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The Representation of Female Authors and Male Minority Authors in Selected Secondary School American Literature Anthologies Between 1958 and 1993

Julee Ann Hauff Russell

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THE REPRESENTATION OF FEMALE AUTHORS AND MALE MINORITY
AUTHORS IN SELECTED SECONDARY SCHOOL AMERICAN
LITERATURE ANTHOLOGIES BETWEEN
1958 AND 1993

by

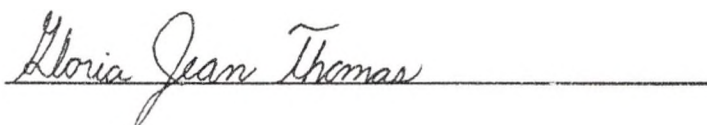
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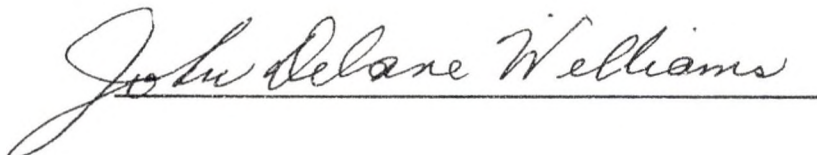
A Dissertation
Submitted to the Graduate Faculty
of the
University of North Dakota
in partial fulfillment of the requirements
for the degree of
Doctor of Philosophy


Grand Forks, North Dakota
August
1993

This dissertation, submitted by Julee Ann Hauff Russell in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.


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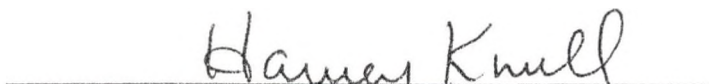

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This dissertation meets the standards for appearance, conforms to the style and format requirements of the Graduate School of the University of North Dakota, and is hereby approved.


Dean of the Graduate School

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Minority Authors in Selected Secondary School
American Literature Anthologies between 1958 and
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Department Teaching and Learning: Secondary/Higher
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Degree Doctor of Philosophy

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ABSTRACT

Although elementary and secondary school textbooks from many subject areas have been studied with regard to issues of gender and ethnic equity, no substantive studies have been conducted which examine the diversity of authors included in American literature anthologies commonly used in high schools at the eleventh grade level. This study examined 17 selected American literature anthologies published by nine companies between 1958 and 1993 in terms of their representation/inclusion of selections by female authors and male minority authors during this 35-year period. Anthologies from the following publishing companies were included: Harcourt, Brace, & World; Scott, Foresman; L. W. Singer; Houghton Mifflin; Harcourt, Brace, Jovanovich; McDougal, Littell; McGraw-Hill; Glencoe-Macmillan; and Holt, Rinehart & Winston.

The method used included examining the following factors: the number of selections by female and male authors from each ethnic group (European-American, African-American, Native-American, Asian-American, and Hispanic-American); the number of selections representing the genres of prose fiction, prose essay, poetry, autobiography, drama, letters, and biography; the number of pages devoted to selections by female authors and male minority authors; the subject matter

of the selections included in the anthologies; the amount and content of the biographical information about each author; and whether a photograph or illustration of each author was included with the biographical information. Findings are presented in a set of tables and discussed in terms of the stated factors.

The data generally indicate that no large-scale, comprehensive changes have taken place in the American literature anthologies studied. Selections by European-American male authors dominated the anthologies. The numbers of female authors and male minority authors from the latter half of the 20th century have increased slightly over the 35-year period covered in this study. Only two female authors were included in each of the anthologies in this study, Emily Dickinson and Edna St. Vincent Millay. No one individual minority author, male or female, was included in every anthology in this study. Most of the selections in each anthology studied were in the genre of poetry. Recommendations for practice and research are included.

CHAPTER I

INTRODUCTION

This study examined a broad selection of secondary school American literature anthologies from school textbook publishers between 1958 and 1993. The study was designed to ascertain the extent to which the representation of female authors and male minority authors had changed in American literature anthologies published for secondary school adolescent readers during that 35-year period of time. These anthologies represent the most commonly used materials in high schools for the study of American literature and help shape the student's understanding of what literature is and who writes it. For many students, the American literature anthology used in 11th grade may be their only formal contact with American literature in a classroom setting.

The 1958-1993 period reflects a time in American history when there was a strong movement toward inclusion and civil rights, and this study was intended to determine the extent to which this movement is reflected in American literature anthologies. If the representation of female authors and male minority authors in the anthologies does not reflect in some manner the culture and gender composition of society, students may develop an inaccurate portrait of the breadth

and scope of American authors and the contributions of these authors to American literature and culture. This writer believes that providing high school students with the opportunity to read literary works from authors who represent the diversity of America is important so that stereotypes are not reinforced and so that students may develop their own informed views of American authors and American literature.

Need for the Study

Although the contributions to American literature by female authors and male minority authors are significant, the question of the accurate representation of their work in anthologies designed for secondary schools has not been studied in the way proposed here. However, the issue of the representation of females and male minority group members in the content of elementary and secondary school texts other than literature textbooks has been widely examined using a variety of other approaches. This study, therefore, was important because it sought to contribute new knowledge to the study of American literature and to the study of secondary school American literature anthologies.

Because an analysis of secondary school American literature anthologies from the perspective of this study is lacking in the literature, the findings and conclusions presented here may provide useful insights to teachers who use and to researchers who study secondary school textbooks in general and literature anthologies in particular. This

study will be useful to any individual or group in the position to review, purchase, or use secondary school American literature anthologies. This study may also be useful to the publishers of these textbooks because it compares various texts in terms of the representation of female authors and male minority authors. Further, this study contributes to the continuing analysis and examination of secondary school textbooks.

As a former secondary school American literature teacher, I was familiar with some of the available anthologies. During my tenure as a secondary school teacher, I had the responsibility for choosing an American literature anthology for our district, and I found it difficult to identify an anthology which included more than a few selections by female authors or male minority authors. When I began this study, I discovered that the scholarly literature pertaining to secondary school American literature anthologies was lacking, and I could find no studies or articles which addressed the representation of female authors and male minority authors in such anthologies. Therefore, this study is important because it contributes new knowledge to the study of secondary school American literature anthologies.

Statement of the Problem

The problem explored in this study was whether or not the representation of female authors and male minority

authors included in secondary school American literature anthologies had changed and, if the representation had changed, the extent or degree of change.

Delimitations

The following delimitations applied to this study:

1. This study was limited to 17 American literature anthologies produced by the major textbook publishers; these anthologies were used by and published for secondary schools at the 11th-grade level. Only those anthologies readily available in print were used; complete series were not available from any publisher.

2. The research for this study was limited to anthologies published between 1958 and 1993. The year 1958 was chosen because it is the publication date of the earliest anthology available for this study. Conveniently, 1958 is near the beginning of the Civil Rights movement in the United States, and so one would expect such a significant cultural change to be reflected in the American literature anthologies.

3. This study concentrated on female authors and male minority authors but includes data on European-American male authors for comparisons.

4. This study was limited to examining the authorship of literary works from America's historically underrepresented minorities in American literature: European-American female authors and African-American,

Native-American, Asian-American, and Hispanic-American female and male authors.

5. This study was limited to information about the authors of the selections and did not analyze the literary features of the authors' works.

6. This study categorized authors' works by the commonly identified genres: prose fiction, prose essay, drama, poetry, autobiography, letters, and biography.

7. This study examined only one possible area of bias, the representation of female authors and male minority authors in secondary school American literature anthologies. That this is the single measure of bias in American literature anthologies should not be inferred.

Assumptions

The following assumptions applied to this study:

1. The assumption was made that the gender and ethnic background of authors could be determined from information provided about the authors in the anthologies or from information about the authors found in college level American literature anthologies and other studies of American literature. Some of the sources consulted to verify gender and ethnicity were as follows: Hongo (1993), Gonzalez (1992), Shirley and Lomeli (1992), Zimmerman (1992), Chin (1991), Minnesota Humanities Commission (1991), Ryan (1991), Berson (1990), JanMohamed and Lloyd (1990), Ruoff and Ward

(1990), Valis and Maier (1990), Watanabe and Bruchac (1990), and King-Kok Cheung (1988).

2. The assumption was made that complete series of anthologies with periodic revisions published since 1958 would be available for analysis. This assumption turned out to be faulty.

3. The assumption was made that anthologies contain quality literature determined according to the criteria of the editors and publishers.

4. The assumption was made that the anthologies included in this study were designed for use by middle-class, European-American, secondary school, American literature classes even though these anthologies are used by culturally diverse classes across the United States.

Research Questions

The following research questions were the focus of this study:

1. Has the number of selections by female authors and male minority authors in each of the literary periods included in the anthologies changed during the period of 1958-1993?

2. Has the genre of selections by female authors and male minority authors included in American literature anthologies changed over the period of 1958-1993?

3. Has the amount of biographical information about female authors and male minority authors included in the anthologies changed between 1958 and 1993?

4. Does the content of biographical information follow a similar pattern and include similar information?

5. What are the subjects most commonly addressed by authors included in secondary school American literature anthologies?

Definitions

Anthology: A collection of literary works, usually published in one volume, including selections and authors from various literary periods, and used in secondary school (grade 11) American literature courses.

Autobiography: "One's life story written by oneself" (Lazarus and Smith, 1983, p. 37).

Biography: "An exposition of a person's life" written by another person (Lazarus and Smith, 1983, p. 37).

Biographical information: The author's life and literary experiences as usually written by the editors of the anthologies.

Drama: The literary version of a script intended for dramatic performance.

Ethnic background or ethnicity: In this study determined by the biographical information included in the anthologies or from information about the authors found in

college level American literature anthologies and other studies of American literature.

Genre: The literary form of an author's work.

Illustration: A visual representation of an author; a photograph or sketch.

Letters: Written correspondence between two people (Lazarus and Smith, 1983, p. 168).

Literary period: The chronological time period during which authors wrote the majority of their work. For this study the periods were 1600-1800, 1800-1900, 1900-1950, and 1950-1993.

Minority: Members of the following ethnic groups: African-American, Native-American, Asian-American, and Hispanic-American.

Number of pages of writing: All of the pages in the anthology written by individual authors including any biographical information about the authors but not including the glossaries, indexes, study guides, or writing handbooks.

Poetry: A literary form distinguished by its construction in lines rather than paragraphs. It is the only literary form in which the author controls the final printed appearance of the work in an anthology.

Prose essay: "Brief nonfiction reflections in prose" (Lazarus and Smith, 1983, p. 109).

Prose fiction: A narrative which "dramatizes a major character's experiences" (Lazarus and Smith, 1983, p. 203).

Prose fiction includes novels, excerpts from novels, novelettes, and short stories.

Selection: All, or a portion, of an individual literary document (i.e., prose fiction, prose essay, drama, poetry, biography, autobiography, or letter).

Subject: The central idea or experience of each selection as determined by this writer.

Organization of the Study

This study is divided into five chapters. Chapter 1 states the problem, the need for the analysis, defines the terms used, identifies the limitations established for the research, and poses the research questions. A review of the literature of relevant scholarship in gender and minority issues and school textbook contents is the focus of chapter 2. Chapter 3 is a description of the methodology used in this study. Chapters 4 and 5 present the findings, interpretation and discussion of the findings, a summary, and conclusions. Specific recommendations for teaching practice and further research complete the last chapter.

CHAPTER II

REVIEW OF THE LITERATURE

A review of the literature involving the representation of female authors and male minority authors in high school American literature anthologies revealed that almost no studies on this issue have been done to date. Bibliographic resources consulted in the literature review process included the Alternative Press Index, Women Studies Abstracts, Current Index to Journals in Education, Library Literature, Dissertation Abstracts, the Education Resource Information Center, and the Psyc-Lit. Although extensive analyses of bias in the subject matter content of social studies, science, mathematics, and elementary and secondary school textbooks from other disciplines have been published, only one study (Hurst, 1973) dealt with the issue of inclusion of female authors, but that was not the primary purpose of Hurst's study. No studies which examined the representation of male minority authors in American literature secondary anthologies have been found.

The purpose of this study was to ascertain the extent to which the representation of female authors and male minority authors included in secondary school American literature anthologies had changed from 1958-1993. Therefore, the focus

of this study is on the authors of the selections and on the numbers of selections included in secondary school American literature anthologies, not on the content of these selections. The distinction between the representation of authors and the content of the selections is significant. This writer recognizes that the content of the author's writing does not necessarily present a female or minority viewpoint.

The literature review which follows includes descriptions of studies and articles that explored or exposed gender and ethnic biases in the content of elementary and secondary school textbooks. Many of the articles included analyses of characters in children's literature and analyses of how females and members of minority groups were represented in the content of school textbooks. Although the articles and studies described here do not directly address the representation of female authors and male minority authors in American literature anthologies, they provide evidence of the continuing study of gender and minority issues in school textbooks. The issue of author representation is worthy of study even though almost no research has been conducted on the representation of female authors and male minority authors for the particular textbooks which are the subject of this analysis.

An exhaustive analytical study of high school textbooks was conducted by Lynch and Evans (1963), who closely examined

many different secondary school language and literature texts. They included a detailed analysis of the content and sequence of language and literature textbooks and stressed the importance of reading literature. However, they did not approve of many of the anthologies' selections chosen by editors, and they criticized the careless editing and cumbersome size of the anthologies. They did not address the issue of the representation of female authors and male minority authors in American literature anthologies. However, this study was useful because it described some important changes in the composition and content of literature texts.

A study of classroom practices in language arts was conducted by Squire and Applebee (1968). They found that 14% of class time was spent on language study and 52% of class time was spent on the study of literature. More recent data of this type were not found; however, this study does provide some indication of the importance of literary study in secondary school language arts classrooms.

A search of the literature yielded one work which addressed secondary American literature texts. Hurst (1973) examined four 8th-grade literature anthologies to determine the roles women played in adolescent literature anthologies. Hurst also examined the authors of the selections as a secondary issue and found that few selections were written by female authors.

A review of the literature revealed only two sources which specifically addressed secondary school American literature anthologies, both of which focused mainly on the content of such anthologies. Neither of these sources focused primarily on the gender and ethnic background of the authors or the number of selections by female authors or male minority authors included in the anthologies.

Selected Scholarship on the American Literary Canon

The issue of the canon and the inclusion of female authors in college level courses has received some attention from American literary scholars. Lauter (1983) provided some practical applications for the inclusion of female authors in American literature courses at the college level. He pointed out that the underlying aesthetic, organizational, intellectual, and pedagogical questions "must be addressed if, in fact, what we have called 'American Literature' is to be altered significantly" (p. xi).

Gilbert and Gubar (1985) edited an anthology of writing by female authors for use in college level classes. The classroom guide which accompanied the textbook provided an overview of the following topics: women's studies and feminist criticism, gender and genre, themes of gender, enriching standard survey courses, and essay questions and research topics. Their suggestions for enriching college level literature courses could be applied to secondary school

literature courses. Some of their specific suggestions were used to make recommendations for teaching practice and further study in chapter 5 of this dissertation.

A study of the process for revising the literary canon was conducted by Kaplan and Rose (1990). A similar and equally useful study of the process by which the "canon" of a discipline is replicated in elementary and secondary texts was edited by Elliott and Woodward (1990). They developed a collection of articles on textbook construction, publication, and selection by school personnel. Although this collection examined text materials, approaches to teaching, and selection of criteria in sciences and social sciences, the editors identified no similar studies or activities in constructing secondary American literature materials specifically. These sources indicated that canon revision is ongoing but slow.

School Textbooks

Several publications were found in the educational literature which addressed gender bias in the content of elementary school reading texts, elementary school mathematics texts, elementary school science texts, secondary school science texts, secondary school social science texts, and secondary school language textbooks. None of these publications examined the content bias of American literature anthologies or biases in the inclusion of original selections

by female authors or male minority authors in secondary school American literature anthologies.

Elementary School Textbooks

Elementary school textbooks have received much attention in terms of their content. Primarily, the focus of such attention has been in the form of how female characters and male minority characters are portrayed in textbooks. The roles of real people such as historical figures or scientists in elementary textbooks have also been examined. Some studies analyzed the appearance of females and minority group members in the textbooks' pictures, illustrations, and examples. However, each of these studies addressed the issue of the textbooks' content. No attention appeared to have been given to the inclusion of female authors or male minority authors and their possible contributions to elementary school textbooks.

Reading Textbooks

Elementary school reading and literature textbooks have received much attention in terms of gender and minority character representation in the content. Pyle (1976) suggested that children's literature texts reflected society's relegation of women to inferior, passive roles. She also suggested that although an awareness developed that stereotypes and sexist terms should be eliminated, there was the danger that overreaction would diminish literary quality.

In other words, an over concern for language could change the authors' meanings and messages.

Scott (1981) examined two elementary reading series and found that the proportion of female characters had increased but that male characters were still more prevalent. Another example of the ongoing examination of elementary reading texts was by Britton and Lumpkin (1983). This study included an analysis of 77 basal readers in seven series published between 1980 and 1982. Their findings were similar to those of Scott (1981) in that although the number of female characters in the stories had increased, little progress in including female role models had been made.

DeMattia (1983) compared sex role portrayals in the 1963 Scott, Foresman basal series with those of the 1978 series to determine whether changes had occurred. The findings indicated that the publisher had made attempts to remove sexism from the basal series. Many of the female characters were portrayed in the 1978 series as active, resourceful, brave, and adventurous, compared to the more conventional passive, dependent, and timid female characters in the 1963 series.

Garrity (1987) compared the 1975 and the 1983 editions of the "Macmillan Reading Program Series" primary readers to examine sex role portrayals. Garrity's hypothesis was that the 1983 edition would show a significant increase in portrayals of nonsexist roles in comparison with the 1975

edition. Garrity reported that although there was some increase in nonsexist role portrayals in the 1983 edition, the increase was not significant and provided only minimal support for the hypothesis.

A study by Hitchcock and Tompkins (1987) found some evidence of improvement in the portrayal of female characters. They compared six current basal series to some of the books used in older studies and found that in the more recent series more female characters exhibited characteristics of independence and a willingness to take risks.

Timm (1988) addressed concerns about bias in educational materials such as textbooks and supplemental materials for elementary school students. A total of 727 cases of bias was found in 167 storybooks with stereotyping and omission the most prevalent types. Timm concluded that members of different cultural groups were portrayed as having limited opportunities and that they were not viewed as being equally valued by society.

Gonzalez-Suarez and Ekstrom (1989) conducted a more comprehensive study in which seven elementary school textbooks from various subject areas were examined as part of an international study of gender stereotyping in textbooks. The purpose of this study was to determine whether or not the depiction of males and females was qualitatively and quantitatively gender equitable. The results of the study

were then compared with those of a study of a decade earlier, and some efforts to remove gender bias were evident. Females were portrayed engaging in a wide range of occupations and displaying a wide range of personality traits. Males, although shown displaying typical female emotions, were rarely shown in traditionally female occupations.

In another study of characters in basal readers, Vaughn-Robertson (1989) examined whether or not positive, traditionally female attributes were present in male main characters in six basal readers. The results showed that although female characteristics were present in some male characters, the portrayal of individual male characters' personalities was dominated by conventionally male characteristics such as independence and a willingness to take risks.

Purcell and Stewart (1990) studied 62 children's readers used in three Texas cities and found that those books were less male focused than they appeared to be in a similar 1972 study. The authors concluded that although some changes had been made in the focus of the books, both boys and girls would benefit from a still more equitable representation of roles and characteristics portrayed. The studies of elementary reading textbooks have found that although some progress has been made concerning gender and minority content issues, genuine equity has not yet been achieved.

Mathematics Textbooks

The content of mathematics textbooks has also been examined with regard to gender and minority issues. Glasser and Donaldson (1976) conducted a study of stereotypes in math, science, and elementary school textbooks in general. They found that "stereotyping appears in classic form in some of the books reviewed" (p. 32). They also found that stereotyping was present in two forms: psychological and occupational. An important point made by these authors was that "people receive their self-concepts not only from current role models, but from historical figures as well. Women and minority people fare poorly in this area, and Black people have suffered the most from omission" (p. 34).

Garcia (1984) designed a Teacher Education and Mathematics (TEAM) module to increase students' awareness of gender bias in curriculum, skills in identifying gender role stereotypes in materials, and skills in counteracting gender bias in instructional materials and practices. Morehead (1984) created an instrument to help school personnel choose materials for primary mathematics, and it included a question about gender bias. This question led to the evaluation of the illustrations in three textbook series. The findings indicated that only one of the math textbooks included in the study depicted an approximately equal number of boys and girls.

An examination of selected elementary level mathematics texts was published by Garcia (1990). Garcia sought to determine if elementary mathematics textbooks enhanced a socially active mathematics education program. The findings indicated that young females and minorities were adequately portrayed by equitable representation in some mathematics textbook series but not in others. The studies of the content of mathematics textbooks indicated that some progress toward equal representation of females and male members of minority groups has been made.

Science Textbooks

Elementary science textbooks have also been studied with respect to the issue of gender bias in textbooks. Powell and Garcia (1988) reviewed research about racial, ethnic, and gender stereotypes in elementary science textbooks. The study described the demographics of the United States populations as of 1980 and compared those demographics to representations in textbooks. They determined that changes in textbook content were necessary in order for the textbooks to be more representative of the United States' diverse population.

A study by Mitchell and Rhyne (1989) compared the visual portrayal of minority and gender groups in elementary science textbooks published in the 1970s with those published in the 1980s. Although in terms of some of the study's criteria the portrayal of members of minority and gender groups improved

to an extent, the authors of this study concluded that the portrayal of members of these groups was often inaccurate and inadequate. The studies of the content in elementary science textbooks indicated that the representation of female and minority groups was still in need of improvement and that members of female and minority groups were often portrayed incorrectly or omitted.

Secondary School Textbooks

Secondary school textbooks have received much attention in terms of their content. Primarily, the focus of such attention has been on how females and male minority group members were portrayed in textbooks. The roles of real people such as historical figures or scientists in secondary textbooks have also been examined. Some studies analyzed the appearance of females and minority group members in the textbooks' pictures, illustrations, and examples. However, each of these studies addressed the issue of the textbooks' contents. No attention appeared to have been given to the inclusion of female authors or male minority authors and their possible contributions to secondary school textbooks.

Science Textbooks

The content of secondary school science textbooks has been studied with regard to gender issues. Walford (1981) presented examples of gender bias in the illustrations, questions, and texts of a selection of secondary school science textbooks published in the late 1970s. The findings

of the study indicated that some texts were clearly biased in such a way that physics was presented as a male rather than a female subject. Walford (1983) reviewed efforts by science educators to reduce sexism in science textbooks. Although sexism was found in the books, the author did not offer specific suggestions for improving the references to females or the portrayal of females in the illustrations.

Warren and Rogers (1988) examined seven textbooks for their representation of women in illustrations of scientific activity. The findings indicated that females portrayed in biology texts were shown to be as active as males in activities. An examination of secondary science books was conducted by Bazler and Simonis (1990), who compared textbooks from the 1980s and 1990s with the results of a 1973 textbook study with respect to gender fairness. The authors found some improvement in gender equity in those textbooks. Although more improvement could be made, gender equity in the content of science textbooks has improved.

Social Science Textbooks

Several studies have addressed the issues of gender and minority representation in the content of social science textbooks. The issue of the representation of women in United States history textbooks was examined by MacLeod and Silverman (1973). These authors stated that students typically found the following when they opened their textbooks on United States government:

- * women largely omitted from the texts
- * treatment of women citizens and voters as a special subgroup
- * ubiquitous use of masculine terminology
- * the political participation of women pictured as supportive and subordinate
- * completely inadequate coverage of the Nineteenth Amendment
- * exclusion of women from the law and the courts
- * a misleading omission of women employed outside the home
- * a narrow, stereotyped image of women as housewives, passive and dependent
- * "humorous" cartoons that hold [sic] women up as objects of derision
- * little or no acknowledgment of the existence, let alone coverage, of the current feminist movement. (p. 3)

MacLeod and Silverman concluded that girls received reinforcement from secondary school social studies books of the idea that their future could not or should not include any governmental or political leadership.

Arlow and Froschl (1975) reviewed the content of secondary school United States history textbooks and English literature textbooks to determine how females were being

portrayed. They found that a few paragraphs praising women and their importance in our culture were included; however, for approximately 90% of the textbooks, women were ignored.

A publication which contained checklists and provided information about detecting sexism and racism in textbooks was published by the Council on Interracial Books for Children Racism and Sexism Resource Center for Educators (1977). This book was divided into chapters about different minority groups: African Americans, Asian Americans, Chicanos, Native Americans, Puerto Ricans, and women. Each chapter contained quotations from and comments about textbooks, and at the end of each chapter was a checklist to assist educators and parents in detecting racism and sexism in their students' textbooks.

In addition to publication of checklists to detect racism or sexism, several books which addressed the issue of textbook content have been published. FitzGerald (1979) examined history textbooks and found that some important information about the contributions of women and members of minority groups had been omitted from the textbooks. She concluded that the process of change comes very slowly to the textbook publishing industry.

In the early 1980s, Blankenship and Hahn published two studies of gender bias in high school economics textbooks. In the first study, the content of 17 secondary level economics textbooks was examined for gender bias. All of the

texts reviewed were on Georgia's approved textbook list, and, without exception, each of the texts included gender bias, although to varying degrees. In the second study, Hahn and Blankenship (1983) analyzed the contents of 22 secondary economics textbooks and found less gender bias than in the books examined in earlier studies. However, the authors concluded that women were still underrepresented in most of the textbooks, and little attention was given to the economic realities to which women are subjected.

Selke (1983) briefly reviewed gender discrimination in the content of United States history texts and the possible impact of such discrimination on students. Selke also presented the results of a content analysis of five high school United States history texts adopted in Texas between 1974 and 1984. Selke's findings indicated that sex discrimination and stereotyping through content omission and distortion were present in those textbooks.

Ogren (1985) examined the problems of evaluating gender bias in textbooks and analyzed the presence of gender bias in secondary school history textbooks. She concluded that although recent textbook editions indicated more successful gender equity than earlier editions, supplementary instructional materials should be included until the history of women becomes an integral part of history textbooks.

New scholarship in women's history has also begun to play a role in textbook evaluation. Tetreault (1986)

evaluated the content of 12 history textbooks published in the early 1980s and provided a method for evaluating how women are portrayed in high school history texts. Tetreault concluded that history textbooks must eliminate stereotyped thinking about women.

Brandt (1989) examined gender bias in textbooks and the relationships between history textbook content, teacher education content, and the teaching of women's history. Brandt stated that teachers' failure to find the motivation and time to deviate from the kind of history they had been taught as students was the major obstacle to the meaningful use of women's materials.

Another examination of history textbooks discussed the contributions that women have made to the growth and development of society in California throughout the state's history (Lothrop, 1989). Lothrop stated that students could benefit from a study of California women.

One of the most recent documents published about women in social studies textbooks was by Holt (1990), who addressed how women were treated in social studies textbooks and some strategies for including women in social studies. Holt found that the coverage of women in textbooks increased in the 1980s, but neither the quality nor the quantity of these treatments was adequate.

The study of gender and minority issues in the content of secondary school social science textbooks has been

extensive. The studies generally found that females and male minority group members were misrepresented or omitted from many social science textbooks, particularly United States history textbooks.

Language Textbooks

Several studies have addressed the issues of gender and minority representation in the content of secondary school language arts textbooks. Clapp (1976) addressed the issue of sexism in her National Council of Teachers of English publication Classroom Practices in Teaching English 1976-1977: Responses to Sexism. In this publication, Kammer specifically examined the issue of sexism in the teaching of American poetry. "American Women Poets: A Course Unit" provided a course outline as well as suggestions for readings and discussion topics. The presence of sexist attitudes in modern language textbooks was studied by Gaff (1982), who found that such attitudes were prevalent in modern language textbooks. Randall (1985) examined 55 speech communication texts and found few that considered the issue of sexism in language.

Kernberger (1990) examined the teaching of nonsexist language to learners of English as a Second Language. The study reviewed the history of the awareness of gender bias in language, outlined the arguments for and against nonsexist language teaching, and concluded in favor of nonsexist language use in the second language classroom.

Sunderland (1990) studied the different ways that gender was represented in the English as a Foreign Language classroom. The study concluded that the ways western textbooks represented gender, the ambivalence of some pedagogical grammars with regard to new, progressive language items, the messages conveyed by instructional materials and classrooms to female learners about language use, and the opportunities for vocations that textbooks seemed to distribute unfairly, did not facilitate language learning for women and girls.

Carrell (1991) examined gender stereotypes in selected professional writing textbooks. Carrell concluded that those textbooks portrayed women as subservient, emotional, and frivolous and men as decisive, logical, and strong.

This review of the literature indicated that the content of language textbooks has been examined for gender equity and that many of these textbooks included sexist language or gender stereotypes. However, none of these studies addressed the issue of the representation or portrayal of minority group members in language textbooks.

Other Subject Area Textbooks

The textbooks from several other subject areas such as art, computer science, business, and vocational education have been examined in terms of gender and minority issues. Turner (1990) studied the editing process involving

gender-related editorial decisions in the development of instructional materials for art education. The study's conclusions supported the use of unbiased language in art education materials.

A study of computer programs by Biraimah (1989) examined a random sample of 15 software programs and evaluated them on the basis of gender and minority equity. The study's findings indicated that males dominated character roles while the number of observable minority characters was limited and minority females' roles were even more limited than minority males' roles.

Secondary school mathematics textbooks have also been studied in terms of gender and minority equity issues. Anderson (1990) contended that institutionalized Eurocentric mathematics curricula constantly reinforced racial and gender inferiority complexes among women and members of minority groups. Dowling (1991) also examined the influence of math materials on people of both genders and different social classes.

Secondary school business education curricula were the focus of a study edited by Newman and Caton (1981). This study contained 18 papers and addressed updating the content of secondary business education programs. The focus of the articles was on trends affecting secondary business education curricula, determining curriculum needs in secondary business education, implementing content changes, and changing

secondary business education content to meet the needs of all students.

The Georgia State Department of Education (1979) published an annotated bibliography for the purpose of eliminating gender bias in vocational education. This bibliography included audiovisual aids and information about women in the workplace, gender stereotypes, curriculum development, educational legislation, and teacher education. Women on Words and Images (1979) published a set of guidelines which analyzed biased materials written for vocational educators. These guidelines focused on the gender fairness of vocational materials and represented the following categories: language, roles, personal traits, physical attributes, and illustrations.

Good and Devore (1981) published a similar document for use by Missouri vocational educators in the classroom or workplace. They created a unit designed to aid students and adults in assessing instructional materials and recognizing and/or correcting biased statements or illustrations.

Fear-Fenn (1986) stated that the goal of gender equity in education was to provide unrestricted opportunities for all students. Gender bias led to gender discrimination, and gender stereotypes were widespread in the areas of language bias, curriculum, textbook bias, and behavioral bias.

This review of literature indicated that the content of textbooks or materials has been examined for gender equity

and that many of these materials included sexist language or stereotypes.

Teacher Education

The content of teacher education textbooks has been studied with regard to gender and minority issues. Ahlum and Fralley (1976) provided descriptions of units on women's studies for the secondary school curriculum in literature and language and in history and social studies. Included were 23 syllabi, 9 history courses, and 7 literature courses. This source could be useful to preservice teachers in methods classes or new teachers because it includes specific syllabi and ideas for incorporating women's studies into secondary school classes. This source might encourage new teachers to deviate from the literature, language, history, or social studies that they were taught as students.

Grimes (1979) stated that printed materials and teacher practice continued to perpetuate rather than challenge harmful stereotypes about women, making it necessary to create teacher education courses to raise the level of consciousness of inservice and preservice teachers. Gollnick (1979) sought to determine the needs of teacher educators for material and training related to gender equity and to identify the resources currently being used. Teacher education was also the subject of a study by Hasselquist (1981) who outlined group activities for a course for preservice and inservice teachers who wished to improve their

skills in eliminating gender bias from their classroom and teaching practices.

The most recent publication in the area of teacher education was by Titus (1993), whose analysis of 24 textbooks in the core area of teacher education revealed that gender issues were addressed minimally or not at all in many of these textbooks. Titus made a distinction between the terms "sex" and "gender." He then made the following assertion about teacher education literature:

Literature that aims to educate students about the nature and existence of gender inequality in education and in society must be specific about how biological differences must not be the basis for gross exaggerations about females and males. (p. 40)

In the conclusion, Titus strongly stated the necessity for authors and editors to provide students the opportunity to approach sexism as a problematic issue rather than an accepted way in which society works.

Each of the researchers who addressed gender equity in teacher education materials implied that many of these materials were biased or perpetuated harmful stereotypes about women and that teachers' awareness of the equity issue should be raised. Teachers' awareness of minority issues could be affected through the use and discussion of these sources as well.

Publishers' Guidelines

Several publishing companies have produced sets of guidelines which address gender bias in textbooks. Scott, Foresman (1972) was one of the first to outline ways to develop nonsexist instructional materials for elementary and secondary school use. The guidelines included the use of nongender specific terms for professionals, avoidance of descriptions of physical appearance for women but not men, avoidance of masculine pronouns as a generic, and avoidance of references to women mainly in terms of their families. Another set of guidelines was prepared to "help authors, artists, and editors cope with problems inherent in adapting to newly-raised consciousness" (Roberts, 1975, p. 2). These guidelines reflected the philosophy of Macmillan Publishing Company. Publishers' guidelines were also produced by Holt, Rinehart & Winston (1975) and Adams (1976). In 1976 Random House published Guidelines for Multiethnic/Nonsexist Survey, the goal of which was to assist this publisher in testing learning material for gender or ethnic bias. The guidelines provided specific examples and suggestions for eliminating gender and ethnic bias from educational materials. McGraw-Hill (1977) also published similar guidelines.

Publishers' guidelines for determining which selections and authors to include in American literature anthologies were not available, according to Fowler (1993). She stated that generally selections were considered for inclusion based

on the following criteria: literary merit, grade level suitability, recommendations from librarians, whether or not the selection or the authors had won literary awards, and whether or not the selection appeared on state reading lists such as the California reading list. Fowler further stated that achieving a multicultural balance in American literature anthologies was also a concern of the editors; however, more specific guidelines for the inclusion of female authors or male minority authors were not in print. Such guidelines were considered to be "in-house" and not available to the public.

Evaluating Secondary School Textbooks

Several articles and books which provide checklists and other methods of evaluating educational materials have been published. A collection of essays edited by Stacey, Bereaud, and Daniels (1974) "documents and analyzes institutional, cultural, and psychological varieties of sexism in education. The selection of material here reflects a feminist viewpoint" (p. 18). The editors noted that this work was unfortunately representative of white middle-class feminist thinking. They regretted that few, if any, selections were by members of minority groups.

Another publication which provided suggestions about how to detect and address sexism or racism in curricular materials was created by the United States Commission on Civil Rights (1980) which concluded the following:

Children spend a substantial portion of their lives in school and at home learning social studies, reading, mathematics, and other academic subjects from textbooks. Depending on a number of factors, the "latent content" of curricular materials has been shown to affect a child's attitudes, personality development, behavior, and academic and occupational achievement.

Studies report that children's attitudes towards other persons' race, ethnicity, gender, social class, or age may be influenced by the "latent content" of textbooks. The longer a child uses a textbook, the greater its potential influence.

Research has shown that the development of a child's self-esteem, values, aspirations, and fears may be either assisted or inhibited by the content of textbooks. Through identification with characters and situations in textbooks, a child learns to cope with similar situations in everyday life. (p. 19)

This publication was one which deserved attention from parents and educators because it addressed "latent" or hidden content which included many different stereotypes such as age, race, gender, and social class.

The influence of textbook critics such as the Gablers of Texas was explored by the Texas Textbook Project (1983). This group found that Mel and Norma Gabler had a strong influence on the Texas textbook selection process, which

powerfully affected the materials included in textbooks available across the United States. The influence of the Gablers was such that if they objected to a particular textbook, that textbook would probably not be purchased for schools in Texas. The group concluded that few publishers would risk producing a textbook which did not satisfy the Texas textbook selection process.

Blankenship (1984) pointed out the questions that should be considered by school textbook selection committees before adopting a particular textbook: Did the textbook include sufficient information on important females and minorities? Did the textbook deal adequately with women's and minorities' issues? Did the textbook contain sexist or racist language? Questions such as these could be applied to a textbook in any academic area.

Chapman (1986) provided an annotated bibliography of books, articles, and audiovisual resources written by and/or about women in areas such as women's studies, art, English, history, mathematics, science, and social science. This resource was designed to help educators and students increase their knowledge of the scholarship by and/or about women and to provide a balance for the traditionally male-oriented curricula and educational materials.

Another publication designed to assist educators in detecting sexism was by Michel (1986), who discussed the gender stereotypes in society and in children's literature,

the purpose of these stereotypes, their credibility, and the various forms of sexism at school and in school textbooks. Michel provided checklists and outlines to assist educators and parents in identifying sexism and also made suggestions for action to combat sexism.

Vitz (1986) reported that textbooks left out too much. Textbooks avoided mention of religion and traditional family values and almost any other subject which Vitz considered to be conservative. Vitz also stated that the only way to change textbooks is to place publishers under heavy economic pressures.

The sources which provided checklists or sets of questions for evaluating sexism or racism in textbooks would be useful to local and state textbook selection committees, as well as individual teachers and parents. The articles or books which criticize the content of textbooks could also be useful to textbook selection committees, teachers, and parents.

Summary

The major conclusion drawn from this review of literature was in regard to the paucity of research focusing on the representation of female authors and male minority authors in secondary school American literature anthologies. Much has been discovered about the content of elementary and secondary school educational materials since the early 1970s including biased representation and omission of women and

minorities, but no studies focusing on the bias against female authors or male minority authors in secondary school American literature anthologies were found. The distinction between bias on the part of textbook authors and possible bias on the part of anthologies' editors is a significant one. The conclusions reached through research on the content of textbooks prompted editors and publishers to attempt to broaden the representation of females and minority group members in the 1980s, although even in the 1990s continuing research showed more improvement in the content of textbooks was necessary. The literature review for this study showed that in terms of content, gender bias was studied more thoroughly than was ethnic bias. The absence of scholarly analyses of literature anthologies and the extent to which bias might affect the inclusion of female authors and male minority authors included in such anthologies clarified the need for this examination of secondary school American literature anthologies.

CHAPTER III

METHODOLOGY

The problem explored in this study was whether or not the representation of female authors and male minority authors included in secondary school American literature anthologies had changed and, if the representation had changed, the extent or degree of change.

The first step in conducting this study was to select secondary American literature anthologies for examination and to establish a time frame for the materials included in the analysis. The 1958 Harcourt, Brace, & World anthology was the earliest available work and predated most studies concerning gender and minority issues in school textbooks. This edition served as a baseline for the comparative analysis of the later anthologies.

A list of the major publishers of secondary school textbooks was obtained from the Minnesota Department of Education. This list provided addresses and telephone numbers of the publishing company representatives from whom copies of the most recent anthologies were obtained. Preliminary investigation of available American literature anthologies designed for secondary school use revealed that only five publishing companies produced such anthologies.

These were Harcourt, Brace, Jovanovich; Holt, Rinehart & Winston; Macmillan; McGraw-Hill; McDougal, Littell & Company; and D. C. Heath and Company.

The publisher's representative from D. C. Heath and Company stated that the same anthology was used for the high school and college levels. An examination of these volumes revealed that the D. C. Heath anthologies were not comparable to the other anthologies in this study in terms of number of pages or number of authors. The D. C. Heath volumes were much larger than any of the other anthologies in this study because they were essentially college level texts.

Scott, Foresman and Company no longer published an American literature anthology; however, three older editions (1963, 1968, and 1982) were still in use and were obtained for this study. L. W. Singer/Random House published a four-volume set of American literature anthologies in 1967, but more recent editions were not found. This four-volume set was comparable to the other one-volume anthologies and was included in the study. All references to the 1967 L. W. Singer anthology in this study refer to all four volumes considered as one.

The following editions and publishers were available for inclusion in this study: 1958 and 1968 Harcourt, Brace, & World; 1980, 1985, and 1989 Harcourt, Brace, Jovanovich; 1963, 1968, and 1982 Scott, Foresman; 1975 and 1984 Ginn;

1989 and 1993 Holt, Rinehart & Winston; 1967 L. W. Singer; 1978 Houghton Mifflin; 1984 McDougal, Littell; 1985 McGraw-Hill; 1989 Glencoe-Macmillan.

No other anthologies published within the time frame 1958-1993 could be obtained. During 1958-1993, numerous publishing company mergers occurred, and several other companies ceased publication of American literature anthologies for the secondary school market.

The analysis of the anthologies was conducted through several stages. In the first stage, the data about each anthology were tabulated for female authors, male minority authors, and European-American male authors. For each anthology, a summary table was constructed using the following criteria: the total number of authors, ethnic origins of authors, gender of authors, number of selections from each author, number of pages of each author's work, amount of biographical information about each author, whether or not the content of the biographical information followed a similar pattern and included similar information for all authors with no apparent differences between genders or ethnic groups, genre of selection by each author, subject of each selection, and whether or not an illustration of each author was included.

The second stage involved sorting and summarizing these data for conversion into the tables that contain the findings. The third stage reported the findings for each

research question in the text. The fourth stage summarized the findings for all of the research questions. In the fifth stage the findings were interpreted, the conclusions presented, and recommendations for teaching practice and further research were made.

CHAPTER IV

THE PRESENTATION OF DATA

This study examined a broad selection of secondary school American literature anthologies from school textbook publishers between 1958 and 1993. The study was designed to ascertain the extent to which the representation of female authors and male minority authors had changed in American literature anthologies published for secondary school adolescent readers during that 35-year period of time.

Organization of the Findings

The findings were organized through a set of summary tables based on the following criteria: the total number of pages, pages of writing, authors, and selections; gender of authors; ethnic origins of authors; number of selections by each author; number of pages of each author's work; genre of selection by each author in the series of editions published by Harcourt only; amount of biographical information about each author; whether or not the content of the biographical information followed a similar pattern and included similar information for all authors with no apparent differences between genders or ethnic groups; whether or not an illustration of each author was included; and the subjects most often addressed in the selections.

Research Questions

The following research questions were the focus of this study:

1. Has the number of selections by female authors and male minority authors in each of the literary periods included in the anthologies changed during the period of 1958-1993?
2. Has the genre of selections by female authors and male minority authors included in American literature anthologies changed over the period of 1958-1993?
3. Has the amount of biographical information about female authors and male minority authors included in the anthologies changed between 1958 and 1993?
4. Does the content of biographical information follow a similar pattern and include similar information?
5. What are the subjects most commonly addressed by authors included in secondary school American literature anthologies?

Presentation of the Findings

The data will be presented in five sections, corresponding to the five research questions. The descriptive data will be presented first from all the anthologies in chronological order, followed by an analysis of the Harcourt, Brace, & World and Harcourt, Brace, Jovanovich series. This was the only complete series of anthologies by a single publisher available for analysis.

Data from available multiple editions such as Scott, Foresman; Ginn; and Holt, Rinehart & Winston will also be described.

United States Demographic Information

The 1990 Census of Population and Housing provided some demographic information regarding the populations of people of different races. The races included in the 1990 Census were as follows: White; Black; American Indian, Eskimo, or Aleut; Asian or Pacific Islander; and Other race. Each individual was self identified on the census forms; however, the data regarding race were not divided by gender. The data in Table 1 show the total population in the United States and the total numbers of female and male persons.

Table 1

Total of Population Demographics from 1990 Census

All Persons	Male	Female
248,709,873	121,239,418	127,470,455
	(49%)	(51%)

Although race and ethnicity are not interchangeable terms, the statistics provided by the 1990 census provide a general idea of the United States population demographics. The minority groups referred to in this study were ethnic groups. The members of these groups were, in each instance, not self identified but identified by the editors of the

American literature anthologies. The data in Table 2 show the total population of each race recognized by the 1990 census.

Table 2

Population Demographics from 1990 Census by Race

Race	Population	% of Total Population
White	188,128,296	75.6%
Black	29,216,293	11.7%
American Indian, Eskimo, or Aleut	1,793,773	.72%
Asian or Pacific Islander	6,968,359	2.8%
Hispanic (of any race)	22,354,059	8.98%
Other race	249,093	.1%

The data in Table 2 indicate that the White race had the highest population in the United States with 75.6%. The Black race had the second highest population in the United States with 11.7%. The Hispanic population of any race was 8.98% of the United States population. The Asian or Pacific Islanders comprised 2.8% of the total United States population. The population of American Indians, Eskimos, Aleuts, or other races made up less than 1% of the total United States population in 1990.

Before the research questions are addressed, the data in Table 3 will provide an overview of the total number of pages, number of pages of writing, number of authors, and the number of selections included in each of the 17 anthologies available for this study.

Total Number of Pages and Number of Pages of Writing

The data in Table 3 indicate that the total number of pages for the editions ranged from 674 to 1568 with the lowest number in 1978 Houghton Mifflin and the highest in 1967 L. W. Singer. The number of pages of writing ranged from a low of 653 to a high of 1468 in the 1978 Houghton Mifflin and the 1967 L. W. Singer editions respectively. The number of pages of writing included only the pages of individual selections and any biographical information about each author. The 1967 L. W. Singer edition is an anomaly in terms of total number of pages and number of pages of writing. The total number of pages has generally increased about 200 pages for all publishers from 1958 to 1993. Similarly, the number of pages of writing generally increased over the same period.

Number of Authors

The data in Table 3 indicate that the number of authors included in the editions ranged from a low of 68 in the 1968 Harcourt, Brace, & World edition to a high of 150 in the 1982 Scott, Foresman edition. The 1968 Harcourt, Brace, & World and the 1975 Ginn were the only editions which included fewer

Table 3

Chronological List of Editions by Publisher, Total Numbers
of Pages, Pages of Writing, Authors, and Selections

Date	Publisher (see note)	Total Number of Pages	Number of Pages of Writing	Number of Authors	Number of Selections
1958	HBW	848	823	108	234
1963	SF	820	760	115	219
1967	LWS	1568	1468	107	197
1968	HBW	886	858	68	183
1968	SF	820	760	109	214
1975	Ginn	815	795	87	139
1978	HM	674	653	109	136
1980	HBJ	910	801	115	233
1982	SF	721	681	150	239
1984	Ginn	758	715	119	145
1984	ML	944	885	125	267
1985	HBJ	982	936	124	244
1985	MH	878	835	108	196
1989	GM	967	874	121	189
1989	HBJ	1092	1021	120	231
1989	HRW	1168	1133	100	204
1993	HRW	1247	1139	113	230

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

than 100 authors. The only edition which included more than 125 authors was the 1982 Scott, Foresman with 150 authors. All other editions included 100-125 authors. Although the

number of pages has generally increased, the number of authors has stayed generally constant over the time period in the study.

Number of Selections

The data in Table 3 indicate that the number of selections ranged from 136 in the 1978 Houghton Mifflin edition to 267 in the 1984 McDougal, Littell edition. Even though the number of pages has generally increased, the number of selections has remained constant over the time period in the study.

The data in Table 4 indicate the number of pages of writing by female authors. The 1967 L. W. Singer edition is an anomaly in terms of total number of pages and number of pages of writing.

The data in Table 4 provide the reader with an overview of the number of pages written by female authors in each of the 17 editions available for this study. Further description of the data will be done through a series of tables which will present the data from Table 4 again but isolate the data for each column heading: European-American, African-American, Native-American, Asian-American, and Hispanic-American.

The data in Table 5 indicate the number of pages of writing by European-American female authors. The data in Table 5 will be described in the following order: the series published by Harcourt, Brace, & World and Harcourt, Brace,

Table 4

Number of Pages by All Female Authors

Date	Publisher (see note)	Pages of Writing	European- American	African- American	Native- American	Asian- American	Hispanic- American
1958	HBW	823	64 (8%)	0	0	0	0
1963	SF	760	84 (11%)	1 (.1%)	0	0	0
1967	LWS	1468	200 (14%)	0	0	0	0
1968	HBW	858	45 (5%)	3 (.3%)	0	0	0
1968	SF	760	82 (11%)	1 (.1%)	0	0	0
1975	Ginn	795	23 (3%)	3 (.4%)	0	0	0
1978	HM	653	120 (18%)	21 (3%)	14 (2%)	11 (2%)	3 (.4%)
1980	HBJ	801	72 (9%)	15 (2%)	2 (1%)	0	0
1982	SF	681	139 (20%)	19 (3%)	1 (.1%)	2 (.2%)	2 (.2%)
1984	Ginn	715	128 (18%)	33 (5%)	2 (.2%)	3 (.4%)	0
1984	ML	885	127 (14%)	17 (2%)	0	0	1 (.1%)
1985	HBJ	936	93 (10%)	11 (1%)	2 (.2%)	0	0
1985	MH	835	135 (16%)	13 (2%)	0	0	0
1989	GM	874	125 (14%)	5 (.5%)	0	1 (.1%)	2 (.2%)
1989	HBJ	1021	96 (9%)	24 (2%)	2 (.2%)	0	0
1989	HRW	1133	158 (14%)	12 (1%)	0	8 (1%)	6 (.5%)
1993	HRW	1139	116 (10%)	86 (8%)	0	16 (1%)	15 (1%)

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

Table 5

Pages of Writing by European-American Female Authors

Date	Publisher	Pages of Writing	European-American Female Authors	Percentage
1958	HB	823	64	.8%
1963	SF	760	84	11%
1967	LWS	1468	200	14%
1968	HBW	858	45	5%
1968	SF	760	82	11%
1975	Ginn	795	23	3%
1978	HM	653	120	18%
1980	HBJ	801	72	9%
1982	SF	681	139	20%
1984	Ginn	715	128	18%
1984	ML	885	127	14%
1985	HBJ	936	93	10%
1985	MH	835	135	16%
1989	GM	874	125	14%
1989	HBJ	1021	96	9%
1989	HRW	1133	158	14%
1993	HRW	1139	116	10%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

Jovanovich; the editions published by Scott, Foresman; Ginn; and Holt, Rinehart & Winston. Then data from the remaining editions will be described. The 1967 L. W. Singer edition is an anomaly in terms of total number of pages and number of pages of writing.

The number of pages of writing by European-American female authors included in the series of editions published by Harcourt ranged from a low of 45 (5%) pages in the 1968 edition to a high of 96 (8%) pages in the 1989 edition. The 1958 edition included 64 pages by European-American female authors. After dropping to a low of 45 pages in the 1968 edition, the number of pages by European-American female authors showed an increase.

The 1980 edition included 72 (9%) pages. The 1985 edition included 93 (10%) pages, and the 1989 edition included 96 (9%) pages by European-American female authors.

In the editions published by Scott, Foresman the number of pages by European-American female authors ranged from 82 (11%) pages in the 1963 edition to 139 (20%) pages in the 1982 edition. The 1968 Scott, Foresman edition included 82 (11%) pages by European-American female authors.

The data from the editions published by Ginn indicate an increase in the number of pages by European-American female authors from 23 (3%) pages in the 1975 edition to 128 (18%) pages in the 1984 edition. The data from the editions published by Holt, Rinehart & Winston indicate a decrease in the number of pages by European-American female authors from 158 (14%) in the 1989 edition to 116 (10%) in the 1993 edition.

The data from the remaining editions indicate the number of pages by European-American female authors ranged from a

low of 120 (18%) pages in the 1978 Houghton Mifflin edition to a high of 200 (14%) pages in the 1967 L. W. Singer edition. The following editions included 120-130 pages by European-American female authors: 1978 Houghton Mifflin; 1984 McDougal, Littell; and 1989 Glencoe-Macmillan. The 1985 McGraw-Hill edition included 135 pages by European-American female authors.

The data in Table 6 indicate the number of pages of writing by African-American female authors. The 1967 L. W. Singer edition is an anomaly in terms of total number of pages and number of pages of writing.

The number of pages of writing by African-American female authors in the series of editions published by Harcourt ranged from a low of zero pages in the 1958 edition to a high of 24 (2%) pages in the 1989 edition. The number of pages by African-American female authors increased from zero pages in the 1958 edition to 15 (2%) pages in the 1980 edition. The data from Table 6 indicate that the number of pages by African-American female authors decreased to 11 (1%) pages in the 1985 edition but increased to 24 (2%) pages in the 1989 edition. In the editions published by Scott, Foresman the number of pages by African-American female authors remained constant at one (.1%) page in the 1963 and 1968 editions. The 1982 edition included 19 (3%) pages by African-American female authors.

Table 6

Pages of Writing by African-American Female Authors

Date	Publisher	Pages of Writing	African-American Female Authors	Percentage
1958	HB	823	0	0%
1963	SF	760	1	.1%
1967	LWS	1468	0	0%
1968	HBW	858	3	.3%
1968	SF	760	1	.1%
1975	Ginn	795	3	.4%
1978	HM	653	21	3%
1980	HBJ	801	15	2%
1982	SF	681	19	3%
1984	Ginn	715	33	5%
1984	ML	885	17	2%
1985	HBJ	936	11	1%
1985	MH	835	13	2%
1989	GM	874	5	.5%
1989	HBJ	1021	24	2%
1989	HRW	1133	12	1%
1993	HRW	1139	86	8%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

In the editions published by Ginn, the number of pages by African-American female authors increased from three (.4%) pages in the 1975 edition to 33 (5%) pages in the 1984 edition. In the editions published by Holt, Rinehart & Winston, the number of pages by African-American female

authors increased from 12 (1%) in the 1989 edition to 86 (8%) in the 1993 edition.

The data from the remaining editions indicate the number of pages by African-American female authors ranged from a low of zero pages in the 1967 L. W. Singer edition to a high of 21 (3%) pages in the 1978 Houghton Mifflin edition. The data from each of the remaining editions published after 1978 indicate a decrease in the number of pages by African-American female authors. The 1984 McDougal, Littell edition included 17 (2%) pages; the 1985 McGraw-Hill edition included 13 (2%) pages; the 1989 Glencoe-Macmillan edition included five (.5%) pages by African-American female authors.

The description of the data in Tables 7, 8, and 9 was combined because the numbers of pages devoted to works by these female minority authors were similar across the editions. The data in Table 7 indicate the number of pages of writing by Native-American female authors. The 1967 L. W. Singer edition is an anomaly in terms of total number of pages and number of pages of writing.

The data in Table 8 indicate the number of pages of writing by Asian-American female authors. The 1967 L. W. Singer edition is an anomaly in terms of total number of pages and number of pages of writing.

Table 7

Pages of Writing by Native-American Female Authors

Date	Publisher	Pages of Writing	Native-American Female Authors	Percentage
1958	HB	823	0	0%
1963	SF	760	0	0%
1967	LWS	1468	0	0%
1968	HBW	858	0	0%
1968	SF	760	0	0%
1975	Ginn	795	0	0%
1978	HM	653	14	2%
1980	HBJ	801	2	1%
1982	SF	681	1	.1%
1984	Ginn	715	2	.2%
1984	ML	885	0	0%
1985	HBJ	936	2	.2%
1985	MH	835	0	0%
1989	GM	874	0	0%
1989	HBJ	1021	2	.2%
1989	HRW	1133	0	0%
1993	HRW	1139	0	0%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

Table 8

Pages of Writing by Asian-American Female Authors

Date	Publisher	Pages of Writing	Asian-American Female Authors	Percentage
1958	HB	823	0	0%
1963	SF	760	0	0%
1967	LWS	1468	0	0%
1968	HBW	858	0	0%
1968	SF	760	0	0%
1975	Ginn	795	0	0%
1978	HM	653	11	2%
1980	HBJ	801	0	0%
1982	SF	681	2	.2%
1984	Ginn	715	3	.4%
1984	ML	885	0	0%
1985	HBJ	936	0	0%
1985	MH	835	0	0%
1989	GM	874	1	.1%
1989	HBJ	1021	0	0%
1989	HRW	1133	8	1%
1993	HRW	1139	16	1%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

The data in Table 9 indicate the number of pages of writing by Hispanic-American female authors. The 1967 L. W. Singer edition is an anomaly in terms of total number of pages and number of pages of writing.

Table 9

Pages of Writing by Hispanic-American Female Authors

Date	Publisher	Pages of Writing	Hispanic-American Female Authors	Percentage
1958	HB	823	0	0%
1963	SF	760	0	0%
1967	LWS	1468	0	0%
1968	HBW	858	0	0%
1968	SF	760	0	0%
1975	Ginn	795	0	0%
1978	HM	653	3	.4%
1980	HBJ	801	0	0%
1982	SF	681	2	.2%
1984	Ginn	715	0	0%
1984	ML	885	1	.1%
1985	HBJ	936	0	0%
1985	MH	835	0	0%
1989	GM	874	2	.2%
1989	HBJ	1021	0	0%
1989	HRW	1133	6	.5%
1993	HRW	1139	15	1%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

The data from Tables 7, 8, and 9 are combined for description here. These data are described chronologically from 1958-1975, from 1978-1985, and from 1989-1993. The editions from 1958-1975 included zero pages of writing by

Native-American, Asian-American, or Hispanic-American female authors.

The 1978 Houghton Mifflin edition included 14 (2%) pages by Native-American female authors, 11 (2%) pages by Asian-American female authors, and three (.4%) pages by Hispanic-American female authors. The data also indicate that between 1980 and 1985, no edition included more than three pages by any of these three groups of female minority authors.

The three 1989 editions included a maximum of two pages by Native-American female authors, eight pages by Asian-American female authors, and six pages by Hispanic-American female authors. The 1993 edition included zero pages by Native-American female authors, 16 (1%) pages by Asian-American female authors, and 15 (1%) pages by Hispanic-American female authors. The highest percentage of pages included in any of these editions by any one of these female minority groups was found in the 1978 Houghton Mifflin edition which included 2% of its pages of writing by Asian-American female authors.

The data in Table 10 indicate the number of pages of writing by male authors. The 1967 L. W. Singer edition is an anomaly in terms of total number of pages and number of pages of writing.

The data in Table 10 provide an overview of the number of pages written by male authors in each of the 17 editions

Table 10

Number of Pages by All Male Authors

Date	Publisher (see note)	Pages of Writing	European- American	African- American	Native- American	Asian- American	Hispanic- American
1958	HBW	823	661 (80%)	7 (1%)	0	0	0
1963	SF	760	567 (75%)	3 (.4%)	0	0	3 (.4%)
1967	LWS	1468	1268 (86%)	0	0	0	0
1968	HBW	858	681 (79%)	6 (1%)	0	0	0
1968	SF	760	536 (70%)	12 (2%)	0	0	2 (.2%)
1975	Ginn	795	573 (72%)	57 (7%)	10 (1%)	0	0
1978	HM	653	354 (54%)	38 (6%)	14 (2%)	0	25 (4%)
1980	HBJ	801	643 (80%)	26 (3%)	10 (1%)	0	8 (1%)
1982	SF	681	346 (51%)	54 (8%)	13 (2%)	2 (1%)	29 (4%)
1984	Ginn	715	372 (52%)	62 (9%)	9 (1%)	3 (.3%)	22 (3%)
1984	ML	885	597 (67%)	42 (5%)	5 (1%)	0	6 (1%)
1985	HBJ	936	614 (66%)	31 (3%)	10 (1%)	0	10 (1%)
1985	MH	835	519 (62%)	20 (2%)	13 (1%)	0	2 (.2%)
1989	GM	874	545 (62%)	24 (3%)	17 (2%)	0	4 (.4%)
1989	HBJ	1021	673 (66%)	23 (2%)	15 (2%)	0	19 (2%)
1989	HRW	1133	692 (61%)	53 (5%)	15 (2%)	0	5 (.4%)
1993	HRW	1139	652 (57%)	58 (5%)	15 (2%)	0	0

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

available for this study. Further description of the data will be done through a series of tables which will present the data from Table 10 again but isolate the data for the column headings: African-American, Native-American, Asian-American, and Hispanic-American.

The data in Table 11 indicate the number of pages of writing by African-American male authors. The data in Table 11 will be described in the following order: the series of editions published by Harcourt, Brace, & World and Harcourt, Brace, Jovanovich; the editions published by Scott, Foresman; the editions published by Ginn; and the editions published by Holt, Rinehart & Winston. Then data from the remaining editions will be described. The 1967 L. W. Singer edition is an anomaly in terms of total number of pages and number of pages of writing.

The number of pages by African-American male authors included in the series of editions published by Harcourt ranged from a low of six (1%) pages in the 1968 edition to a high of 31 (3%) pages in the 1985 edition. The 1958 edition included seven (1%) pages by African-American male authors. The 1980 edition included 26 (3%) pages by African-American male authors, and the 1985 edition included 31 (2%) pages by African-American male authors. The 1989 edition included 23 (2%) pages by African-American male authors.

Table 11

Pages of Writing by African-American Male Authors

Date	Publisher	Pages of Writing	African-American Male Authors	Percentage
1958	HB	823	7	1%
1963	SF	760	3	.4%
1967	LWS	1468	0	0%
1968	HBW	858	6	1%
1968	SF	760	12	2%
1975	Ginn	795	57	7%
1978	HM	653	38	6%
1980	HBJ	801	26	3%
1982	SF	681	54	8%
1984	Ginn	715	62	9%
1984	ML	885	42	5%
1985	HBJ	936	31	3%
1985	MH	835	29	2%
1989	GM	874	24	3%
1989	HBJ	1021	23	2%
1989	HRW	1133	53	5%
1993	HRW	1139	58	5%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

The data in Table 11 indicate that in the editions published by Scott, Foresman the number of pages by African-American male authors increased from three (.4%) pages in the 1963 edition to 12 (2%) pages in the 1968 edition. The 1982 Scott, Foresman edition included 54 (8%)

pages by African-American male authors. The data from the editions published by Ginn indicate an increase in the number of pages by African-American male authors from 57 (7%) pages in the 1975 edition to 62 (9%) pages in the 1984 edition. The data from the editions published by Holt, Rinehart & Winston indicate an increase in the number of pages by African-American male authors from 53 (5%) pages in the 1989 edition to 58 (5%) pages in the 1993 edition.

The data from the remaining editions indicate that the number of pages by African-American male authors ranged from a low of zero pages in the 1967 L. W. Singer edition to a high of 42 (5%) pages in the 1984 McDougal, Littell edition. The 1978 Houghton Mifflin edition included 38 (6%) pages by African-American male authors. The 1985 McGraw-Hill edition included 20 (2%) pages, and the 1989 Glencoe-Macmillan edition included 24 (3%) pages by African-American male authors.

The data in table 12 indicate the number of pages of writing by Native-American male authors. The 1967 L. W. Singer edition is an anomaly in terms of total number of pages and number of pages of writing.

The number of pages of writing by Native-American male authors included in the series of editions published by Harcourt remained constant at zero pages in the 1958 and 1968 editions. The number of pages by Native-American male

authors increased to 10 (1%) in the 1980 and 1985 editions. The 1989 edition included 15 (2%) pages by Native-American male authors.

Table 12

Pages of Writing by Native-American Male Authors

Date	Publisher	Pages of Writing	Native-American Male Authors	Percentage
1958	HB	823	0	0%
1963	SF	760	0	0%
1967	LWS	1468	0	0%
1968	HBW	858	0	0%
1968	SF	760	0	0%
1975	Ginn	795	10	1%
1978	HM	653	14	2%
1980	HBJ	801	10	1%
1982	SF	681	13	2%
1984	Ginn	715	9	1%
1984	ML	885	5	1%
1985	HBJ	936	10	1%
1985	MH	835	13	1%
1989	GM	874	17	2%
1989	HBJ	1021	15	2%
1989	HRW	1133	15	2%
1993	HRW	1139	15	2%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

In the editions published by Scott, Foresman the number of pages by Native-American male authors remained constant at

zero pages in the 1963 and 1968 editions. The 1982 Scott, Foresman edition included 13 (2%) pages by Native-American male authors.

In the editions published by Ginn, the number of pages by Native-American male authors decreased from 10 (1%) pages in the 1975 edition to nine (1%) pages in the 1984 edition. In the editions published by Holt, Rinehart & Winston, the number of pages by Native-American male authors remained constant at 15 (2%) pages in the 1989 and 1993 editions.

The data from the remaining editions indicate the number of pages by Native-American male authors ranged from a low of zero pages in the 1967 L. W. Singer edition to a high of 17 (2%) pages in the 1989 Glencoe-Macmillan edition. The 1978 Houghton Mifflin edition included 14 (2%) pages by Native-American male authors. The 1984 McDougal, Littell edition included five (1%) pages, and the 1985 McGraw-Hill edition included 13 (1%) pages by Native-American male authors.

The data in Table 13 indicate the number of pages of writing by Asian-American male authors. The 1967 L. W. Singer edition is an anomaly in terms of total number of pages and number of pages of writing.

The number of pages by Asian-American male authors included in the series of editions published by Harcourt and in the 1963 and 1968 Scott, Foresman editions remained constant at zero pages. The 1982 Scott, Foresman edition

Table 13

Pages of Writing by Asian-American Male Authors

Date	Publisher	Pages of Writing	Asian-American Male Authors	Percentage
1958	HB	823	0	0%
1963	SF	760	0	0%
1967	LWS	1468	0	0%
1968	HBW	858	0	0%
1968	SF	760	0	0%
1975	Ginn	795	0	0%
1978	HM	653	0	0%
1980	HBJ	801	0	0%
1982	SF	681	2	1%
1984	Ginn	715	3	.3%
1984	ML	885	0	0%
1985	HBJ	936	0	0%
1985	MH	835	0	0%
1989	GM	874	0	0%
1989	HBJ	1021	0	0%
1989	HRW	1133	0	0%
1993	HRW	1139	0	0%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

included two (1%) pages by Asian-American male authors. In the editions published by Ginn, the number of pages by Asian-American male authors increased from zero pages in the 1975 edition to three (.3%) pages in the 1984 edition. The editions published by Holt, Rinehart & Winston in 1989 and

1993 included zero pages by Asian-American male authors. The remaining editions included zero pages by Asian-American male authors.

The data in Table 14 indicate the number of pages by Hispanic-American male authors. The 1967 L. W. Singer edition is an anomaly in terms of total number of pages and number of pages of writing.

The number of pages by Hispanic-American male authors included in the series of editions published by Harcourt increased from zero pages in the 1958 and 1968 editions to eight (1%) pages in the 1980 edition. The 1985 edition included 10 (1%) pages by Hispanic-American male authors, and the 1989 edition included 19 (2%) pages by Hispanic-American male authors.

In the editions published by Scott, Foresman the 1963 edition included three (.4%) pages by Hispanic-American male authors. The 1968 edition included two (.2%) pages, and the 1982 edition included 29 (4%) pages by Hispanic-American male authors.

In the editions published by Ginn, the number of pages by Hispanic-American male authors increased from zero pages in the 1975 edition to 22 (3%) pages in the 1984 edition. In the editions published by Holt, Rinehart & Winston the number of pages by Hispanic-American male authors decreased from the 1989 edition which included five (.4%) pages to the 1993 edition which included zero pages.

Table 14

Pages of Writing by Hispanic-American Male Authors

Date	Publisher	Pages of Writing	Hispanic-American Male Authors	Percentage
1958	HB	823	0	0%
1963	SF	760	3	.4%
1967	LWS	1468	0	0%
1968	HBW	858	0	0%
1968	SF	760	2	.2%
1975	Ginn	795	0	0%
1978	HM	653	25	4%
1980	HBJ	801	8	1%
1982	SF	681	29	4%
1984	Ginn	715	22	3%
1984	ML	885	6	1%
1985	HBJ	936	10	1%
1985	MH	835	2	.2%
1989	GM	874	4	.4%
1989	HBJ	1021	19	2%
1989	HRW	1133	5	.4%
1993	HRW	1139	0	0%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

The data from the remaining editions indicate the number of pages by Hispanic-American male authors was zero pages in the 1967 L. W. Singer edition. The 1978 Houghton Mifflin edition included 25 pages by Hispanic-American male authors. The 1984 McDougal, Littell, 1985 McGraw-Hill, and the 1989

Glencoe-Macmillan editions each included fewer than seven pages by Hispanic-American male authors.

Percentages of Pages of Writing

The data in Figure 1 indicate the percentages of pages of writing by female authors, male minority authors, and European-American male authors in the series of editions published by Harcourt. The data from the series of editions published by Harcourt were used here because this was the only complete set of editions available from a single publisher.

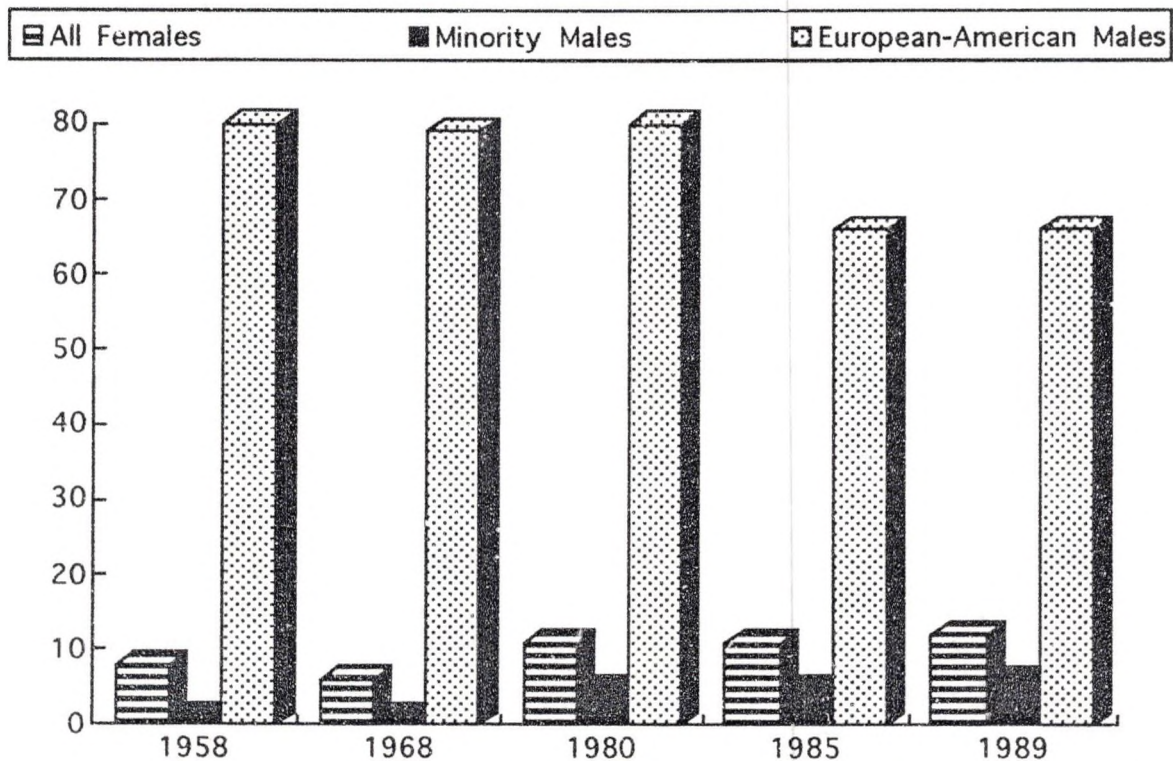


Figure 1. Percentages of pages by female authors, male minority authors, and European-American male authors in editions published by Harcourt.

The data in Figure 1 indicate that the percentage of pages of writing by female authors ranged from a low of 6% in the 1968 edition to a high of 12% in the 1989 edition. The percentage of pages of writing by male minority authors ranged from a low of 1% in the 1958 and 1968 editions to a high of 6% in the 1989 edition. The percentage of pages of writing by European-American male authors ranged from a low of 66% in the 1985 and 1989 editions to a high of 80% in the 1958 and 1980 editions.

Research Question One

Has the number of selections by European-American female authors and minority authors in each of the literary periods included in the anthologies changed during the past 35 years?

Section 1.0: Number of Selections by Female Authors

The data in Table 15 indicate the number of selections written by female authors. The 1967 L. W. Singer edition is an anomaly with zero selections by any minority authors, male or female.

The data in Table 15 provide an overview of the number of selections written by female authors in each of the 17 editions available for this study. Further description of the data will continue through a series of tables which present the data from Table 15 again but isolate the data for each column heading: European-American, African-American, Native-American, Asian-American, and Hispanic-American.

Table 15

Selections by All Female Authors

Date	Publisher	Number of Selections	European- American	African- American	Native- American	Asian- American	Hispanic- American
1958	HBW	234	38 (16%)	0	0	0	0
1963	SF	219	32 (15%)	1 (.45%)	0	0	0
1967	LWS	197	32 (16%)	0	0	0	0
1968	HBW	183	21 (11%)	2 (1%)	0	0	0
1968	SF	214	33 (15%)	1 (.46%)	0	0	0
1975	Ginn	139	16 (12%)	2 (1%)	0	0	0
1978	HM	136	32 (24%)	7 (5%)	4 (3%)	2 (1%)	2 (1%)
1980	HBJ	233	39 (17%)	5 (2%)	1 (.42%)	0	0
1982	SF	239	49 (20%)	8 (3%)	1 (.41%)	2 (1%)	1 (.41%)
1984	Ginn	145	33 (23%)	12 (8%)	1 (1%)	1 (1%)	0
1984	ML	267	44 (16%)	9 (3%)	0	0	1 (.4%)
1985	HBJ	244	42 (17%)	5 (2%)	1 (.4%)	0	0
1985	MH	203	39 (19%)	4 (2%)	0	0	0
1989	GM	189	38 (20%)	4 (2%)	0	1 (.5%)	1 (.5%)
1989	HBJ	231	37 (16%)	6 (2%)	1 (.43%)	0	0
1989	HRW	204	30 (15%)	2 (1%)	0	1 (.5%)	2 (1%)
1993	HRW	230	31 (13%)	8 (3%)	0	2 (1%)	3 (1%)

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

Section 1.1: Selections by European-American Female Authors

The data in Table 16 indicate the number of selections written by European-American female authors. The 1967 L. W. Singer edition is an anomaly with zero selections by any minority authors, male or female.

Table 16

Selections by European-American Female Authors

Date and Publisher	Total Number of Selections	Number of European-American Female Selections	Percentage of Total
1958 HBW	234	38	16%
1963 SF	219	32	15%
1967 LWS	197	32	16%
1968 HBW	183	21	11%
1968 SF	214	33	15%
1975 Ginn	139	16	12%
1978 HM	136	32	24%
1980 HBJ	233	39	17%
1982 SF	239	49	20%
1984 Ginn	145	33	23%
1984 ML	267	44	16%
1985 HBJ	244	42	17%
1985 MH	203	39	19%
1989 GM	189	38	20%
1989 HBJ	231	37	15%
1989 HRW	204	30	15%
1993 HRW	230	31	13%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

The data in Table 16 indicate that the number of selections written by European-American female authors ranged from a low of 16 selections in the 1975 Ginn edition to a high of 49 selections in the 1982 Scott, Foresman edition. The number of selections by European-American female authors between the 1958 Harcourt, Brace, & World and the 1968 Scott, Foresman editions remained fairly constant at 32 (15%) selections to 38 (16%) selections, with the exception of the 1968 Harcourt, Brace, & World which included 21 (11%) selections. The 1975 Ginn edition is an anomaly with 16 (12%) selections by European-American female authors included. Each of the anthologies published after 1975 included at least 30 selections by European-American female authors. The 1978 Houghton Mifflin edition included 32 (24%) selections by European-American female authors. The 1984 McDougal, Littell edition included 44 (16%) selections by European-American female authors. A decline in the number of selections by European-American female authors is evident in each edition from the 1985 Harcourt, Brace, Jovanovich, which included 42 (17%) selections, to the 1989 Holt, Rinehart & Winston edition, which included 30 (15%) selections by European-American female authors. The 1993 Holt, Rinehart & Winston edition included 31 (13%) selections by European-American female authors.

In the series of editions published by Harcourt, the number of selections written by European-American female

authors ranged from a low of 21 (11%) selections in the 1968 edition to a high of 42 (17%) selections in the 1985 edition. The 1958 edition included 38 (16%) selections by European-American female authors. The number of selections by European-American female authors increased to 39 (19%) in the 1980 edition and to 42 (17%) in the 1985 edition. The 1989 edition included 37 (16%) selections by European-American female authors.

In the editions published by Scott, Foresman the 1963 edition included 32 (15%) selections by European-American female authors, the 1968 edition included 33 (15%) selections, and the 1982 edition included 49 (20%) selections. In the editions published by Ginn the data indicate an increase in the number of selections written by European-American female authors from the 1975 edition which included 16 (12%) selections to the 1984 edition which included 33 (23%) selections. The data for the editions published by Holt, Rinehart & Winston indicate an increase in the number of selections by European-American female authors from the 1989 edition, which included 30 (15%) selections, to the 1993 edition, which included 31 (13%) selections.

Section 1.2: Selections by African-American Female Authors

The data in Table 17 indicate the number of selections written by African-American female authors.

Table 17

Selections by African-American Female Authors

Date and Publisher	Total Number of Selections	Number of African-American Female Selections	Percentage of Total
1958 HBW	234	0	0%
1963 SF	219	1	.45%
1967 LWS	197	0	0%
1968 HBW	183	2	1%
1968 SF	214	1	.46%
1975 Ginn	139	2	1%
1978 HM	136	7	5%
1980 HBJ	233	5	2%
1982 SF	239	8	3%
1984 Ginn	145	12	8%
1984 ML	267	9	3%
1985 HBJ	244	5	2%
1985 MH	203	4	2%
1989 GM	189	4	2%
1989 HBJ	231	6	2%
1989 HRW	204	2	1%
1993 HRW	230	8	3%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

The data in Table 17 indicate that the number of selections written by African-American female authors ranged from a low of zero selections in the 1958 Harcourt, Brace, & World and the 1967 L. W. Singer editions to a high of 12 selections in the 1984 Ginn edition. The number of

selections by African-American female authors between the 1958 Harcourt, Brace, & World and the 1975 Ginn editions remained fairly constant at zero to two (1%) selections. The 1978 Houghton Mifflin edition included seven (5%) selections by African-American female authors. The number of selections written by African-American female authors increased from the 1980 Harcourt, Brace, Jovanovich edition, which included five (2%) selections, to the 1982 Scott, Foresman edition, which included eight (3%) selections, and the 1984 Ginn edition, which included 12 (8%) selections. A decline in the number of selections by African-American female authors was evident in each edition from the 1984 Ginn with 12 (8%) selections to the 1989 Glencoe-Macmillan with four (2%) selections. The 1989 Harcourt, Brace, Jovanovich included six (2%) selections by African-American female authors. The 1989 Holt, Rinehart & Winston edition included two (1%) selections by African-American female authors, and the 1993 Holt, Rinehart & Winston edition included eight (3%) selections by African-American female authors.

In the series of editions published by Harcourt, the number of selections by African-American female authors increased in each edition from 1958 to 1989. The number of selections ranged from a low of zero in the 1958 edition to a high of six (2%) in the 1989 edition.

The editions published by Scott, Foresman in 1963 and 1968 each included one selection by an African-American

female author. The 1982 Scott, Foresman edition included eight (3%) selections by African-American female authors. In the editions published by Ginn, the number of selections by African-American female authors increased from the 1975 edition, which included two (1%) selections, to the 1984 edition, which included 12 (8%) selections. In the editions published by Holt, Rinehart & Winston the data indicate an increase in the number of selections by African-American female authors from the 1989 edition, which included two (1%) selections, to the 1993 edition, which included eight (3%) selections.

Section 1.3: Selections by Native-American,
Asian-American, and Hispanic-American Female Authors

The description of the data from Tables 18, 19, and 20 is combined because the numbers of selections by these female minority authors were similar across the editions.

The data in Table 18 indicate the number of pages of writing by Native-American female authors. The 1967 L. W. Singer edition is an anomaly with zero selections by any minority authors, male or female.

The data in Table 19 indicate the number of selections written by Asian-American female authors. The 1967 L. W. Singer edition is an anomaly with zero selections by any minority authors, male or female.

Table 18

Selections by Native-American Female Authors

Date and Publisher	Total Number of Selections	Number of Native-American Female Selections	Percentage of Total
1958 HBW	234	0	0%
1963 SF	219	0	0%
1967 LWS	197	0	0%
1968 HBW	183	0	0%
1968 SF	214	0	0%
1975 Ginn	139	0	0%
1978 HM	136	4	3%
1980 HBJ	233	1	.42%
1982 SF	239	1	.41%
1984 Ginn	145	1	1%
1984 ML	267	0	0%
1985 HBJ	244	1	.4%
1985 MH	203	0	0%
1989 GM	189	0	0%
1989 HBJ	231	1	.43%
1989 HRW	204	0	0%
1993 HRW	230	0	0%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

Table 19

Selections by Asian-American Female Authors

Date and Publisher	Total Number of Selections	Number of Asian-American Female Selections	Percentage of Total
1958 HBW	234	0	0%
1963 SF	219	0	0%
1967 LWS	197	0	0%
1968 HBW	183	0	0%
1968 SF	214	0	0%
1975 Ginn	139	0	0%
1978 HM	136	2	1%
1980 HBJ	233	0	0%
1982 SF	239	2	1%
1984 Ginn	145	1	1%
1984 ML	267	0	0%
1985 HBJ	244	0	0%
1985 MH	203	0	0%
1989 GM	189	1	.5%
1989 HBJ	231	0	0%
1989 HRW	204	1	.5%
1993 HRW	230	2	1%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

The data in Table 20 indicate the number of selections written by Hispanic-American female authors. The 1967 L. W. Singer edition is an anomaly with zero selections by any minority authors, male or female.

Table 20

Selections by Hispanic-American Female Authors

Date and Publisher	Total Number of Selections	Number of Hispanic-American Female Selections	Percentage of Total
1958 HBW	234	0	0%
1963 SF	219	0	0%
1967 LWS	197	0	0%
1968 HBW	183	0	0%
1968 SF	214	0	0%
1975 Ginn	139	0	0%
1978 HM	136	2	1%
1980 HBJ	233	0	0%
1982 SF	239	1	.41%
1984 Ginn	145	0	0%
1984 ML	267	1	.4%
1985 HBJ	244	0	0%
1985 MH	203	0	0%
1989 GM	189	1	.5%
1989 HBJ	231	0	0%
1989 HRW	204	2	1%
1993 HRW	230	3	1%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

The description of the data from Tables 18, 19, and 20 was combined because the numbers of selections included in these anthologies were similar across the editions. The editions published between 1958 and 1975 included zero

selections by Native-American, Asian-American, or Hispanic-American female authors.

The 1978 Houghton Mifflin edition included four (3%) selections by Native-American female authors, two selections (1%) by Asian-American female authors, and two (1%) selections by Hispanic-American female authors. From 1980-1989 no edition included more than two selections by female authors from any of these three minority groups. The 1993 edition included zero selections by Native-American female authors, two (1%) selections by Asian-American female authors, and three (1%) selections by Hispanic-American female authors. No edition included more than four (3%) selections by female authors from any one of these three minority groups.

Section 1.4: Number of Selections by All Male Authors

The data in Table 21 indicate the number of selections written by all male authors. The 1967 L. W. Singer edition is an anomaly with zero selections by any minority authors, male or female.

The data in Table 21 provide an overview of the number of selections written by male authors in each of the 17 editions available for this study. Further description of the data will continue through a series of tables which present the data from Table 21 again but isolate the data for the column headings: African-American, Native-American, Asian-American, and Hispanic-American.

Table 21

Selections by All Male Authors

Date	Publisher	Number of Selections	European- American	African- American	Native- American	Asian- American	Hispanic- American
1958	HBW	234	189 (81%)	2 (1%)	0	0	0
1963	SF	219	173 (79%)	2 (1%)	0	0	1 (.46%)
1967	LWS	197	163 (86%)	0	0	0	0
1968	HBW	183	157 (85%)	3 (2%)	0	0	0
1968	SF	214	167 (78%)	5 (2%)	0	0	1 (.46%)
1975	Ginn	139	109 (78%)	11 (8%)	1 (.7%)	0	0
1978	HM	136	67 (49%)	11 (8%)	4 (3%)	0	7 (5%)
1980	HBJ	233	164 (70%)	13 (6%)	2 (1%)	0	4 (2%)
1982	SF	239	116 (49%)	27 (11%)	9 (4%)	2 (1%)	12 (4%)
1984	Ginn	145	74 (51%)	17 (12%)	2 (1%)	1 (.7%)	5 (3%)
1984	ML	267	165 (62%)	19 (7%)	1 (1%)	0	2 (1%)
1985	HBJ	244	170 (70%)	15 (2%)	2 (1%)	0	5 (2%)
1985	MH	203	147 (72%)	8 (4%)	4 (2%)	0	1 (.5%)
1989	GM	189	124 (66%)	8 (4%)	4 (2%)	0	1 (.5%)
1989	HBJ	231	162 (70%)	13 (5%)	5 (2%)	0	7 (2%)
1989	HRW	204	153 (75%)	13 (6%)	2 (1%)	0	1 (.5%)
1993	HRW	230	158 (63%)	14 (6%)	8 (3%)	0	0

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

Section 1.5: Selections by African-American MaleAuthors

The data in Table 22 indicate the number of selections written by African-American male authors. The 1967 L. W. Singer edition is an anomaly with zero selections by any minority authors, male or female.

Table 22

Selections by African-American Male Authors

Date and Publisher	Total Number of Selections	Number of African-American Male Selections	Percentage of Total
1958 HBW	234	2	1%
1963 SF	219	2	1%
1967 LWS	197	0	0%
1968 HBW	183	3	2%
1968 SF	214	5	2%
1975 Ginn	139	11	8%
1978 HM	136	11	8%
1980 HBJ	233	13	6%
1982 SF	239	27	11%
1984 Ginn	145	17	12%
1984 ML	267	19	7%
1985 HBJ	244	15	2%
1985 MH	203	8	4%
1989 GM	189	8	4%
1989 HBJ	231	13	5%
1989 HRW	204	13	6%
1993 HRW	230	14	6%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

The data in Table 22 indicate the number of selections by African-American male authors ranged from a low of zero in the 1967 L. W. Singer edition to a high of 27 selections in the 1982 Scott, Foresman edition. The number of selections by African-American male authors remained fairly constant at zero to five selections between the 1958 Harcourt, Brace, & World edition and the 1968 Scott, Foresman edition. An increase in the number of selections by African-American male authors was evident from the 1975 Ginn and 1978 Houghton Mifflin editions, which included 11 (8%) selections each, to the 1980 Harcourt, Brace, Jovanovich edition, which included 13 (6%) selections, to the 1982 Scott, Foresman, which included 27 (11%) selections. The number of selections by African-American male authors declined to 17 (12%) selections in the 1984 Ginn and increased to 19 (7%) in the 1984 McDougal, Littell edition. The data indicate a decline in the number of selections by African-American male authors from the 1985 Harcourt, Brace, Jovanovich edition, which included 15 (2%) selections, to the 1985 McGraw-Hill and 1989 Glencoe-Macmillan editions, which each included eight (4%) selections. The 1989 Harcourt, Brace, Jovanovich and the 1989 Holt, Rinehart & Winston editions each included 13 (5% and 6% respectively) selections by African-American male authors. The 1993 Holt, Rinehart & Winston edition included 14 (6%) selections by African-American male authors.

The data in Table 22 indicate that in the series of editions published by Harcourt, Brace, & World and Harcourt, Brace, Jovanovich, the number of selections by African-American male authors ranged from two selections in the 1958 edition to 15 selections in the 1985 edition. The number of selections by African-American male authors increased from the 1958 edition, which included two (1%) selections, to the 1968 edition, which included three (2%) selections, to the 1980 edition, which included 13 (6%) selections, to the 1985 edition, which included a series high of 15 (2%) selections. The 1989 edition included 13 (5%) selections by African-American male authors.

The data in Table 22 indicate that in the editions published by Scott, Foresman the number of selections by African-American male authors increased from the 1963 edition, which included two (1%) selections, to the 1968 edition, which included three (2%) selections, to the 1982 edition, which included 27 (11%) selections. The data from the editions published by Ginn indicate an increase in the number of selections by African-American male authors from the 1975 edition, which included 11 (8%) selections, to the 1984 edition, which included 17 (12%) selections. In the editions published by Holt, Rinehart & Winston the data indicate an increase in the number of selections by

African-American male authors from the 1989 edition, which included 13 (6%) selections, to the 1993 edition, which included 14 (6%) selections.

Section 1.6: Selections by Native-American Male Authors

The data in Table 23 indicate the number of selections written by Native-American male authors. The 1967 L. W. Singer edition is an anomaly with zero selections by any minority authors, male or female.

The data in Table 23 indicate the number of selections by Native-American male authors ranged from a low of zero in several editions to a high of nine in the 1982 Scott, Foresman edition. The following editions included zero selections by Native-American male authors: 1958 Harcourt, Brace, & World; 1963 Scott, Foresman; 1967 L. W. Singer; 1968 Harcourt, Brace, & World; and 1968 Scott, Foresman. Each edition published after 1968 included at least one selection by a Native-American male author.

The data in Table 23 indicate that in the series of editions published by Harcourt, the number of selections by Native-American male authors increased from the 1958 and 1968 editions, which included zero selections, to the 1980 and 1985 editions, which each included two (1%) selections, to the 1989 edition, which included five (2%) selections. The editions published by Scott, Foresman in 1963 and 1968 included zero selections by Native-American male authors. The 1982 edition included nine (4%) selections by

Table 23

Selections by Native-American Male Authors

Date and Publisher	Total Number of Selections	Number of Native-American Male Selections	Percentage of Total
1958 HBW	234	0	0%
1963 SF	219	0	0%
1967 LWS	197	0	0%
1968 HBW	183	0	0%
1968 SF	214	0	0%
1975 Ginn	139	1	.7%
1978 HM	136	4	3%
1980 HBJ	233	2	1%
1982 SF	239	9	4%
1984 Ginn	145	2	1%
1984 ML	267	1	1%
1985 HBJ	244	2	1%
1985 MH	203	4	2%
1989 GM	189	4	2%
1989 HBJ	231	5	2%
1989 HRW	204	2	1%
1993 HRW	230	8	3%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

Native-American male authors. The number of selections by Native-American male authors increased in the editions published by Ginn from the 1975 edition, which included one (.7%) selection, to the 1984 edition, which included two (1%) selections. The data from the editions published by Holt,

Rinehart & Winston indicate an increase in the number of selections by Native-American male authors from the 1989 edition, which included two (1%) selections, to the 1993 edition, which included eight (3%) selections.

Section 1.7: Selections by Asian-American Male Authors

The data in Table 24 indicate the number of selections written by Asian-American male authors. The 1967 L. W. Singer edition is an anomaly with zero selections by any minority authors, male or female.

The data in Table 24 indicate that the number of selections by Asian-American male authors ranged from a low of zero in several editions to a high of two in the 1982 Scott, Foresman edition. Two editions included selections by Asian-American male authors: the 1982 Scott, Foresman edition, which included two (1%) selections, and the 1984 Ginn edition, which included one (.7%) selection.

The data in Table 24 indicate that the series of editions published by Harcourt included zero selections by Asian-American male authors. The editions published by Scott, Foresman in 1963 and 1968 included zero selections by Asian-American male authors. The 1982 Scott, Foresman edition included two (1%) selections by Asian-American male authors. The editions published by Ginn in 1975 and 1984 included zero selections by Asian-American male authors. The editions published by Holt, Rinehart & Winston in 1989 and 1993 included zero selections by Asian-American male authors.

Table 24

Selections by Asian-American Male Authors

Date and Publisher	Total Number of Selections	Number of Asian-American Male Selections	Percentage of Total
1958 HBW	234	0	0%
1963 SF	219	0	0%
1967 LWS	197	0	0%
1968 HBW	183	0	0%
1968 SF	214	0	0%
1975 Ginn	139	0	0%
1978 HM	136	0	0%
1980 HBJ	233	0	0%
1982 SF	239	2	1%
1984 Ginn	145	1	.7%
1984 ML	267	0	0%
1985 HBJ	244	0	0%
1985 MH	203	0	0%
1989 GM	189	0	0%
1989 HBJ	231	0	0%
1989 HRW	204	0	0%
1993 HRW	230	0	0%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

Section 1.8: Selections by Hispanic-American MaleAuthors

The data in Table 25 indicate the number of selections written by Hispanic-American male authors. The L. W. Singer

edition is an anomaly with zero selections by any minority authors, male or female.

Table 25

Selections by Hispanic-American Male Authors

Date and Publisher	Total Number of Selections	Number of Hispanic-American Male Selections	Percentage of Total
1958 HBW	234	0	0%
1963 SF	219	1	.46%
1967 LWS	197	0	0%
1968 HBW	183	0	0%
1968 SF	214	1	.46%
1975 Ginn	139	0	0%
1978 HM	136	7	5%
1980 HBJ	233	4	2%
1982 SF	239	12	5%
1984 Ginn	145	5	3%
1984 ML	267	2	1%
1985 HBJ	244	5	2%
1985 MH	203	1	.5%
1989 GM	189	1	.5%
1989 HBJ	231	7	3%
1989 HRW	204	1	.5%
1993 HRW	230	0	0%

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

The data in Table 25 indicate the number of selections by Hispanic-American male authors ranged from a low of zero in several editions to a high of 12 selections in the 1982

Scott, Foresman edition. The following editions included zero selections by Hispanic-American male authors: 1958 Harcourt, Brace, & World; 1968 Harcourt, Brace, & World; 1975 Ginn; and 1993 Holt, Rinehart & Winston. The following editions included one selection by an Hispanic-American male author: 1963 Scott, Foresman; 1968 Scott, Foresman; 1985 McGraw-Hill; 1989 Glencoe-Macmillan; and 1989 Holt, Rinehart & Winston.

The data in Table 25 indicate that in the series of editions published by Harcourt, the number of selections by Hispanic-American male authors increased from the 1958 and 1968 editions, which each included zero selections, to the 1980 edition, which included four (2%) selections, to the 1985 edition, which included five (2%) selections, to the 1989 edition, which included seven (2%) selections. In the editions published by Scott, Foresman the 1963 and 1968 editions each included one (.46%) selection and the 1982 edition included 12 (5%) selections. The data from the editions published by Ginn indicate an increase in the number of selections by Hispanic-American male authors from the 1975 edition, which included zero selections, to the 1984 edition, which included five (3%) selections. In the editions published by Holt, Rinehart & Winston the number of selections by Hispanic-American male authors decreased from the 1989 edition, which included one (.5%) selection, to the 1993 edition, which included zero selections.

Percentages of Selections

The data in Figure 2 indicate the percentages of selections by female authors, male minority authors, and European-American male authors in the series of editions published by Harcourt. The data from the series of editions published by Harcourt were used here because this was the only complete set of editions available from a single publisher.

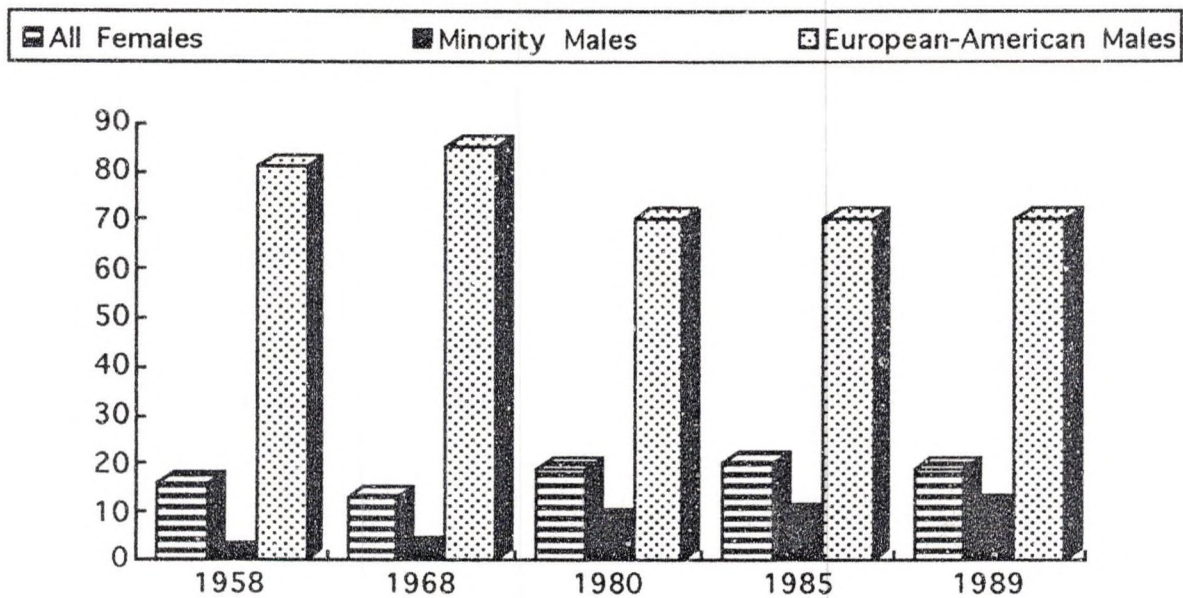


Figure 2. Percentages of selections by female authors, male minority authors, and European-American male authors in editions published by Harcourt.

The data in Figure 2 indicate that the percentage of selections by female authors ranged from a low of 13% in the 1968 edition to a high of 20% in the 1985 edition. The percentage of selections by male minority authors ranged from

a low of 1% in the 1958 edition to a high of 11% in the 1989 edition. The percentage of selections by European-American male authors ranged from a low of 70% in the 1980, 1985, and 1989 editions to a high of 85% in the 1968 edition.

Section 2.0: Female Authors in Literary Time Periods

In order to examine the representation of female authors by literary period, it is useful to analyze the series of editions published by Harcourt, Brace, & World and Harcourt, Brace, Jovanovich from 1958 to 1989. This series represents almost the entire time period included in this study. The names of authors were included in the tables to inform the reader about which authors were included in each edition published by Harcourt.

Section 2.1: Female Authors in 1600-1800 Literary Period

The data in Table 26 identify each female author in the 1600-1800 literary period included in the series of editions published by Harcourt. The data in Table 26 also indicate the number of selections by each female author in each edition of the series.

The data in Table 26 indicate three female authors from the 1600-1800 literary period were included in the editions published by Harcourt. The 1958 edition included one selection by one female author, Sarah Knight. The 1968 edition included zero selections by female authors from the 1600-1800 literary period. The 1980 edition included two

Table 26

Female Authors and Number of Selections in the 1600-1800Literary Period

	HBW 1958	HBW 1968	HBJ 1980	HBJ 1985	HBJ 1989
Bradstreet, A.	0	0	2	2	2
Knight, S.	1	0	0	0	1
Wheatley, P.*	0	0	1	1	1
Total	1	0	3	3	4

*African-American

selections by Anne Bradstreet and one selection by Phillis Wheatley for a total of three selections. The 1985 edition also included two selections by Bradstreet and one selection by Wheatley for a total of three selections. The 1989 edition included two selections by Bradstreet, one selection by Knight, and one selection by Wheatley for a total of four selections.

Section 2.2: Female Authors from the 1800-1900 Literary Period

The data in Table 27 identify each female author from the 1800-1900 literary period included in the series of editions published by Harcourt. The data in Table 27 also indicate the number of selections by each female author in each edition of the series.

Table 27

Female Authors and Number of Selections in the 1800-1900Literary Period

	HBW 1958	HBW 1968	HBJ 1980	HBJ 1985	HBJ 1989
Dickinson, E.	12	12	16	16	19
Freeman, M.	0	0	0	1	0
Jewett, S.	1	0	0	0	0
Total	13	12	16	17	19

The data in Table 27 indicate three female authors from the 1800-1900 literary period were included in the series of editions published by Harcourt. The 1958 edition included 12 selections by Emily Dickinson and one selection by Sarah Jewett for a total of 13 selections. The 1968 edition included 12 selections by Dickinson for a total of 12 selections. The 1980 edition included 16 selections by Dickinson for a total of 16 selections. The 1985 edition included 16 selections by Dickinson and one selection by Mary Freeman for a total of 17 selections. The 1989 edition included 19 selections by Dickinson for a total of 19 selections. Selections by Dickinson were included in each edition in the series published by Harcourt.

Section 2.3: Female Authors from the 1900-1950 Literary Period

The data in Table 28 identify each female author in the 1900-1950 literary period included in the series of editions published by Harcourt. The data in Table 28 also indicate the number of selections by each female author in each edition of the series.

The data in Table 28 indicate 18 female authors from the 1900-1950 literary period were included in the series of editions published by Harcourt. The 1958 edition included 15 selections by eight female authors. One selection by each of the following authors was included in the 1958 edition: Dorothy Canfield, Maureen Daly, Phyllis McGinley, Sarah Royce, Cornelia Skinner, and Elinor Wylie. The 1958 edition included three selections by Sarah Teasdale and six selections by Edna Millay for a total of 15 selections.

The 1968 edition included nine selections by six female authors. One selection by each of the following authors was included: Willa Cather, Shirley Jackson, Katherine Porter, and Eudora Welty. Two selections by Marianne Moore were included. Three selections by Millay were included in the 1968 edition for a total of nine selections.

The 1980 edition included 13 selections by eight female authors. One selection by each of the following authors was included: Kay Boyle, Cather, Porter, and Welty. Two selections by each of the following authors were included:

Table 28

Female Authors and Number of Selections in the 1900-1950Literary Period

	HBW 1958	HBW 1968	HBJ 1980	HBJ 1985	HBJ 1989
Boyle, K.	0	0	1	1	0
Canfield, D.	1	0	0	0	0
Cather, W.	0	1	1	1	1
Daly, M.	1	0	0	0	0
Doolittle, H.	0	0	2	1	1
Hurston, Z.*	0	0	0	0	1
Glaspell, S.	0	0	0	1	1
Jackson, S.	0	1	0	0	0
Lowell, A.	0	0	2	2	1
McGinley, P.	1	0	0	0	0
Millay, E.	6	3	3	3	2
Moore, M.	0	2	2	2	1
Porter, K.	0	1	1	1	1
Royce, S.	1	0	0	0	0
Skinner, C.	1	0	0	0	0
Teasdale, S.	3	0	0	0	0
Welty, E.	0	1	1	1	1
Wylie, E.	1	0	0	0	0
Total	15	9	13	13	10

*African-American

Hilda Doolittle, Amy Lowell, and Moore. Three selections by Millay were included in the 1980 edition for a total of 13 selections.

The 1985 edition included 13 selections by nine female authors. One selection by each of the following authors was included: Boyle, Cather, Doolittle, Susan Glaspell, Porter, and Welty. Two selections by Lowell and two selections by Moore were included. Three selections by Millay were included in the 1985 edition for a total of 13 selections.

The 1989 edition included 10 selections by nine female authors. One selection by each of the following authors was included: Cather, Doolittle, Zora Hurston, Glaspell, Lowell, Moore, Porter, and Welty. Two selections by Millay were included for a total of 10 selections. Selections by Millay were included in each edition in the Harcourt series.

Section 2.4: Female Authors from the 1950-1993

Literary Period

The data in Table 29 identify each female author included in the 1950-1993 literary period in the series of editions published by Harcourt. The data in Table 29 also indicate the number of selections by each female author in each edition of the series.

The data in Table 29 indicate 17 female authors were included from the 1950-1993 literary period in the series published by Harcourt. The 1958 edition included four selections by four female authors. One selection by each of the following female authors was included: Elizabeth Bishop, Susan Brigham, Rachel Carson, and Carol Combs for a total of

Table 29

Female Authors and Number of Selections in the 1950-1993Literary Period

	HBW 1958	HBW 1968	HBJ 1980	HBJ 1985	HBJ 1989
Bishop, E.	1	0	2	2	1
Brigham, S.	1	0	0	0	0
Brooks, G.*	0	2	2	2	2
Carson, R.	1	0	0	0	0
Combs, C.	1	0	0	0	0
Halley, A.	0	0	0	1	0
Hansberry, L.*	0	0	1	1	0
Leverlov, D.	0	0	1	1	1
O'Connor, F.	0	0	1	1	1
Plath, S.	0	0	1	1	1
Rich, A.	0	0	1	1	1
Sarton, M.	0	0	0	1	0
Sexton, A.	0	0	1	1	1
Silko, L.**	0	0	1	1	1
Swenson, M.	0	0	1	1	0
Walker, A.*	0	0	0	0	1
Walker, M.*	0	0	1	1	1
Total	4	2	13	15	11

*African-American

**Native-American

four selections. The 1968 edition included two selections by Gwendolyn Brooks for a total of two selections.

The 1980 edition included 13 selections by 11 female authors. One selection by each of the following female authors was included: Lorraine Hansberry, Denise Levertov, Flannery O'Connor, Sylvia Plath, Adrienne Rich, Anne Sexton, Leslie Silko, May Swenson, and Margaret Walker. Two selections by Bishop and two selections by Brooks were included in the 1980 edition for a total of 13 selections.

The 1985 edition included 15 selections by 13 female authors. One selection by each of the following female authors was included: Anne Halley, Hansberry, Levertov, O'Connor, Plath, Rich, May Sarton, Sexton, Silko, Swenson, and M. Walker. Two selections by Bishop and two selections by Brooks were included in the 1985 edition for a total of 15 selections.

The 1989 edition included 11 selections by 10 female authors. One selection by each of the following female authors was included: Bishop, Levertov, O'Connor, Plath, Rich, Sexton, Silko, Alice Walker, and M. Walker. Two selections by Brooks were included in the 1989 edition for a total of 11 selections.

Section 3.0: Male Minority Authors in Literary Periods

In order to examine the representation of male minority authors by literary period, it is useful to analyze the series of editions published by Harcourt, Brace, & World and Harcourt, Brace, Jovanovich from 1958 to 1989. This series represents almost the entire time period included in this

study. The names of authors were included in the tables to inform the reader about which authors were included in each edition published by Harcourt.

Section 3.1: Male Minority Authors in 1800-1900

Literary Period

The data in Table 30 identify each male minority author from the 1800-1900 literary period included in the series of editions published by Harcourt. The data in Table 30 also indicate the number of selections by each male minority author in each edition of the series.

Table 30

Male Minority Authors and Number of Selections in the 1800-1900 Literary Period

	HBW 1958	HBW 1968	HBJ 1980	HBJ 1985	HBJ 1989
Black Hawk	0	0	0	0	1
Chief Joseph	0	0	1	1	1
Douglass, F.	0	0	1	1	1
Dunbar, P.	0	0	2	2	2
Total	0	0	4	4	5

The data in Table 30 indicate that four male minority authors from the 1800-1900 literary period were included in the series by Harcourt. The 1958 and 1968 editions included zero selections by male minority authors from this literary period.

The 1980 edition included four selections by three male minority authors. One selection each by Chief Joseph and Frederick Douglass was included. Two selections by Paul Dunbar were included in the 1980 edition for a total of four selections.

The 1985 edition included four selections by three male minority authors. One selection each by Chief Joseph and Douglass was included. Two selections by Dunbar were included in the 1985 edition for a total of four selections.

The 1989 edition included five selections by four male minority authors. One selection by each of the following male minority authors was included: Black Hawk, Chief Joseph, and Douglass. Two selections by Dunbar were included for a total of five selections.

Section 3.2: Male Minority Authors in 1900-1950

Literary Period

The data in Table 31 identify each male minority author from the 1900-1950 literary period in the series of editions published by Harcourt. The data in Table 31 also indicate the number of selections by each male minority author in each edition of the series.

The data in Table 31 indicate nine male minority authors from the 1900-1950 literary period were included in the series of editions published by Harcourt. The 1958 edition included one selection by James Childers and one selection by James Johnson for a total of two selections. The 1968

Table 31

Male Minority Authors and Number of Selections in the
1900-1950 Literary Period

	HBW 1958	HBW 1968	HBJ 1980	HBJ 1985	HBJ 1989
Childers, J.	1	0	0	0	0
Cullen, C.	0	2	2	2	2
Ellison, R.	0	0	1	1	1
Hughes, L.	0	0	2	2	2
Johnson, J.	1	0	0	0	0
McKay, C.	0	0	1	1	1
Stuart, J.	0	0	0	1	0
Toomer, J.	0	0	1	1	1
Wright, R.	0	0	1	1	1
Total	2	2	8	9	8

edition included two selections by Countee Cullen for a total of two selections.

The 1980 edition included eight selections by six male minority authors. One selection by each of the following male minority authors was included: Ralph Ellison, Claude McKay, Jean Toomer, and Richard Wright. Two selections by Cullen and two selections by Langston Hughes were included in the 1980 edition for a total of eight selections.

The 1985 edition included nine selections by seven male minority authors. One selection by each of the following male minority authors was included: Ellison, McKay, Jesse

Stuart, Toomer, and Wright. Two selections by Cullen and two selections by Hughes were included in the 1985 edition for a total of nine selections.

The 1989 edition included eight selections by six male minority authors. One selection by each of the following male minority authors was included: Ellison, McKay, Toomer, and Wright. Two selections by Cullen and two selections by Hughes were included in the 1989 edition for a total of eight selections.

Section 3.3: Male Minority Authors in 1950-1993

Literary Period

The data in Table 32 identify each male minority author from the 1950-1993 literary period in the series of editions published by Harcourt. The data in Table 32 also indicate the number of selections by each male minority author in each edition of the series.

The data in Table 32 indicate 11 male minority authors from the 1950-1993 literary period were included in the series of editions published by Harcourt. The 1958 edition included one selection by Seldon Rodman for a total of one selection. The 1968 edition included one selection by James Baldwin for a total of one selection.

The 1980 edition included seven selections by seven male minority authors. One selection by each of the following male minority authors was included: Baldwin, Ernesto

Table 32

Male Minority Authors and Number of Selections in the
1950-1993 Literary Period

	HBW 1958	HBW 1968	HBJ 1980	HBJ 1985	HBJ 1989
Baldwin, J.	0	1	1	1	1
Galarza, E.	0	0	1	1	1
Gonzales, R.	0	0	1	1	1
Hayden, R.	0	0	1	1	1
Hinojosa-					
Smith, R.	0	0	0	0	2
Momaday, N.	0	0	1	1	1
Parades, A.	0	0	1	1	1
Rodman, S.	1	0	0	0	0
Rodriguez, R.	0	0	0	1	1
Salvidar, R.	0	0	0	0	1
Villa, J.	0	0	1	1	1
Total	1	1	7	8	11

Galarza, Rodolpho Gonzales, Robert Hayden, N. Scott Momaday, Americo Parades, and Jose Villa for a total of seven selections.

The 1985 edition included eight selections by eight male minority authors. One selection by each of the following male minority authors was included: Baldwin, Galarza, Gonzales, Hayden, Momaday, Parades, Richard Rodriguez, and Villa for a total of eight selections.

The 1989 edition included 11 selections by 10 male minority authors. One selection by each of the following

male minority authors was included: Baldwin, Galarza, Gonzales, Hayden, Momaday, Parades, Rodriguez, Ramon Salvidar, and Villa. Two selections by Robert Hinojosa-Smith were included in the 1989 edition for a total of 11 selections.

Research Question Two

Has the genre of selections by female authors and male minority authors included in American literature anthologies changed over the past 35 years?

The data in Table 33 indicate the number of prose fiction selections by female authors, male minority authors, and European-American male authors.

The data from each female ethnic group were combined, and the data from the following male minority groups were combined: African-American, Native-American, Asian-American, and Hispanic-American. The data from the European-American male authors were tabulated in a separate column to provide the reader with the information necessary to compare the number of prose fiction selections by European-American male authors with the numbers of prose fiction selections by female authors and male minority authors.

The data in Table 33 indicate that the number of prose fiction selections by female authors ranged from a low of zero selections in the 1975 Ginn edition to a high of 14 selections in the 1978 Houghton Mifflin edition. The number

Table 33

Selections by Genre: Prose Fiction

Date	Publisher	Female	Minority Male	European-American Male
1958	HBW	4(0)	0	28
1963	SF	4(0)	0	30
1967	LWS	11(0)	0	47
1968	HBW	4(0)	0	16
1968	SF	3(0)	0	29
1975	Ginn	0	2	17
1978	HM	14(3)	3	12
1980	HBJ	5(0)	0	35
1982	SF	11(1)	5	23
1984	Ginn	9(1)	5	14
1984	ML	10(1)	1	21
1985	HBJ	7(0)	2	38
1985	MH	10(1)	2	29
1989	GM	8(0)	2	34
1989	HBJ	4(1)	0	32
1989	HRW	6(1)	2	28
1993	HRW	10(4)	6	26

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

Parenthetical numbers indicate the number of selections by female minority authors.

of prose fiction selections by female authors between the 1958 Harcourt, Brace, & World edition and the 1975 Ginn edition remained fairly constant at zero to four selections, with the exception of the L. W. Singer edition, which

included 11 prose fiction selections by female authors. The 1978 Houghton Mifflin edition included 14 prose fiction selections by female authors. The 1980 Harcourt, Brace, Jovanovich edition included five prose fiction selections by female authors. The number of prose fiction selections by female authors between the 1982 Scott, Foresman and the 1989 Glencoe-Macmillan editions remained fairly constant at 7-11 selections. The 1989 Harcourt, Brace, Jovanovich edition included four prose fiction selections by female authors. The 1989 Holt, Rinehart & Winston edition included six selections, and the 1993 Holt, Rinehart & Winston edition included 10 prose fiction selections by female authors.

In the series of editions published by Harcourt, the number of prose fiction selections by female authors ranged from a low of four selections to a high of seven selections. The following editions published by Harcourt included four prose fiction selections by female authors: 1958, 1968, and 1989. The 1980 edition included five selections, and the 1985 edition included seven prose fiction selections by female authors.

The editions published by Scott, Foresman in 1963 and 1968 each included four prose fiction selections by female authors. The 1982 edition included 11 prose fiction selections by female authors. In the editions published by Ginn, the number of prose fiction selections by female authors increased from the 1975 edition, which included zero

selections, to the 1984 edition, which included nine prose fiction selections by female authors. In the editions published by Holt, Rinehart & Winston, the data indicate an increase in the number of prose fiction selections by female authors from the 1989 edition, which included six selections, to the 1993 edition, which included 10 prose fiction selections by female authors.

The data in Table 33 indicate that the number of prose fiction selections by male minority authors ranged from a low of zero selections in several editions to a high of six selections in the 1993 Holt, Rinehart & Winston edition. The following editions included zero selections by male minority authors: 1958 Harcourt, Brace, & World; 1963 Scott, Foresman; 1967 L. W. Singer; 1968 Harcourt, Brace, & World; 1968 Scott, Foresman; 1980 Harcourt, Brace, Jovanovich; and 1989 Harcourt, Brace, Jovanovich. The following editions included two prose fiction selections by male minority authors: 1975 Ginn; 1985 Harcourt, Brace, Jovanovich; 1985 McGraw-Hill; 1989 Glencoe-Macmillan; and 1989 Holt, Rinehart & Winston. One edition, the 1978 Houghton Mifflin, included three prose fiction selections by male minority authors. Two editions, the 1982 Scott, Foresman and the 1984 Ginn, included five prose fiction selections by male minority authors. The 1993 Holt, Rinehart & Winston edition included six prose fiction selections by male minority authors.

In the series of editions published by Harcourt, the following editions included zero prose fiction selections by male minority authors: 1958, 1968, 1980, and 1989. The 1985 edition included two prose fiction selections by male minority authors. The editions published by Scott, Foresman in 1963 and 1968 included zero prose fiction selections by male minority authors. The 1982 Scott, Foresman edition included five prose fiction selections by male minority authors. In the editions published by Ginn, the number of prose fiction selections by male minority authors increased from the 1975 edition, which included two prose fiction selections, to the 1984 edition, which included five prose fiction selections by male minority authors. In the editions published by Holt, Rinehart & Winston, the data indicate an increase in the number of prose fiction selections by male minority authors from the 1989 edition, which included two prose fiction selections, to the 1993 edition, which included six prose fiction selections by male minority authors.

The data in Table 34 indicate the number of prose essay selections by female authors, male minority authors, and European-American male authors.

The data from each female ethnic group were combined, and the data from the following male minority groups were combined: African-American, Native-American, Asian-American, and Hispanic-American. The data from the European-American male authors were tabulated in a separate column to provide

Table 34

Selections by Genre: Prose Essay

Date	Publisher	Female	Minority Male	European-American Male
1958	HBW	1(0)	0	35
1963	SF	0	0	23
1967	LWS	0	0	31
1968	HBW	0	1	15
1968	SF	1(0)	2	21
1975	Ginn	0	4	22
1978	HM	0	1	7
1980	HBJ	0	2	14
1982	SF	2(0)	8	16
1984	Ginn	2(1)	4	12
1984	ML	2(0)	1	20
1985	HBJ	0	3	11
1985	MH	0	1	12
1989	GM	1(0)	2	9
1989	HBJ	0	2	25
1989	HRW	1(1)	2	27
1993	HRW	4(4)	0	31

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

Parenthetical numbers indicate the number of selections by female minority authors.

the reader with the information necessary to compare the number of prose essay selections by European-American male

authors with the numbers of prose essay selections by female authors and male minority authors.

The data in Table 34 indicate that the number of prose essay selections by female authors ranged from a low of zero in several editions to a high of four selections in the 1993 Holt, Rinehart & Winston edition. The following editions included zero prose essay selections by female authors: 1963 Scott, Foresman; 1967 L. W. Singer; 1968 Harcourt, Brace, & World; 1975 Ginn; 1978 Houghton Mifflin; 1980 Harcourt, Brace, Jovanovich; 1985 McGraw-Hill; 1989 Harcourt, Brace, Jovanovich; and 1989 Holt, Rinehart & Winston. The following editions each included one prose essay selection by female authors: 1958 Harcourt, Brace, & World; 1968 Scott, Foresman; and 1989 Glencoe-Macmillan. The following editions included two prose essay selections by female authors: 1982 Scott, Foresman; 1984 Ginn; and 1984 McDougal, Littell. The 1993 Holt, Rinehart & Winston edition included four prose essay selections by female authors.

In the series of editions published by Harcourt, the number of prose essay selections by female authors ranged from a low of zero in the 1968, 1980, 1985, and 1989 editions to a high of one selection in the 1958 edition. In the editions published by Scott, Foresman the 1963 edition included zero, the 1968 edition included one, and the 1982 edition included two prose essay selections by female authors. In the editions published by Ginn the number of

prose essay selections by female authors increased from the 1975 edition, which included zero selections, to the 1984 edition, which included two prose essay selections by female authors. In the editions published by Holt, Rinehart & Winston, the data indicate that the number of prose essay selections by female authors increased from the 1989 edition, which included zero selections, to the 1993 edition which included four prose essay selections by female authors.

The data in Table 34 indicate that the number of prose essay selections by male minority authors ranged from a low of zero in several editions to a high of eight selections in the 1982 Scott, Foresman edition. The following editions included zero prose essay selections by male minority authors: 1958 Harcourt, Brace, & World; 1963 Scott, Foresman; 1967 L. W. Singer; and 1993 Holt, Rinehart & Winston. The following editions included one prose essay selection by male minority authors: 1968 Harcourt, Brace, & World; 1978 Houghton Mifflin; 1984 McDougal, Littell; and 1985 McGraw-Hill. The following editions included two prose essay selections by male minority authors: 1968 Scott, Foresman; 1980 Harcourt, Brace, Jovanovich; 1989 Glencoe-Macmillan; 1989 Harcourt, Brace, Jovanovich; and 1989 Holt, Rinehart & Winston. The 1985 Harcourt, Brace, Jovanovich edition included three prose essay selections by male minority authors. The 1975 and 1984 Ginn editions each included four prose essay selections by male minority

authors. The 1982 Scott, Foresman edition included eight prose essay selections by male minority authors.

In the series of editions published by Harcourt, the number of prose essay selections by male minority authors steadily increased from the 1958 edition, which included zero selections, to the 1985 edition, which included three selections. The 1989 edition included two prose essay selections by male minority authors. In the editions published by Scott, Foresman the number of prose essay selections by male minority authors increased from the 1963 edition, which included zero selections, to the 1968 edition, which included two selections. The 1982 edition included eight prose essay selections by male minority authors. The editions published by Ginn in 1975 and 1984 each included four prose essay selections by male minority authors. In the editions published by Holt, Rinehart & Winston, the number of prose essay selections by male minority authors decreased from the 1989 edition, which included two selections, to the 1993 edition which included zero selections.

The data in Table 35 indicate the number of poetry selections by female authors, male minority authors, and European-American male authors.

The data from each female ethnic group were combined, and the data from the following male minority groups were combined: African-American, Native-American, Asian-American,

Table 35

Selections by Genre: Poetry

Date	Publisher	Female	Minority Male	European-American Male
1958	HBW	30(0)	1	105
1963	SF	26(1)	2	92
1967	LWS	21(0)	0	103
1968	HBW	19(2)	2	82
1968	SF	27(1)	4	89
1975	Ginn	18(2)	6	57
1978	HM	31(10)	15	43
1980	HBJ	39(5)	12	95
1982	SF	41(9)	29	60
1984	Ginn	31(9)	15	36
1984	ML	41(9)	17	100
1985	HBJ	40(5)	12	103
1985	MH	31(3)	7	57
1989	GM	35(6)	7	68
1989	HBJ	38(6)	14	80
1989	HRW	24(2)	9	80
1993	HRW	24(4)	9	87

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

Parenthetical numbers indicate the number of selections by female minority authors.

and Hispanic-American. The data from the European-American male authors were tabulated in a separate column to provide the reader with the information necessary to compare the number of poetry selections by European-American male authors

with the numbers of poetry selections by female authors and male minority authors.

The data in Table 35 indicate that the number of poetry selections by female authors ranged from a low of 18 in the 1975 Ginn edition to a high of 41 in the 1982 Scott, Foresman edition. The 1968 Harcourt, Brace, & World edition included 19 poetry selections by female authors. The following editions included 21-27 poetry selections by female authors: 1963 Scott, Foresman; 1967 L. W. Singer; 1968 Scott, Foresman; 1989 Holt, Rinehart & Winston; and 1993 Holt, Rinehart & Winston. The following editions included 30-39 poetry selections by female authors: 1958 Harcourt, Brace, & World; 1978 Houghton Mifflin; 1980 Harcourt, Brace, Jovanovich; 1984 Ginn; 1985 McGraw-Hill; 1989 Glencoe-Macmillan; and 1989 Harcourt, Brace, Jovanovich. The following editions included 40-41 poetry selections by female authors: 1982 Scott, Foresman; 1984 McDougal, Littell; and 1985 Harcourt, Brace, Jovanovich.

In the series of editions published by Harcourt, the number of poetry selections by female authors decreased from the 1958 edition, which included 30 selections, to the 1968 edition, which included 19 selections. The number of poetry selections then increased from the 1980 edition, which included 39 selections, to the 1985 edition, which included 40 selections. The 1989 edition included 38 poetry selections by female authors.

In the editions published by Scott, Foresman the number of poetry selections by female authors increased from the 1963 edition, which included 26 selections, to the 1968 edition, which included 27 selections. The 1982 edition included 41 poetry selections by female authors. In the editions published by Ginn, the number of poetry selections by female authors increased from the 1975 edition, which included 18 selections, to the 1984 edition, which included 31 selections. The number of poetry selections by female authors in the 1989 and 1993 Holt, Rinehart & Winston editions remained constant at 24 selections.

The data in Table 35 indicate that the number of poetry selections by male minority authors ranged from a low of zero selections in the 1967 L. W. Singer edition to a high of 29 selections in the 1982 Scott, Foresman edition. The following editions included one to four poetry selections by male minority authors: 1958 Harcourt, Brace, Jovanovich; 1963 Scott, Foresman; 1968 Harcourt, Brace, & World; and 1968 Scott, Foresman. The following editions included six to nine poetry selections by male minority authors: 1975 Ginn; 1985 McGraw-Hill; 1989 Glencoe-Macmillan; 1989 Holt, Rinehart & Winston; and 1993 Holt, Rinehart & Winston. The following editions included 12-17 poetry selections by male minority authors: 1978 Houghton Mifflin; 1980 Harcourt, Brace, Jovanovich; and 1989 Harcourt, Brace, Jovanovich. The 1982

Scott, Foresman edition included 29 poetry selections by male minority authors.

In the series of editions published by Harcourt, the number of poetry selections by male minority authors increased from the 1958 edition, which included one selection, to the 1968 edition, which included two selections. The 1980 and 1985 editions each included 12 poetry selections by male minority authors. The 1989 edition included seven poetry selections by male minority authors.

In the editions published by Scott, Foresman the number of poetry selections by male minority authors increased from the 1963 edition, which included two selections, to the 1968 edition, which included four selections. The 1982 Scott, Foresman edition included 29 poetry selections by male minority authors. In the editions published by Ginn, the number of poetry selections by male minority authors increased from the 1975 edition, which included six selections, to the 1984 edition, which included 15 selections. The number of poetry selections by male minority authors in the 1989 and 1993 Holt, Rinehart & Winston editions remained constant at nine selections.

The data in Table 36 indicate the number of autobiographical selections by female authors, male minority authors, and European-American male authors.

The data from each female ethnic group were combined, and the data from the following male minority groups were

Table 36

Selections by Genre: Autobiography

Date	Publisher	Female	Minority Male	European-American Male
1958	HBW	3(0)	1	10
1963	SF	1(0)	0	20
1967	LWS	0	0	8
1968	HBW	0	0	8
1968	SF	1(0)	0	20
1975	Ginn	0	0	10
1978	HM	2(1)	3	3
1980	HBJ	1(1)	5	16
1982	SF	7(2)	7	15
1984	Ginn	5(3)	1	10
1984	ML	1(0)	3	20
1985	HBJ	1(1)	5	13
1985	MH	3(1)	3	23
1989	GM	2(0)	2	10
1989	HBJ	1(0)	10	12
1989	HRW	6(1)	3	12
1993	HRW	5(0)	6	11

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

Parenthetical numbers indicate the number of selections by female minority authors.

combined: African-American, Native-American, Asian-American, and Hispanic-American. The data from the European-American male authors were tabulated in a separate column to provide

the reader with the information necessary to compare the number of autobiographical selections by European-American male authors with the numbers of autobiographical selections by female authors and male minority authors.

The data in Table 36 indicate that the number of autobiographical selections by female authors ranged from a low of zero selections to a high of seven selections. The following editions included zero autobiographical selections by female authors: 1967 L. W. Singer; 1968 Harcourt, Brace, & World; and 1975 Ginn. The following editions included one to three autobiographical selections by female authors: 1958 Harcourt, Brace, & World; 1963 Scott, Foresman; 1978 Houghton Mifflin; 1980 Harcourt, Brace, Jovanovich; 1984 McDougal, Littell; 1985 Harcourt, Brace, Jovanovich; 1985 McGraw-Hill; 1989 Glencoe-Macmillan; and 1989 Harcourt, Brace, Jovanovich. The following editions included five to seven autobiographical selections by female authors: 1982 Scott, Foresman; 1984 Ginn; 1989 Holt, Rinehart & Winston; and 1993 Holt, Rinehart & Winston.

In the series of editions published by Harcourt, the 1958 edition included three autobiographical selections by female authors. The 1968 edition included zero autobiographical selections by female authors. The 1980, 1985, and 1989 editions each included one autobiographical selection by female authors.

The editions published by Scott, Foresman in 1963 and 1968 each included one autobiographical selection by female authors. The 1982 edition included seven autobiographical selections by female authors. In the editions published by Ginn, the number of autobiographical selections by female authors increased from the 1975 edition, which included zero selections, to the 1984 edition, which included five selections. In the editions published by Holt, Rinehart & Winston the number of autobiographical selections decreased from the 1989 edition, which included six selections, to the 1993 edition, which included five selections.

The data in Table 36 indicate that the number of autobiographical selections by male minority authors ranged from a low of zero to a high of 10. The following editions included zero autobiographical selections by male minority authors: 1958 Harcourt, Brace, & World; 1963 Scott, Foresman; 1967 L. W. Singer; 1968 Harcourt, Brace, & World; 1968 Scott, Foresman; 1975 Ginn; 1978 Houghton Mifflin; 1984 Ginn; 1984 McDougal, Littell; 1985 McGraw-Hill; 1989 Glencoe-Macmillan; and 1989 Holt, Rinehart & Winston. The following editions included five to seven autobiographical selections by male minority authors: 1980 Harcourt, Brace, Jovanovich; 1982 Scott, Foresman; 1985 Harcourt, Brace, Jovanovich; and 1993 Holt, Rinehart & Winston. The 1989 Harcourt, Brace, Jovanovich edition included 10 autobiographical selections by male minority authors.

In the series of editions published by Harcourt, the number of autobiographical selections by male minority authors decreased from the 1958 edition, which included one selection, to the 1968 edition, which included zero selections. The 1980 and 1985 editions each included five autobiographical selections by male minority authors. The 1989 edition showed an increase to 10 autobiographical selections by male minority authors.

The editions published by Scott, Foresman in 1963 and 1968 included zero autobiographical selections by male minority authors. The 1982 Scott, Foresman edition included seven autobiographical selections by male minority authors. In the editions published by Ginn, the number of autobiographical selections increased from the 1975 edition, which included zero selections, to the 1984 edition, which included one selection. In the editions published by Holt, Rinehart & Winston the number of autobiographical selections increased from the 1989 edition, which included three selections, to the 1993 edition, which included six selections.

The data in Table 37 indicate the number of selections categorized as drama, letters, and biography by female authors, male minority authors, and European-American male authors.

The data from each female ethnic group were combined, and the data from the following male minority groups were

Table 37

Selections by Genre: Drama, Letters, and Biography

Date	Publisher	Female	Minority Male	European-American Male
1958	HBW	0	0	11
1963	SF	2(0)	0	8
1967	LWS	0	0	6
1968	HBW	0	0	10
1968	SF	2(0)	0	8
1975	Ginn	0	0	3
1978	HM	0	0	2
1980	HBJ	0	0	4
1982	SF	1(0)	0	2
1984	Ginn	0	0	2
1984	ML	0	0	4
1985	HBJ	0	0	5
1985	MH	2(0)	0	3
1989	GM	0	1	3
1989	HBJ	1(0)	0	7
1989	HRW	0	0	6
1993	HRW	1(1)	0	3

Note. HBW = Harcourt, Brace, & World; SF = Scott, Foresman; LWS = L. W. Singer; HM = Houghton Mifflin; HBJ = Harcourt, Brace, Jovanovich; ML = McDougal, Littell; MH = McGraw-Hill; GM = Glencoe-Macmillan; HRW = Holt, Rinehart & Winston.

Parenthetical numbers indicate the number of selections by female minority authors.

combined: African-American, Native-American, Asian-American, and Hispanic-American. The data from the European-American male authors were tabulated in a separate column to provide

the reader with the information necessary to compare the number of drama, letters, and biography selections by European-American male authors with the numbers of drama, letters, and biography selections by female authors and male minority authors.

The data in Table 37 indicate that the number of drama, letters, and biography selections by female authors ranged from a low of zero selections to a high of two selections. The following editions included zero drama, letters, and biography selections: 1958 Harcourt, Brace, & World; 1967 L. W. Singer; 1968 Harcourt, Brace, & World; 1975 Ginn; 1978 Houghton Mifflin; 1980 Harcourt, Brace, Jovanovich; 1984 Ginn; 1984 McDougal, Littell; 1985 Harcourt, Brace, Jovanovich; 1989 Glencoe-Macmillan; and 1989 Holt, Rinehart & Winston. The following editions included one drama, letters, or biography selection: 1982 Scott, Foresman; 1989 Harcourt, Brace, Jovanovich; and 1993 Holt, Rinehart & Winston. The following editions included two drama, letters, and biography selections: 1963 Scott, Foresman; 1968 Scott, Foresman; and 1985 McGraw-Hill.

In the series of editions published by Harcourt, the 1958, 1968, 1980, and 1985 editions included zero drama, letters, or biography selections by female authors. The 1989 edition included one selection. The Scott, Foresman editions published in 1963 and 1968 each included two drama, letters, and biography selections by female authors. The 1982 Scott,

Foresman edition included one selection. The editions published by Ginn in 1975 and 1984 each included zero drama, letters, or biography selections by female authors. The 1989 Holt, Rinehart & Winston edition included one drama, letters, or biography selection, and the 1993 Holt, Rinehart & Winston edition included zero drama, letters, or biography selections by female authors.

The data in Table 37 indicate that the number of drama, letters, and biography selections by male minority authors ranged from a low of zero to a high of one selection. The 1989 Glencoe-Macmillan edition included one selection. Each of the other editions included zero drama, letters, or biography selections by male minority authors.

Research Question Three

Has the amount of biographical information included in the anthologies about female authors and male minority authors increased between 1958 and 1993?

The amount of biographical information included in the anthologies in this study varied with each individual anthology. Some anthologies, such as the 1968 Harcourt, Brace, & World, included a photograph or illustration and a full page of biography for each author in the book. Other anthologies, such as the 1978 Houghton Mifflin, included very few photographs or illustrations and little, if any, biographical information about each author. The 1978 Houghton Mifflin anthology included photographs of only one

female minority author, Nikki Giovanni, and a photograph of one male minority author, James Baldwin. Most of the European-American male authors did not have photographs included with their selections. Two exceptions to this were Mark Twain and Ernest Hemingway, and both of these photographs were candid photographs of the authors engaging in some activity, not studio portraits.

The biographical passages were generally of comparable format within individual editions of anthologies. Also, within individual anthologies, the amount of information and the content of information were comparable. Usually these biographical passages included some personal background information about the author, a list of literary awards or recognitions achieved by the author, and some comments about the author's work. In some of the anthologies, such as the 1978 Houghton Mifflin, the only way an author's gender could be determined from the biographical information was through the use of gender specific pronouns such as he, she, his, or her. Determining the gender of an author is important to the reader because knowledge of an author's gender helps readers to think of the author as a real person and not just a meaningless name on a page.

Research Question Four

Does the content of the biographical information follow a similar pattern and include similar information?

The biographical information, written by the anthology editors, followed a similar pattern within each textbook. Many of these passages included biographical information about the authors as well as any literary awards or recognitions the author received. Besides the 1978 Houghton Mifflin anthology, which included little biographical information and almost no photographs or illustrations, the 1982 Scott, Foresman anthology is worth mentioning here. For most of the authors in the 1982 Scott, Foresman anthology, particularly authors of prose fiction, prose essay, and drama, biographical information and photographs or illustrations were included; however, the poetry section of the textbook, which included authors of both genders and all ethnic backgrounds, included only brief, 35-40 word, biographical passages. These passages were not always found on the same page as the author's work, and often they did not include any visual image of the author. No trend toward shorter biographical passages for poets was evident in the other anthologies reviewed for this study. This again brings up the point of how a student or any reader is supposed to identify the author of a work by anything more than a name. Often, gender and ethnic background cannot accurately be determined by name alone.

Research Question Five

What are the subjects most commonly addressed by authors included in secondary school American literature anthologies?

Figure 3 illustrates the five most commonly addressed subjects by female authors.

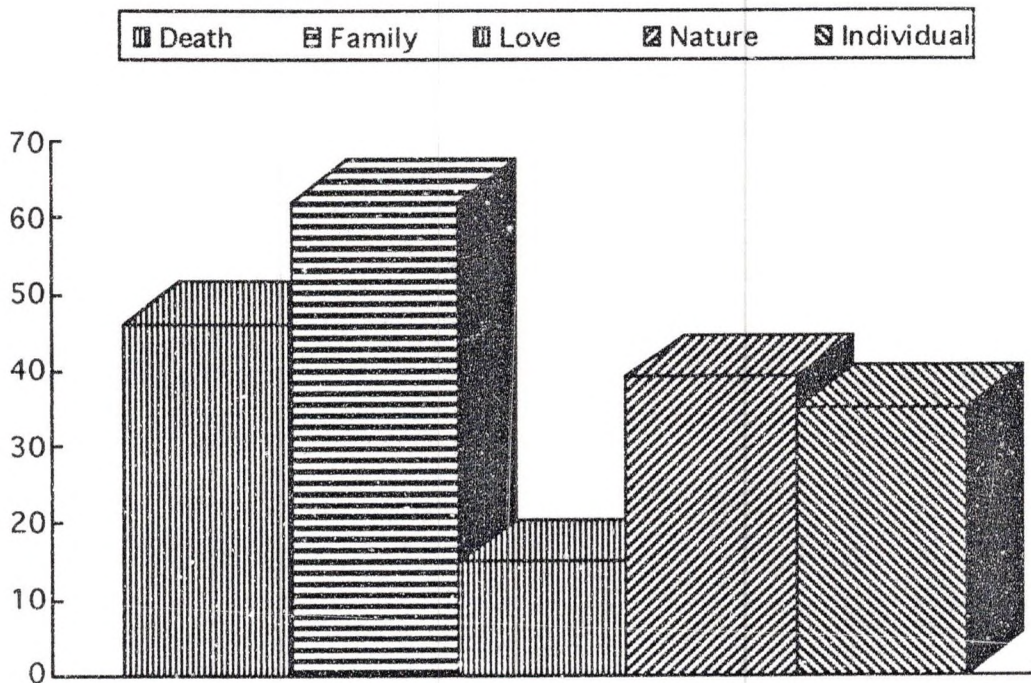


Figure 3. Subjects of female authors.

The selections by female authors had a range of 100 different subjects across all of the editions 1958-1993. The most commonly addressed subjects by female authors were family with 62 occurrences, death with 46 occurrences, nature with 39 occurrences, individual with 35 occurrences, and childhood with 11 occurrences. For a complete list of subjects by female authors see Appendix A.

Figure 4 illustrates the four most commonly addressed subjects by male minority authors.

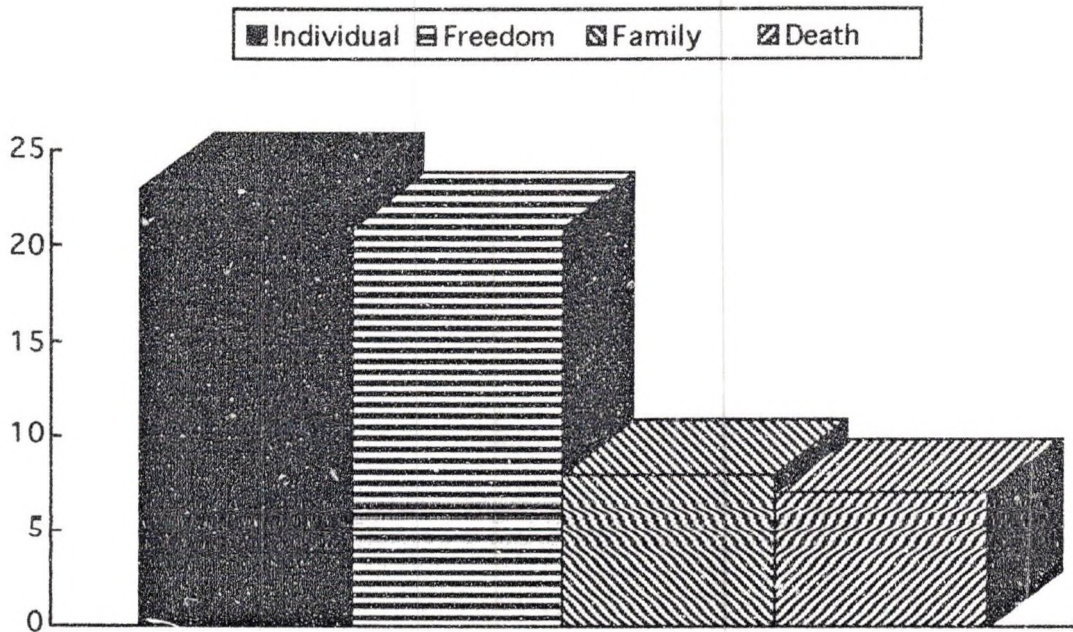


Figure 4. Subjects of male minority authors.

The selections by male minority authors across each of the editions had a range of 55 different subjects. The most commonly addressed subjects by male minority authors were freedom with 21 occurrences, individual with 23 occurrences, family with eight occurrences, and death with seven occurrences. For a complete list of subjects by male minority authors see Appendix B.

Figure 5 illustrates the subjects most commonly addressed by European-American male authors.

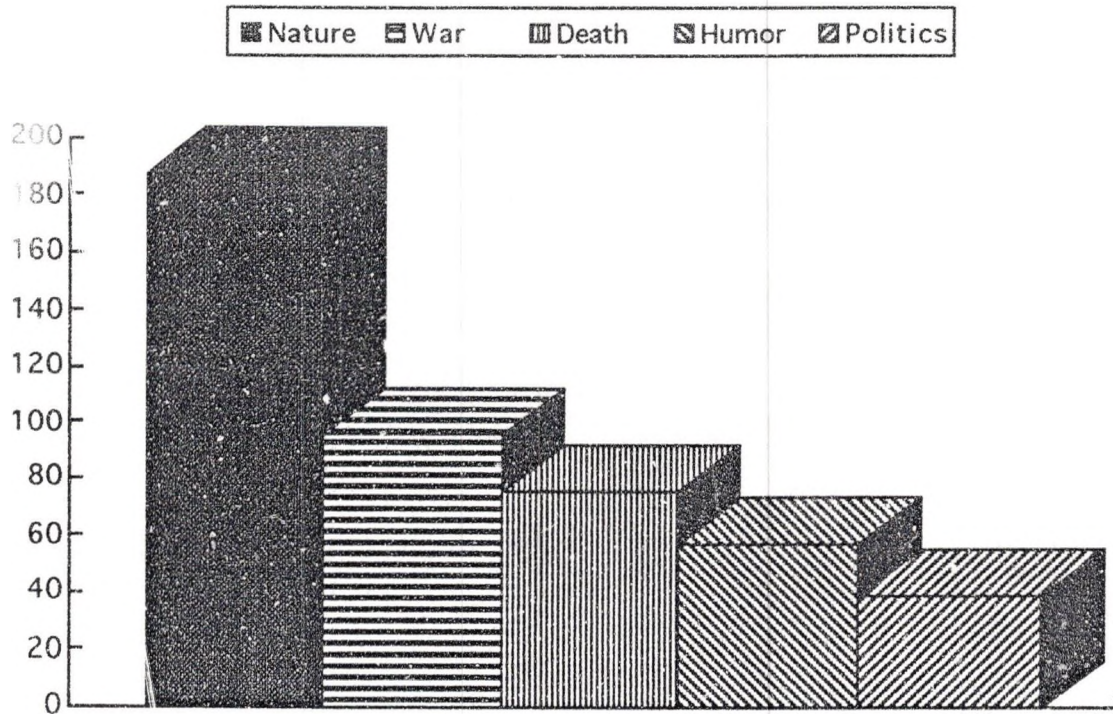


Figure 5. Subjects of European-American male authors.

The selections by European-American male authors across each edition included 79 different subjects. The subjects most commonly addressed by European-American male authors were nature with 188 occurrences, war with 96 occurrences, death with 76 occurrences, humor with 96 occurrences, and politics with 39 occurrences. For a complete list of subjects by European-American male authors see Appendix C.

Summary

This chapter began with a review of the study's purpose and a listing of the research questions. Data were presented in tables or charts which indicated numbers of pages, numbers of selections, authors within literary periods, the genre of selections, and the subjects of selections. Each table or

chart was followed by a narrative description. A description of the amount and content of biographical information was also presented. The data will be summarized in chapter 5. Chapter 5 will also include some limited conclusions and recommendations for teaching practice and further study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study examined a broad selection of secondary school American literature anthologies from school textbook publishers between 1958 and 1993. The purpose of this study was to ascertain the extent to which the representation of female authors and male minority authors had changed in American literature anthologies published for secondary school adolescent readers during that 35-year period of time. This study examined 17 secondary school American literature anthologies that were published by eight major textbook publishers between 1958 and 1993. Five research questions were designed to investigate the changes in the inclusion of historically underrepresented gender and ethnic minority groups during this 35-year period of time. The underrepresented groups included the following:

European-American female authors, African-American female and male authors, Native-American female and male authors, Asian-American female and male authors, and Hispanic-American female and male authors. Data about European-American male authors were compiled to allow comparisons.

The research questions were based on the belief of this writer that secondary school students should have the

opportunity to read literary works by authors who represent the diversity of America so that students may develop their own informed perspectives of American authors and their contributions to American literature. The research questions were also based on the assumption that editors and publishers would include more pages and more selections from the historically underrepresented groups in the more recent editions of literature anthologies and that more selections from these authors in each literary period would be included. This assumption was based on the current scholarship about the reevaluation of the canon by scholars such as Kaplan and Rose (1990) and Elliot and Woodward (1990). Since the 1970s more female and male minority authors have been identified by researchers in women's studies and minority studies. This writer assumed that editors and publishers would have included more of these female and male minority authors in their secondary school American literature anthologies.

Organization of the Study

Chapter 1 introduced the purpose and need for the study and included the following research questions:

1. Has the number of selections by female authors and male minority authors in each of the literary periods included in the anthologies changed during the period of 1958-1993?

2. Has the genre of selections by female authors and male minority authors included in American literature anthologies changed over the period of 1958-1993?

3. Has the amount of biographical information about female authors and male minority authors included in the anthologies changed between 1958 and 1993?

4. Does the content of biographical information follow a similar pattern and include similar information?

5. What are the subjects most commonly addressed by authors included in secondary school American literature anthologies?

Chapter 2 provided an historical review of the scholarly literature related to gender and ethnic issues in school textbooks. The literature that addressed literary anthologies was presented and discussed. However, only a minimal amount of research about American literature anthologies was available. Chapter 3 presented the methodology of the study. Chapter 4 presented the research data collected. These results are summarized below.

Summary of the Findings

An overview of the anthologies' contents indicate that the total number of pages and the number of pages of writing increased from the 1989 Glencoe-Macmillan edition to the 1989 Harcourt, Brace, Jovanovich edition, to the 1989 and the 1993 Holt, Rinehart & Winston editions. The number of pages of writing included in the anthologies by female authors changed

or varied from one anthology to another, but no pattern of change was evident from the data. However, a change in the representation of female minority authors was evident beginning with the 1978 Houghton Mifflin and the 1982 Scott, Foresman editions which included writings by female authors of each of the minority groups. However, these editions were the only two in this study which included writings by female authors of each of the minority groups. Writings by female authors in three of the four ethnic minority groups were included in the following editions: 1984 Ginn; 1989 Glencoe-Macmillan; 1989 Holt, Rinehart & Winston; and 1993 Holt, Rinehart & Winston.

No pattern of increasing numbers of pages by male minority authors was evident from the data. Writings by African-American male authors were included in each edition except the 1967 L. W. Singer, which included zero pages by minority authors, female or male. Writings by Native-American male authors were included in each edition published after 1975. Writings by Asian-American male authors were included in two of the 17 editions, the 1984 Ginn and the 1984 McDougal, Littell. Writings by Hispanic-American male authors were included in the 1963 and 1968 Scott, Foresman editions. Writings by Hispanic-American male authors were included in each edition published between 1978 and 1989. The most recent edition, the 1993 Holt,

Rinehart & Winston edition, included zero pages by Hispanic-American male authors.

Research Question One

Has the number of selections by female authors and male minority authors in each of the literary periods included in the anthologies changed during the period of 1958-1993?

Selections by Female Authors

The number of selections by all female authors did not show any consistent change across the editions included in this study. However, the number of selections by European-American female authors decreased in each edition published after 1984, from a high of 44 selections in the 1984 McDougal, Littell edition to a low of 30 selections in the 1989 Holt, Rinehart & Winston edition. A change in the representation of female minority authors was evident beginning with the 1978 Houghton Mifflin edition which included selections by female authors in each of the minority groups. The 1982 Scott, Foresman edition also included selections by female authors of each of the ethnic minority groups. Selections by female authors of three of the four ethnic minority groups were included in the following editions: 1984 Ginn; 1989 Glencoe-Macmillan; 1989 Holt, Rinehart & Winston; and 1993 Holt, Rinehart & Winston. Selections by African-American female authors were included in all but one of the 17 editions, the 1967 L. W. Singer, which included zero selections by female minority authors.

Selections by Male Minority Authors

No clear pattern of an increase in the numbers of selections by male minority authors included in the 17 anthologies was evident from the data. Selections by African-American male authors were included in each edition except the 1967 L. W. Singer, which included zero selections by minority authors, female or male. Selections by Native-American male authors were included in each edition published after 1975. Selections by Asian-American male authors were included in two of the 17 editions, the 1984 Ginn and the 1984 McDougal, Littell. Selections by Hispanic-American male authors were included in the 1963 and 1968 Scott, Foresman editions and in each of the eight editions published between 1978 and 1989. The 1993 edition by Holt, Rinehart & Winston dropped the Hispanic-American male authors previously included and had zero selections by Hispanic-American male authors.

The examination of authors within literary time periods was important in order to determine whether editors included authors from earlier literary periods as well as the more recent literary periods. The series of editions published by Harcourt, Brace, & World and Harcourt, Brace, Jovanovich from 1958 to 1989 were analyzed in order to examine the female authors represented in literary periods. This series represented almost the entire time period addressed by this study. The conclusion based on the data from the series of

editions published by Harcourt was that although the number of pages and selections by female authors from the more recent literary periods increased, the number of pages and selections by female authors from the earlier literary periods did not increase.

Female Authors in the 1600-1800 Literary Period

Selections by three female authors from the 1600-1800 literary period were included in the editions published by Harcourt. Selections by two female authors, Bradstreet and Wheatley, were included in the 1980, 1985, and 1989 editions. The 1989 edition also included a selection by Knight. The 1989 edition included more selections by female authors from this literary period than did the other editions published by Harcourt, but no authors from this period were included.

Female Authors in the 1800-1900 Literary Period

Selections by three female authors from the 1800-1900 literary period were included in the editions published by Harcourt. Selections by Dickinson were included in each edition published by Harcourt. The number of selections by Dickinson increased from the 1958 and 1968 editions, which included 12 selections, to the 1980 and 1985 editions, which included 16 selections, to the 1989 edition, which included 19 selections by Dickinson. A selection by Jewett was included in only the 1958 edition, and a selection by Freeman was included in only the 1985 edition. No other female authors from this literary period were included.

Female Authors in the 1900-1950 Literary Period

Selections by 18 female authors from the 1900-1950 literary period were included in the editions published by Harcourt. Selections by seven female authors from this period were included in the 1958 edition, but none of those authors had selections included in any other edition published by Harcourt. The 1968 edition was the only edition to include a selection by Jackson. Selections by the following female authors were included in the 1968, 1980, 1985, and 1989 editions: Cather, Millay, Moore, Porter, and Welty. A selection by Glaspell was included in the 1985 and 1989 editions. Selections by Doolittle and Lowell were included in the 1980, 1985, and 1989 editions.

Female Authors in the 1950-1993 Literary Period

Selections by 17 female authors from the 1950-1993 literary period were included in the series of editions published by Harcourt. The 1968 edition is an anomaly with only two selections by one female author. The 1958 edition included selections by four female authors, but only one, Bishop, appears in any of the other editions. The following female authors were included in the 1980, 1985, and 1989 editions: Bishop, Brooks, Levertov, O'Connor, Plath, Rich, Sexton, Silko, and M. