA 04) introduced modernized illustrations; the images of children were closer to today's children concerning dressing and the behaviour code. Boys in the new textbooks particularly looked like today's children. In the new generation of textbooks, the textbook published by National Book is reminiscent of the old textbook (ISTTA 99) concerning the manner in which girls are represented. In 93% of the illustrations where we could see the way a girl was dressed, she was wearing a skirt (even if she was riding a bicycle, swinging or climbing a tree), and when she was not wearing a skirt, she had romantic bows. There was only one illustration presenting a girl in trousers (when she was writing something on the wall). In contrast to the other textbooks, the textbook published by Creative Centre (CC 04) showed illustrations of girls wearing trousers in most cases, but all children in this textbook looked as though they were at the early age of pre-school children (e.g. a girl in trousers looked like a baby in baby breeches). There was obviously a gap between the image of a girl shown in illustrations and those for whom the textbook was intended. If children cannot identify themselves with the child's model given in a textbook, their acceptance of a textbook's values will be under question.

## **Adult characters in illustrations in textbooks**

We have shown above (Table 1) that the number of child male and female characters in illustrations was approximately the same and that the increased proportion of images of boys was non-significant. If we look at the frequency of appearance of adult characters, significantly more space was given to men (Table 6). Sta-

tistically, their appearance was significantly more frequent in all the textbooks, except the ISTTA textbook 04. As the four textbooks dealt with subjects such as school, family, my place, others and me etc. this disproportion is difficult to explain.

**Table 6: Frequency of adult men and women illustrations in the textbook *The world around us* for grade I**

Textbooks	Women		Men		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
ISTTA '99	33	31.43	72*	68.57	105	100
ISTTA '04	106	43.20	137	56.80	243	100
National Book	37	29.37	89*	72.88	126	100
Creative Centre	34	37.50	46*	57.50	80	100

\* Statistically significant differences at  $p < 0.01$  (according to the Chi-square test)

If we look at analyzes of roles where the images of adults appear, we can see that in the old textbook a man's main role is professional (two thirds of all the roles where the images of men appeared), and the main woman's role was in a family (40% of all women's roles). Women appeared twice more frequently in the role of "a person from the crowd". In the new ISTTA textbook 04, roles were equally divided regarding sex, and both men and women were mostly presented in a family role. It was not the case in the other two analyzed textbooks. Regarding male characters in the textbooks published by National Book 04, the situation was reminiscent of the results from 1999: 64% of all male roles were professional, and there were only 16% of them in a family role. In addition to that, hobby was exclusively a male field (11% of all roles). Nevertheless, in contrast to the old textbook, women appeared significantly more frequently in professional roles (51.3%), even more frequently than in the family role (43.2%). The situation was similar in the textbook published by Creative Centre 04, where women were also most frequently shown in a professional role (50%). Men's dominant role was professional (60.9%) and they appeared in the family role only half as frequently in comparison to women (21.7%) and in contrast to the old textbook, men appeared two times more frequently than women in the role of "a person from the crowd".

Therefore, if we analyze the roles in which adult characters appeared in illustrations, the old textbook presented women mostly in the family role. The percentage of appearances of women in professional roles significantly increased in the new textbooks; they were, in two of the new textbooks (NB 04 and CC 04) to some extent presented more frequently in professional rather than family roles. Men in 1999 and still mostly in 2004 were presented in a professional role, apart from the new ISTTA textbook 04. They appeared more seldom in the family role (15-20% of all roles) and in a lesser percentage than women.

**Table 7: Frequencies of appearances of adult men and women images in different roles in illustrations in the textbook *The world around us* for grade I**

	Family		Professional		Hobby		Historical-mythical		Something else		Total	
	w	m	w	m	w	m	w	m	w	m	M	
ISTT A 99	13 39.4%	12 16.9%	7 21.2%	46 64.8%	-	-	-	1 1.4%	13 39.4%	12 16.9%	33 100%	71 100%
ISTT A 04	53 50%	55 40.1%	35 33%	50 36.5%	1 0.9%	11 8.0%	-	-	17 16.1%	21 15.3%	106 100%	137 100%
Nat. Book	16 43.2%	14 15.7%	19 51.3%	57 64.0%	-	10 11.4%	-	1 1.1%	2 5.4%	7 7.9%	37 100%	89 100%
Creat. Cen.	15 44.1%	10 21.7%	17 50%	28 60.9%	-	1 2.2%	-	1 2.2%	2 5.9%	6 13%	34 100%	46 100%

If we analyze the differences in appearance of male and female characters in specific roles, we can see (Table 8) that male characters appeared more frequently in the professional role in comparison with women and these differences were significant in two textbooks (the old ISTTA 99 and the new NB 04). Apart from hobbies, the differences in appearance of men and women images were not statistically significant.

