

The Great Adventure for Gender (Equality/Inequality) the Images of the Feminine and the Masculine Transmitted by the Portuguese Manual of the 4th Year of the 1st Cycle of Basic Education (2014-2015)

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Abstract: School textbooks are privileged vehicles to (re)transmit information for children's learning in the classroom. In this space values and knowledge are conveyed and inform the culture and the daily life of children, being the Portuguese language manual of the 4th year of the 1st Cycle of Basic Education that assumes a structuring functions in the process of learning and socialization. The classroom constitutes a central space in the life of the child and in it the re-contextualization of the official pedagogical discourse, formalized by a curriculum regulated in the ambit of which the respective manuals appear. Formal education takes place in a "social world" where there is a reproduction of values, social order and gender inequality. Gender equality is one of the main concerns of modern and democratic societies, and the School, as a historical institution of socialization, assumes an important function of social regulation. Thus, the School is responsible for teaching in accordance with its own values and norms and resulting from a process of enhancing democracy and the consolidation of Human and Social Rights. The confrontation between the analysis of the texts of the Portuguese Language Textbook of the 4th year of schooling and the normative guidelines of the regulators of the social question of Gender Equality opens the way to another look at the social function that the Portuguese Language Textbook (PLT) can play in this question.

Key words: gender inequality, Portuguese language textbook, school

"There is, therefore, at every moment of time, a regulating type of education from which we can not detach ourselves without hitting the lively resistances that restrain the whims of the dissidents.

However, the customs and ideas that determine it, were not us individually that made them, they are the product of life in common and express their needs."

(E. Durkheim, *Educação e Sociedade*, 2007, p. 48, Edições 70, Lisboa)

1. Introduction

The present text proposes a sociological view on the Portuguese Language text book for the 4th year of schooling, having as its social problematic the analysis of the social question of gender inequality.

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School textbooks play a primary role in the formal education of children, assuming themselves as formalized and legitimate documents of an official pedagogical discourse, and their social importance is extended to the family integrating the daily life of children and those around them. It allows the creation and knowledge of a certain vision of the world and the (re)construction of cultural values and norms that shape the process of socialization.

Democratic societies, as is the case of Portuguese society, have as essential condition for their development, the deepening of Fundamental Rights and Duties, namely the Right to Equality. Considering the breadth and complexity of the issue, we focus on the issue of the right to equality that may be evident in the Portuguese Language Textbook. The social question of gender (un)equality, as well as the existence of stereotypes based on the construction of the gender image, has now been explicitly and sometimes more discreetly imposed in the national political and social landscape. There are several legal and normative documents that constitute guidelines of social action in general and in this specific case of the educational act and guide the preparation of school textbooks, knowing that they constitute the privileged vehicles of official knowledge and values, reasons why these should be presented in the school environment as impartial manuals and promoters of social equality.

Our work in this framework matrix proposes a crossing of the Portuguese language manual of the 4th year of schooling (2014–2015) guided by the main objective of signaling and recording, in quantity, the “images” of the feminine and the masculine transmitted suggesting ideas of confirmation of traits of gender inequality and of stereotypy.

This text begins with a brief set of reflections about the social placement of school textbooks in the school and social life of children and families. Equating the fundamental role of the Portuguese language textbook as a fundamental book for the compilation and presentation of selected texts and transmitters of knowledge and values within the framework of a formalized and official pedagogical discourse. It seeks to demonstrate what and how a school textbook can reproduce the social order and a certain ideology and contribute to inform the children’s perceptions.

In a third part, a cross-over of the Portuguese language textbook of the 4th year is proposed, in search of the (gender) inequality that pervades school-age children. This trip tries to account for the number of occurrences of images of the masculine and feminine transmitted by said manual and the suggestions of valuation ideas created from them. It begins with the preliminary observation of the external elements that surround the manual that go from the cover of the same to the record of occurrences of the existent graphic images. The analysis of the texts, on the other hand, is part of their typology and equates the number of female and male authors through some indicators such as: central figures patent in the texts, historical figures, professions transmitted in the masculine and feminine, gender equality and certain formative attitudes based on gender inequality.

It is sought to correspond to certain fundamental objectives, being them the elaboration of a fundamentally descriptive text that enables the signaling of situations of gender inequality present in the texts under analysis; to revise a content analysis methodology by Eugénio Brandão (1979) and to verify the existence of certain similarities with respect to some presented results and confirm the occurrence of gender inequality as well as the existence of stereotypes. Conclusions, in this line of thought, are presented in relation to what has been stated in the fundamental normative documents.

2. About the Social Importance of the Textbook

Textbooks assume fundamental and structuring dimensions in the daily life of the today's Portuguese society. The act of acquiring them is almost a ritual of family consumption. In addition to mobilizing families and children, it is a symbolic landmark that determines the transition from summer to autumn, the transition from the end of the school holidays to the beginning and the return of school work, and mark a new school year, another step in the child's trajectory.

These books clearly mobilize various actors, social and educational, specifically the Ministry of Education and the official proposal of the textbooks for the school year in question, publishers, authors, book dealers, schools, beyond children and families.

In a more subtle way, textbooks, as final products, result from a work process that, in turn, move other actors such as work groups that define the contents and the way they should be transmitted, authors, graphic and digital designers, among others. Aspects such as graphic quality, relevance of contents, quality of texts and proposed exercises, pedagogical and educational concerns, as well as those of a legislative and sociological nature, will certainly be included in the guidelines for preparing the textbooks, in this specific case the Portuguese Language Textbook. Will there be normative concerns regarding the issue of gender inequality? This is the starting point for the content analysis of the Portuguese Language Textbook of the 4th year, which will be presented later.

In addition to the impact of textbook sales that certainly contribute to the national economy, school textbooks are then present in classrooms for one school year and enter the home, integrating the domestic space. It is common for parents and siblings to flip through the books in question and comment about the texts that remain for several years and on the new texts that are currently part of the official program. The Portuguese language textbook populates the family scenario (des) favoring moments of socialization in the child life through the transfer of knowledge as well as of the values and formative attitudes of life, thus excluding the merely school context.

In another perspective and according to socialization theories (Durkheim, Dubar, Berger and Luckmann, Mead), the child reconstructs the “world of others” and performs an interpretive reproduction of reality (Percheron 1993; Corsaro, Sarmento & Pinto, 1997). From the age of 6 years, the child begins compulsory schooling and starts to perform the office of student (Sarmento, 2000). His school path is based on the provision of tests for school success (Rayou 2005; Mollo-Bouvier, 1998), and where reading practice becomes regular. It is therefore important to know the textbooks that children read systematically during a school year, in this case the PLT of the 4th year of schooling, and from which they also internalize the reality of the world around them, of which they are an integral part.

3. The School and the Official Pedagogical Discourse

School is consensually accepted as one of the main agents of individual socialization and one of the society fundamental social institutions and of its own evolution. The act of educating constitutes a social action with determined objectives and with great scope in the people's formation. As Durkheim points out, “In each of us... there are two beings who, though can only be separated by abstraction, are not different. One is made up of all mental states that only connect with ourselves and the events of our personal life: it is what we can call the individual being. The other is a system of ideas, feelings, and habits that express in us, not our personality, but the

different group or groups of which we are a part: religious beliefs, beliefs and moral practices, national or professional traditions, collective opinions of all kinds. The whole forms the social. To constitute this being in each one of us, such is the purpose of education” (Durkheim, 2007, p. 53).

Communication in the classroom constitutes a formalized point of view about social reality and through the act of teaching and learning, it is transmitted, internalized and ready to be (re)constructed and (re)produced (Berger & Lukemann, 1997). The school transmits knowledge and values, norms and customs destined to the average student, with the purpose of forming according to the requirements of a certain historical time and conveying a dominant ideology (Bourdieu & Passeron, 1970; Bourdieu, 2010). The transfer of knowledge is important in the production and reproduction of the mental structures of society, which are also social conventions, built in a certain historical time. The “order of things” (Foucault, 2002) constitutes the integrated social whole that the school helps, in a pedagogical and specialized way, to transmit to the new generations, thus assuming social order regulation function. Education, and particularly the school, in the figure of the teacher, prepares individuals for the performance of previously defined social roles. The message conveyed by the teacher reveals knowledge and programmatic content proper to an official pedagogical discourse, and conveys dominant ideas and ideologies (Bourdieu & Passeron, 1970). In turn, for Bernstein (1996) the official pedagogical discourse is understood as the result of a set of relationships established among the various fields involved in its generation, recontextualization and reproduction. Bernstein (1990) constructed a model, based on the analysis of communication mechanisms, that seeks to show the multiple and complex relations that intervene in the production and reproduction of that discourse. Thus we have: the dominant principles which are transmitted by general regulatory discourse which reflect positions of conflict and unstable relations; there are always potential sources of conflict, resistance and inertia among the political and administrative agents of the field of official recontextualization among the various agents in the field of pedagogical recontextualization between the primary context of the student/receiver and/or recipient of the information/message and the principles and practices. Teachers and, in this case, school textbooks authors, may or may not reproduce the educational transmission code underlying the official pedagogical discourse. It is this dynamism, among the forces present, which, for Bernstein, will make the change.

The most important dimensions to consider in this analysis are related to the pedagogical discourse recontextualization context. Thus, school textbooks, specifically the PLT, are considered as a recontextualized pedagogical text. Thus, school textbooks convey a specific pedagogical discourse recontextualized (Botelho, Borges & Morais, 2002).

On the other hand, knowing, and according to Giddens, social institutions are the result of social practices rooted in space and time (Giddens, 1986), social norms, values influence communication, namely educational communication, the education makes possible the progressive internalization of men of women social roles, reproduces a dominant ideology, favors the maintenance of the social order and constitutes an important factor of social regulation through the production and transmission of official pedagogical discourse.

In the context of the creation and recontextualization of official pedagogical discourse, legislative and normative concerns are in principle underpinned.

The social question of gender inequality has been implemented, albeit discretely in the national scenario, through public opinion and the media. However, given the legislation and normative recommendations issued, we can say that this is a subject strongly supported by guidelines of this nature. Thus, there are several documents that call for gender equality in school, in Portugal. In addition to international recommendations from bodies and institutions such as the United Nations, the European Union and the Council of Europe, there are explicit

guidelines in Portuguese law and related documents that support the attention paid to this matter. In the analysis presented, attention was focused on the Constitution of the Portuguese Republic (2005), the Basic Law of the Educational System (1986) and the guidelines in the Guide to the Commission on Gender Citizenship and Equality (2009).

In Article 13 of the Constitution of the Portuguese Republic (CRP) can be read the Equality Principle, which states:

Article 13

(Principle of equality)

1. All citizens have the same social dignity and are equal before the law.
2. No one may be privileged, benefited, prejudiced, deprived of any right or exempt from any duty on the grounds of descent, sex, race, language, territory of origin, religion, political or ideological beliefs, education, economic situation, social condition or sexual orientation.

Having as analysis object the PLT, it should also be noted that the Basic Law of the Educational System (1986) states in paragraph 2 of its article 1 that the educational system must promote “a formative action in order to the global development of personality, social progress and the democratization of society ‘and article 3’ to ensure equal opportunities for both sexes”.

These fundamental rights constitute basic marks for the foundation of Portuguese democracy, seeking to guarantee the universality and equality of the existence social conditions and have become a banner for deepening democracy and the development of citizenship. In this line of concern, the Commission for Gender Equality, currently known as the Commission for Citizenship and Gender Equality, emerges around the 70’s in Portugal. Thus, in 2009, this Commission launches a practical guide with guidelines to be considered in the production of textbooks (2009). The purpose of this guide is to “support publishers and their collaborators in the design and production of unequivocal multimedia textbooks and educational products that promote gender equality” (Pais in Nunes, 2009). This guide systematizes a set of principles and practices to be taken into account in the preparation of school textbooks, emphasizing that: “Promoting equality between women and men: requires a balance in their visibility and presupposes that references to women and men are equally significant, contextualized, explicit and valued” (Nunes, 2009, p. 16).

It is based on the mentioned factors and starting from the Portuguese language textbook for the 4th year of schooling, as a product and result of a pedagogical discourse recontextualized and official, and the normative and legislative orientations referenced in the Constitution of the Portuguese Republic, in the Law of the Bases of the Education System and in the guidelines of the Commission for Citizenship and Gender Equality that we set out to cross the Portuguese language textbook with an informed look on the issue of the social differentiation between man and woman conveyed by the book in question.

4. A Gender Inequality: Inform the Perspective

The notion of gender is related to the social differentiation between man and woman, surpassing the physical, biological and cultural differences. Men and women are different. The question that arises is when the differences result from an inequality and or hierarchization of the roles and social status associated with men and women. The feminine and the masculine constitute worlds of meaning too vast for a merely sociological analysis. It is

undoubtedly a multidimensional concept. “Born in the intense debate that feminism of the second wave generated, the concept of gender spread rapidly in the social sciences, considering the chronology of some reference texts, such as that of Ann Oakley (1972) for sociology, Rhoda Unger (1979) for social psychology and Joan Scott (1988) for history” (Amâncio, 2003, p. 687). Differences are, from the point of view of analysis, seen in various ways within the social sciences. However, all of them are based on one condition: the rescue of the concept from biology and medicine. The notion of social differentiation goes beyond the physical and concept biological conditions and enters the universe of power relations and the field of the symbolic, through behaviors and the social construction of preconceived ideas and stereotypes about men and women, resulting in a form of social inequality, to which the questions of work and of the feminine condition are added.

The concept of gender is intimately linked to the differences between men and women in a perspective of social inequality that starts from inferior and higher social places occupied respectively by women and men and favors the social construction of beliefs, knowledge and values about the sexes, reproducing and legitimizing inequality itself. It refers to a question of the relation between social forces, signaled by asymmetry at the meanings level and defines a context of domination (Amâncio, 2003). On the other hand, even analyzing a shared plan of life, male and female, therefore, a couple, Jessie Bernard (1982) notes that marriage is lived differently, between man and woman, men generally think they have more power than they have and women, in turn, think they have less power than they actually have.

From the sociological point of view, the question of the gender perspective is fundamentally based on three fronts of analysis: the positions hierarchization occupied in society by men and women, different positions, and, above all, unequal positions; the social inequality between men and women that results from the organization of society according to social roles in the feminine and social roles in the masculine. It is based on the principle, because history corroborates it, that women usually have less material resources than men, a lower social status and occupy positions with less power than men. In this perspective, gender is considered an element that conditions the social position of individuals, similar to what happens with social class type factors, economic income, profession and schooling level. Finally, a third front of analysis is aimed at the socialization of individuals based on the social expectations created by gender, facilitating the reproduction of a mechanism of a differentiating and discriminatory nature in the relationship between men and women. These three fronts of analysis are interrelated and closely linked, integrating one's own ways of being and being in the feminine and the masculine.

It should also be noted that the concept of gender arises within a social and political context of enlargement and deepening of rights in contemporary societies, to which international and official documents such as the Charter of the United Nations (1945), the Universal Declaration of Human Rights (1948), and subsequently the Convention on the Elimination of All Forms of Discrimination Against Women (1979). In fact, the twentieth century has, among others, two important protagonists: women and love. The former went beyond the limitations imposed and showed, from various social contexts, what they knew, what they did and what they were willing to give, far beyond the maternal function to which they were limited. From an idea of nature-woman, circumscribed in being and action to biological conditioning, we came to an idea of individual-woman, owner of her destiny, responsible for herself and her actions. Process of transformation still in progress, with shortcuts and sinuous curves (Torres, 2002, p. 573).

The symbolic struggles of power, which occur in a context of social inequalities, are the least visible from the social point of view and the most time-consuming, making them the proper mechanisms for the becoming of

societies.

5. Methodology of Analysis: Eugénio Brandão Proposal

The sociological analysis of textbooks is an area of great academic interest. The main dimensions have been focused on the study of gender and cultural stereotypes (Fontaine, 1977; Brandão, 1979, Abraham, 1989) and on the importance and role of socioeconomic relations that influence the publication and textbook selection (Apple & Christian-Smith, 1991). However, although there is academic and scientific production of reference, the sociological analysis, in this context, presents data and explanations still insufficient in the face of the complexity of the theme.

The big question is: is the MLP of the 4th grade discriminatory? This analysis seeks to signal and record, in quantity, the feminine and masculine “images” conveyed by the texts, suggesting ideas of confirmation of gender inequality traits and stereotypy, the number of female and male authors crossing some indications such as: central figures in the texts, historical figures, professions transmitted in the masculine and feminine, values images of gender characteristics and certain formative attitudes based on the gender inequality.

It is assumed that if there is a regular exposure to discriminatory images, children will tend to acquire certain preconceived ideas, constructing themselves “symbolic fields” on the social placement of the sexes, which will condition the respective possibilities of formation and professional and personal fulfillment. In this sense, it is intended to alert to the existence of ideas about the sexes that pass from generation to generation in the school context and are rooted in society.

It is proposed, in this text, a visual content analysis to the images patented in the Portuguese Language Textbook of the 4th year of schooling, based on the figures and gender images conveyed. The methodology is inspired by the proposal of Eugénio Brandão and is part of a wider work of content analysis using an analytical and categorization grid based on the following elements: identification and brief contextualization of the text, type of text, categories of images transmitted about the feminine and the masculine, with some associated significations, considering the number of occurrences. The categories of analysis considered appear in the line of research developed by Eugénio Brandão (1979) and are related to the following elements: authors of the texts — male/female; the figures presented in the texts — family figures, historical figures, professional figures and central figures and or reference, activities associated with gender; gender-related occupational activities, and formative attitudes associated with gender. We reiterate that the present text, in support of the communication presented at the III Luso-Brazilian Symposium, refers only to the figures/illustrations and graphic images shown in the respective manual.

It is first necessary to carry out a framework analysis of the manual itself, taking into account the external aspects of the manual, namely the cover and the presence of male and female authors. The analysis now presented is based solely on the observation of the illustrations that populate this manual. It is understood that these can convey symbolic images associated with the issue of gender inequality, considering aspects such as the following: the number of occurrences of female, male illustrations the way they present themselves. How is the female figure presented and how is the male figure presented? As the figures appear in the perspective of the drawing, sometimes giving a larger dimension or suggesting a smaller dimension. In addition to these external aspects, it is necessary to consider the suggestion of conveyed ideas.

The overrepresentation of the number of male illustrations may lead to or facilitate a process of socialization occurring mostly in the masculine either from a graphic point of view or from the point of view of the ideas that the figures carry.

The analysis therefore reports to the illustrations that accompany the school book texts as well as the manual itself as a book.

The presentation of data seeks to demonstrate the (dis)equilibrium between the illustrations of the masculine and the illustrations of the feminine diffused by the manual, seeking to find similarities with the work of Eugénio Brandão in relation to some presented results, and to verify the occurrence of gender inequality and the existence of stereotypes based on gender inequality.

In the results presentation, there was a concern to keep the author(s) of the manual as well as the authors, in general, of the analyzed texts anonymous.

The results presented should be subject to the criteria of representativeness and generalization, since they refer only to a Portuguese Language Textbook (for now) and it is a limited study.

6. For a Gender Inequality: The Crossing of the Portuguese Language Textbook of the 4th Year (2014-2015)

6.1 Crossing the Manual: The Cover

It should be reiterated that the textbook plays a key role in the everyday life of the school-age child and is easily identifiable by the various members of the family.

The beginning of the school year is marked by a daily and familiar bustle in the acquisition of school material and textbooks. The Portuguese language textbook is usually very appealing, either by the texts it includes or by the figures/illustrations presented. Dimensions such as graphics and aesthetics should also be part of the assessment of this manual. Its external form, the figures and colors, the cover, the title, the author and the publisher are identifying elements of the manual and well known by the whole family.

The interest in consultation and leafing is manifested by children and adults in domestic spaces. Since the Portuguese language textbook is of daily use, all the exterior elements of the Portuguese language textbook will begin to be visualized and will integrate daily and family life. It is easily identified and becomes an object of the family context.

The cover of the Portuguese language textbook of the 4th year of schooling, in analysis, is predominantly red, with a blue list at the top and presents a stage where two children, a boy and a girl, with a tree behind, with a strong brown trunk and green foliage, where you see a small yellow bird perched on a ranch. Next door is a white house. Children's figures dress in casual and half-season clothing. In the audience, we see, on their backs, children's heads and a giraffe's neck. The show will begin, or rather continue once, and given the designation of the Portuguese language manuals of previous years, the great adventure will have begun in the 1st year of the 1st Cycle of Basic Education. Now, in this school year, it will continue to present more extensive and complex texts and fewer figures. The title of the manual is a neutral title and suggests major challenges. The authors are female, and in the line of continuity of previous school years. With regard to these external elements, we can say that the manual is aimed at both sexes and the title suggests the same. Boys and girls, men and women can live great adventures in life. It is interesting to go beyond the cover and observe how this adventure is transmitted.

On the left-hand side of the handbook (for observers), under the heading “4th year” is the information that the handbook is in accordance with the Curriculum Goals of the New Program and is certified by the ESES¹.

The leafing through of books is a habit that has been acquired since childhood. Regardless of the familiar or not populated places of books, the Portuguese textbook is, for many children, the first book of systematic visualization. The figures and illustrations accompanying the manual are extremely important and suggest "other" ways of reading. They are especially important when they are viewed regularly and can lead to memorization and consequent internalization, within the scope of the socialization process.

6.2 The Authors of the Texts: Feminine Presences /Masculine Presences

Table 1 Text Authors

Authors	Totals
Men	34
Female	18 (2 are joint authors)
Mixed	1
No author	6
Sites	2

Considering the authors of the texts of the Portuguese language textbook in the feminine gender and the masculine gender implies a visualization of masculine or feminine names, which in case of overrepresentation of the proper names of the masculine gender can send the message that the universe of writing is predominantly male, an idea that, in turn, may condition the construction of future expectations based on gender.

6.3 The Historical Figure

The historical figure is of crucial importance in the child's understanding of his country and his culture. In this manual of Portuguese language, the historical figure evidenced is that of D. Afonso Henrique, the Conqueror.

It is a masculine figure and favors the association of ideas of courage, bravery and valor, values, also, associated with the masculine world.

6.4 Images/Figures and Illustrations Present in the Portuguese Language Textbook of the 4th Year of Schooling

Table 2 Illustrations/Pictures and Figures

Illustrations	Total occurrences
Men's	24
Women's	12
Neutral	
Male animals	7
Female animals	
Animals together	4
Objects	1
Plants	5
Scenario	5

The figures that accompany the texts of the manual are predominantly masculine. They are images of men and or boys and or suggest the male sex. For example, considering a scenario presented in the book, it is generally

¹ It is a High School of Education, which, for reasons of preservation of anonymity, we do not identify.

composed of male “elements”, or male-suggesting elements, such as horses and airplanes or male animals.

The world of illustrations in the manual is thus essentially male. The ratio of images is 24 male images to 12 female images.

In a finer analysis we can find, through the images themselves, some representations and some symbolisms that, to a certain extent, reinforce both male overrepresentation and the association of positive ideas with the male sex.

Thus, according to Table 3 we can verify that the male figure appears in the following ways.

Table 3 Forms of Representing the Male Figure in the Portuguese Language Textbook of the 4th Year of Schooling

Manipulating a puppet of letters
Hunting vampires, suggesting courage and bravery
Traveling, suggesting adventure
Wise man in figure of grandfather as storyteller to grandchildren and as writer
Man, distributor of gifts: the figure of Santa Claus
Man, as historical figure representing D. Afonso Henriques the conqueror
Man, as navigator discovering the world
Young men exercising the right to vote supervised by a male figure
Boys playing football
Boy observing nature
Man, as emperor, suggesting power and wealth
In the BD version, the male figures are placed in the center, gaining a prominent shape in the center of the gaze's perspective
The man as father who makes magic and enriches the childhood of the children
Man, as a symbol of wisdom, power and protection, associated with the historical figure of the pharaoh and symbolic of the Egyptian sphinx

It is predominantly an illustrative representation of the male figure associated with ideas of action, courage, bravery and knowledge.

The female figure, on the other hand, is associated with the following descriptions as can be seen from the analysis of Table 4.

Table 4 Ways of Representing the Female Figure in the Portuguese Language Textbook of the 4th Year of Schooling

A woman at the window
Scared girls
As the emperor's maid
As a mother with a baby on her lap
On her mother's lap
As a princess
Linked to affections
Looking at a wilted flower on the floor
Smelling a flower
Young girl at the castle gate in the rain
As a tour guide

About the female figure we can affirm that it assumes an illustrative representation associated with ideas of contemplation, greater passivity and affections.

In view of the above, the illustrations of the Portuguese language manual of the 4th year of schooling discriminate women. Of course, in quantity. For each female illustration there are 2 men. In terms of qualitative analysis, the illustrations tend to represent and convey the idea of man as an active, courageous, brave and wise being, and the idea of the woman as being less active and more contemplative (at the window, looking at the flowers ...), associating with it the fear, the affections and the act of caring.

The dissemination of illustrations and their systematic visualization by children of school age, usually 9 and

10 years old, may lead to the creation of stereotyped ideas based on gender. Thus, through the process of socialization and/or interpretive reproduction (Corsaro, 1997), the children, when they are recognized as socially competent beings (Sarmiento, 2000), can understand that women and men will be socially types of behavior, which may affect the personal and social development process itself.

6.5 The Human Figures Present in the Manual and Their Suggestions of Social Representations in Terms of Socialization

The association between the figures in the handbook, through the illustrations, and what they may represent is an essential analysis dimension in a social context strongly marked by demands spread by the mass media on the basis of gender. From the celebrities clothes to their manifestations of expression at the level of social networks, we see an infinite universe of possibilities of life that surely exert their influence in the juvenile behaviors. The school manual, because of its social legitimacy and insofar as children are exposed to possible suggestions for the association of ideas and the construction of social representations, should constitute a document of objective and nurturing teaching and learning regarding the issue of gender inequality.

The family is par excellence the main agent of socialization and brings with it significant socializing figures. Thus, school textbooks usually refer to family figures (Brandão, 1979). The Portuguese language textbook presents as explicit family figures the grandfather storyteller and the figure of the father, who plays with his children doing magic. It is not verified the occurrence of images/illustrations making the apology of the family bonds as well as the family frame conveyed does not correspond to the formalized configuration of family (mother, father and son).

Peer groups are an important agent of socialization. In the manual in question, there are 2 figures of paired groups: boys playing with a girl in the distance (and smaller in terms of image perspective) to see them, and a group of children and young men with an adult female figure in their midst, suggesting the figure of the teacher, some of whom have a red carnation in their hand.

The central figures patent in the manual are overwhelmingly male. The world emerges in the eyes of the clearly masculine child not only by the placement of the images but also by the social roles and social values associated with them.

The vital role of the texts of the Portuguese language textbook of the 4th year of schooling is assumed by the male central figure, which can lead to a gender discrimination through the counted presences as well as the consequences in the socialization process itself, restricting to the male figure, and to their associated values, the diversity of the cultural world of socialization.

In this sense, we can point out the crucial role of school textbooks in providing a wide range of professions for both sexes. Given the data presented, we conclude that there are significantly more possibilities for men than for women, leaving the world of work in the feminine very circumscribed and reduced to two professions. In addition, from this conclusion, we may also point out that in this manual, the socially more important and better paid professions are reserved for man.

7. Final Notes

This proposal of analysis of Portuguese-language textbooks of the 4th year of primary school enrollment is part of a broader work that we have been developing which involves the analysis of the contents of the texts included in the textbook in the scope of the social dimension of gender inequality. In addition, it is an analysis that

extends to the 4 years of the 1st Cycle. In this symposium, we have tried to present only the illustrations that are part of the manual of the 4th year of schooling.

School textbooks are crucial tools in educating children. In addition to supporting the act of instructing/teaching and learning in them, there is an educational function, more explicitly or less implicitly, within the socialization process for the fundamental values of society (Brandão, 1979).

In a diachronic perspective, studies of sexual stereotypes show that the traits of instrumentality, independence and domination are associated with masculinity, and that traits of expressiveness, dependence, and submission are associated with the feminine (Fontaine, 1977; Amancio, 1992; Botelho, Borges & Morais, 2002). The Portuguese language textbook of the 4th year of schooling under analysis follows the same orientation. In a first analysis, we can see that there are more published values that are linked to the masculine world and that the less cited and or less occurring values are related to the feminine world. There is a disproportion in the number of occurrences. On the other hand, and still in this first analysis, and considering the illustrations in the context of the subjects approached, for example, by the texts, we can point out that the values that connect to the success and to the social projection are in their overwhelming majority favorable to the man.

The observation of the conceptions about the feminine and the masculine, and about women and men can take place on several levels: physical representation of female figures and male figures; psychological characterization of female and male figures; and the association of the masculine and the feminine with the different knowledge and the different forms of acquisition of this knowledge (Nunes, 2009). In this line of thought we can see from the table in the table that the female figure and the male figures are attributed distinct traits, various spheres of the symbolic universe that involves the creation of stereotypy in the Portuguese language manual. As far as the physical representation of the figures is concerned, we find that the physical reference to the woman relates to someone “tall, lean and elegant”. In relation to the masculine figure we did not verify any direct occurrence against a physical description. On the other hand, and considering the symbolic representations of the size of the figures, conveyed by the texts, while it is verified that the woman appears as “small” the man appears like “great”.

The psychological characterization of male and female figures involves a set of beliefs that, by association, crystallize in the individual and collective perceptions proper to everyday life. The male figure is conveyed mostly by associating the man with a brave, brave and courageous being. Usually it occupies a position of power and/or domination in society and / or community and presents cultural traits of persistence and curiosity. The male figure is associated with the knowledge of the world, the journey; adventure and imagination. The acquisition of their knowledge is articulated with school and travel. The analysis of the texts shows that his wisdom also comes from the experience of life because man is presented as a dynamic being, and in movement. The symbology of the sphinx, presented in a comic book, confirms the characterization of man as a person possessing knowledge and wisdom. Other characterization features will be highlighting the ability to face adversities.

The male figure arises associated with the labor value either by the profession/function it performs, has already played and/or seeks to perform. On the other hand, the male figure appears as a figure related to affections and associated with protection. In relation to other studies (Brandão, 1979; Botelho, Borges & Morais, 2002), the affection area has traditionally been reserved for the female figure.

Through the analysis of the Portuguese language textbook of the 4th year we can still find what we can call “formative attitudes”. In this sense, we find in the male figure the act of electing. Elections and the act of voting are transmitted literally in the masculine. At the same time, man appears as a “balanced” and “complete” figure

because it combines his function of power and domination with the world of affections, as we have already mentioned. It should also be mentioned that the intergenerational act of playing is presented by the male figure, both in the social role of father and in the social role of grandfather.

On the other hand, as far as the value images conveyed by the manual are concerned with the female figure, we have the woman/young girl/little girl represented as a fragile and vulnerable being, sometimes needing protection and care, dimensions to which we can add dependency.

There are few moments where the female figure plays a leading role and when it happens the same is represented in an unfavorable way. Vulnerability is the most frequent dimension. Thus, the female figure is associated with disease and ignorance and poverty. Usually someone who needs support and lacks attention.

The female figure is sometimes associated with tears and the image of sadness, suggesting a certain contemplative posture towards nature and the world in general, confirming previous conclusions (Brandão, 1979).

In fact, with regard to the female figure, we recognize that there is no empirical matter of significant analysis, however, it should be noted that the formative attitudes conveyed by the woman/girl figure are fundamentally related to the act of caring. Take care of nature, concretely.

The female figure is presented as sensitive and fragile.

In conclusion, we can say that the Portuguese language textbooks seem to result from a process of social construction of a pedagogical and social discourse that legitimizes the dominant values, among them those related to gender stereotypes leading to reinforcement of gender inequality, reproducing it using illustrations and/or texts of a set of ways of being and thinking that shape, through socialization, the daily life of children.

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