**Table 8: Percentage of appearance of men and women images in specific roles in illustrations in the textbook *The world around us* for the first grade**

	Family		Professional		Hobby		Historical-mythical		Something else	
	W	m	w	m	w	m	w	m	w	m
ISTTA 99	13 52%	12 48%	7* 13.2%	46* 86.8%				1 100%	13 52%	12 48%
ISTTA 99		25		53				1		25
Total ISTTA 04	53 49.1%	55 50.9%	35 41.2%	50 58.8%	1** 8.3%	11** 91.7%			17 44.7%	21 55.3%
ISTTA 04		108		85		12		0		38
Total Nat. Book 04	16 53.3%	14 46.7%	19** * 25%	57*** 75%		10 100%		1 100%	2 22.2%	7 77.8%
NB total		30		76		10		1		9
Creat. Centre 04	15 60%	10 40%	17 37.8%	28 62.2%		1 100%		1 100%	2 25%	6 75%
CC total		25		45		1		1		8

Statistically significant at \*p<0.0001; \*\* on p<0.05; \*\*\* p<0.01 (according to the Chi-square test)

We got interesting results when we analyzed the type of men and women professions and the frequencies of their appearances in the illustrations (Tables 9, 10, 11 and 12).

**Table 9: Men and women professions and frequencies of their occurrence in illustrations in the textbook *The Nature and Society for the first grade, ISTTA 99***

<b>Men f=46 *</b>	<b>Women f=7 *</b>
1. farmer (28)	1. teacher (3)
2. craftsmen (5):	2 farmer (2)
2.1. carpenter	
2.2. car mechanic	
2.3. baker	
2.4. builder	
3. driver (4)	3. craftswomen (1)
	3.1. dressmaker
4. fisherman (2)	4. canteen worker (1)
5. teacher (1)	
6. professions connected to healthcare (1):	
6.1. doctor	
7. shop assistant (1)	
8. conductor (music) (1)	
9. street sweeper (1)	
10. postman (1)	
11. factory worker (1)	

\* Statistically significant difference in percentage at  $p < 0.0001$ .

**Table 10: Men and women professions and frequencies of their occurrence in illustrations in the textbook *The world around us for the first grade, ISTTA 04***

<b>Men f=50</b>	<b>Women f=35</b>
1. farmer (19)	1. teacher (13)
2. professions connected to healthcare (9):	2. farmer (7)
2.1. doctor (6)	
2.2. vet (3)	
3. craftsmen (3)	3. professions connected to healthcare (5):
3.1. baker	3.1. nurse (4)
3.2. hairdresser	3.2. dentist (1)
3.3. blacksmith	
4. teacher (2)	4. greengrocer (2)
5. building contractor (2)	5. cook (2)
6. coachman (2)	6. shop assistant (2)
7. cook (1)	7. librarian (1)
8. factory worker (1)	8. psychologist (1)
9. greengrocer (1)	9. actress (1)
10. actor (1)	10. scientist (1)
11. writer (1)	
12. gardener (1)	
13. forest ranger (1)	
14. postman (1)	
15. traffic policeman (1)	
16. driver (1)	
17. chemist (1)	
18. announcer (1)	
19. fireman (1)	

**Table 11: Men and women professions and frequencies of their occurrence in illustrations in the textbook *The world around us for the first grade, National Book 04***

<b>Men f=57 *</b>	<b>Women f=19 *</b>
1. musician (13)	1. teacher, kindergarten teacher (7+2=9)
2. farmer (10)	2. farmer (3)
3. professions connected to healthcare (5):	3. painter (2)
3.1. doctor (4)	
3.2. dentist (1)	
4. craftsman (4)	4. greengrocer (2)
4.1. baker	
4.2. jeweler	
4.3. shoemaker	
5. worker (4)	5. professions connected to healthcare (1):
	5.1. nurse
6. traffic policeman (3)	6. sportswoman (1)
7. teacher (2)	7. computer scientist (1)
8. sportsman (2)	
9. driver (2)	
10. fireman (2)	
11. postman (2)	
12. greengrocer (1)	
13. explorer (1)	
14. public utility worker (1)	
15. waiter (1)	
16. astronaut (1)	



**Table 12: Men and women professions and frequencies of their occurrence in illustrations in the textbook *The world around us for the first grade, CC 04***

Men f=28	Women f=17
1. teacher (5)	1. teacher (8)
2. driver (4)	
3. craftsmen (3)	2. craftswomen (3)
3.1. baker	2.1. baker
3.2. shoemaker	2.2. hairdresser
3.3. builder	2.3. dressmaker
4. gardener (3)	3. librarian (3)
5. farmer (2)	4. farmer (2)
6. public utility worker (2)	
7. ice-cream seller (1)	
8. traffic policeman (1)	
9. book seller (1)	
10. printer (1)	
11. painter (1)	
12. writer (1)	
13. announcer (1)	
14. director (1)	
15. postman (1)	

In comparison with the old textbook, the repertoire of intellectual and artistic professions was a bit richer in the new textbooks and men and women professions that appeared would demand higher educational levels than was the case in the old textbook.. In the new generation of textbooks, the most frequent male professions were farmers, professions connected to healthcare, musicians, craftsman and teachers (Tables 10, 11, 12). . Women characters appeared more frequently in the role of a teacher, as in real life, where there are significantly more women employed in the field of education<sup>8</sup> (Tables 10, 11, 12). It is interesting that the textbooks did not include a wide range of intellectual professions, and a scientist and an explorer appeared only once each. Within the same profession, men were more often involved in a profession that demanded a faculty degree, while women were involved in secondary professions that usually would not demand an educational level higher than high school (e.g. a man is a doctor and a woman is a nurse).

<sup>8</sup> This is true for elementary and high schools. At universities, there are significantly more men; they are regularly represented in better paid posts or posts that are related to power and reputation (ref. Women and Men in Serbia, The Republic Institute for Statistics, Belgrade, 2005)

## DISCUSSION

We have analyzed in this paper men and women images in illustrations in three recent versions of the textbook *The world around us* for the first grade (Institute of School Textbooks and Teaching Aids, National Book, Creative Centre, 2004) and compared the results with those from its predecessor, the previously analyzed textbook *Nature and Society* for the first grade (Institute of School Textbooks and Teaching Aids 1999). We analyzed images that appeared in the illustrations, those of children and of adults, to determine the frequencies of occurrence of men and women images, the activities they could be seen in, and the roles the characters played, as well as the relation between sexes and whether there were any possible gender stereotypes. We came to the following conclusions:

- The frequency of appearance of boy and girl images in illustrations in the analyzed textbooks was equal. This is an important finding as in numerous other countries the appearance of boys is much higher than girls.
- The repertoire of activities that represent boy and girl images was the same; most frequently they were school and play activities, free activities (two thirds of all presented activities), but boys appeared more frequently in a number of activities.
- As found in other published results, boys were the main exponents of intellectual activities; they were shown as more intellectually inclined, physically more active, more inclined to risk, adventurous, the ones who break the rules, expose themselves to danger and solve problems.
- Regarding the appearance of children, the image of a boy corresponded better with today's child, whereas girls were often presented in a romantic way, very often in a skirt or dress, with romantic bows in their hair, regardless of the activity they were involved in.
- As found in other research, for the adult characters, men images were significantly more frequent than women images.
- The new textbooks presented us with a significantly higher percentage of women images in professional roles. The main women roles were family and professional roles. Compared with textbooks in other countries our new textbooks would be somewhere in between: females were depicted neither in predominantly homemaker roles caring about house matters such as the kitchen and child-care nor in non-traditional roles such as an astronaut.
- Men were still presented in the professional role and rarely in the family role and in a lower percentage in comparisons to women.
- In contrast to the old textbook where all members of a household helped mother, who was the carrier of household duties, the new textbooks showed all of them working; the division of duties was done to show that they were helping each other.
- The list of men professions was much richer than women professions.

➤ The repertoire of intellectual and artistic professions in the new textbooks was richer to some extent, although their number was fewer than that of manual, craftsman professions. Within the same profession, men were more often involved in a profession that demanded a faculty degree, while women were involved in secondary professions that demanded only a high school level of education.

In comparison with the old generation of textbooks, there were some changes in presenting images of men and women. The image of a woman had changed from the image of a mother and housewife towards a person who was present and competent in other areas, especially professional. However, the new textbooks also had a traditional look at the roles of men and women (often presented indirectly) and gender stereotypes appeared in some of them. Some of the classical stereotypes were: boys were the active ones, girls following them and watching what they were doing. Boys were the ones who took part in sports and intellectual activities, they did research, made experiments and were involved in all the dangerous situations and in situations where there was a problem to be solved. In the family contexts, mothers and daughters were laying the table while fathers and sons waited at the table; a child in the street was held by the hand only by its mother, etc.

The patriarchal model of genders existed in the old generation of textbooks. In the new generation of textbooks there was a much more balanced treatment of the different genders. However, the social context and reality was very important for interpretation of the results. In our country, men and women are equal in their rights but the traditional model of man and woman role is still alive and very much present in everyday life. That opens up the question of how to treat that topic in a textbook: what is the ideal model of gender issues in a specific socio-cultural context? Textbooks should not only mirror current times, but also guide students into the future. For sure it must not be too far from the real social context (assuming it to be influential), but it has to cultivate and support the development of equal, human, healthy relations between the sexes.

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ABSTRAKT

**KOMPARATIVNA ANALIZA TIPIČNOG ŽENSKOG I MUŠKOG  
LIKA NA ILUSTRACIJAMA U UDŽBENICIMA ZA PRVI  
RAZRED OSNOVNE ŠKOLE**

*Ana Pešikan*

Institut za psihologiju, Filozofski fakultet Beograd

*Snežana Marinković*

Učiteljski fakultet, Užice

Na rodnoj ravnopravnosti se insistira u svakom društvu koje nastoji da bude demokratsko i ona bi trebalo da bude ugrađena u obrazovni sistem zemlje. Obrazovanje je u ovom pogledu posebno važno, jer ima razvojno-formativnu ulogu, utiče na razvoj stavova, celokupnog sistema vrednosti, a time i na ponašanje jedinke u svakodnevnom životu.

Udžbenici su bitan aspekt kvalitetnog obrazovanja i imaju veoma važnu ulogu u procesu socijalizacije deteta. Svojim eksplicitnim, ali i skrivenim, implicitnim porukama udžbenik doprinosi razvoju određenog sistema vrednosti kod dece i mladih, nudi im poželjne modele pojedinca i ponašanja u datom društvu, deluje i na podržavanje ili suzbijanje određenih stereotipa i predrasuda prema pripadnicima drugih grupa.

U ovom radu dati su rezultati komparativne analize tipičnog ženskog i muškog lika u udžbenicima prirode i društva za prvi razred osnovne škole. Jedna analiza je urađena 1999. godine, a 2005. su urađene analize tri nova alternativna udžbenika za ovaj predmet (sada pod nazivom "Svet oko nas").

U radu su analizirani muški i ženski likovi na ilustracijama u udžbenicima *Svet oko nas* za I razred (Zavod za udžbenike i nastavna sredstva, Narodna knjiga, Kreativni centar, 2004) i rezultati te analize su upoređeni sa rezultatima ranije obavljene analize udžbenika *Priroda i društvo* za I razred, Zavod za udžbenike i nastavna sredstva, 1999.god. (v. Marinković, S. & Pešikan, A. (1999). Tipičan muški i ženski lik u udžbenicima *Priroda i društvo*. *Psihologija*, 3-4, 225-240). Analizirani su muški i ženski likovi koji se nalaze na ilustracijama, dečji i odrasli, njihova učestalost javljanja, u kojim aktivnostima i ulogama se likovi pojavljuju, kakav je odnos među polovima i da li se, eventualno, javljaju polni stereotipi. Analizu su obavljala dva nezavisna procenjivača.

Glavni rezultati koji su dobijeni u ovom istraživanju su sledeći:

- Na ilustracijama u svim analiziranim udžbenicima likovi devojčica i dečaka pojavljuju se podjednako često. Ovo je značajan nalaz, jer se u brojnim drugim zemljama dečaci pojavljuju statistički značajno češće od devojčica.

- Repertoar aktivnosti u kojima se prikazuju dečji muški i ženski likovi je isti, najčešće su to školske i igrovne aktivnosti (tri četvrtine svih prikazanih aktivnosti), ali se dečaci u različitim aktivnostima pojavljuju češće od devojčica.

- Repertoar dečjih intelektualnih aktivnosti je dosta siromašan u analiziranim udžbenicima. Dečaci su glavni nosioci intelektualnih aktivnosti.

- Kao i u drugim istraživanjima i ovde su dečaci prikazani kao fizički aktivniji (devojčice su češće date u ulozi posmatrača) i skloniji riziku, oni su oni koji krše pravila, izlažu se opasnostima, ali i rešavaju probleme i pomažu ugroženima.

- Po izgledu dece, lik dečaka više odgovora savremenom detetu, dok su devojčice češće date u romantičnoj varijanti, skoro uvek u suknjici ili haljinici, sa romantičnim mašnjama u kosi, bez obzira na vrstu aktivnosti kojom se bave.

- Među odraslim likovima na ilustracijama se znatno češće javljaju muški likovi.

- U novim udžbenicima glavne ženske uloge su porodična i profesionalna, ali se u odnosu na stare udžbenike značajno povećao procenat prikazivanja žena u profesionalnoj ulozi. Muškarci su bili i ostali najčešće prikazani u profesionalnoj ulozi, u porodičnoj mnogo ređe i u manjem procentu nego žene.

- Lista muških zanimanja je mnogo bogatija od liste ženskih.

- U novim udžbenicima repertoar intelektualnih i umetničkih zanimanja je nešto bogatiji nego u starim, mada ih i dalje ima manje nego manuelnih, zanatskih. U novim udžbenicima najčešća prikazana muška zanimanja su: poljoprivrednik, poslovi u zdravstvu (lekar, stomatolog, veterinar), muzičar, zanatlija i nastavnik. Ubedljivo najčešće žensko zanimanje je nastavnica, kao što je i u realnosti obrazovanje dominantno »žensko polje«. U okviru iste struke muškarci se češće bave zanimanjem koje zahteva fakultetski nivo obrazovanja, a žene pratećim, koja najčešće podrazumevaju srednjoškolski nivo (npr. muškarac je lekar, a žena je medicinska sestra).

U odnosu na staru generaciju udžbenika, ima promena na bolje u prikazivanju muških i ženskih likova. Lik žene se pomera od lika majke i domaćice, ka ličnosti koja je prisutna i kompetentna i u drugim područjima, posebno profesionalnom. Ipak, i u novim udžbenicima ima tradicionalnog gledanja na mušku i žensku ulogu (često datih indirektno) i javljaju se polni stereotipi. Među već klasičnim stereotipima su sledeći: da su dečaci oni koji su aktivni, a devojčice one koje prate i posmatraju šta oni rade; dečaci su oni koji se uglavnom bave sportom, intelektualnim aktivnostima, istraživanjem, izvode oglede; dečaci su akteri svih opasnih situacija i situacija u kojima bi trebalo rešiti neki problem; u porodičnim situacijama majke i ćerke postavljaju sto, dok otac i sin čekaju da sto bude postavljen; dete za ruku na ulici vodi samo majka i sl.

U starim udžbenicima prisutan je patrijarhalni model rodni uloga, dok je u novim udžbenicima tretman različitih polova mnogo više izbalansiran. Međutim, realnost i socijalni kontekst su veoma važni za interpretaciju rezultata. U našoj zemlji muškarci i žene su izjednačeni u svojim pravima, ali je tradicionalni obrazac odnosa među polovima još uvek prisutan u svakodnevnom životu. To otvara pitanje kako rodnu ravnopravnost tretirati u udžbenicima, šta je idealan model rodni odnosa u specifičnom socio-kulturnom kontekstu? Udžbenik ne bi trebalo samo da reflektuje odnose iz realnog života, već i da ide korak napred. Ono što je sigurno, udžbenik ne sme biti predaleko od realnog socijalnog konteksta (ako želi da bude uticajan), ali je neophodno da kultiviše i podržava razvoj ravnopravnih, humanih i zdravih odnosa među polovima.

***Ključne reči:*** rodna ravnopravnost, rodni stereotipi, udžbenik

*RAD PRIMLJEN: 6.09.2006.*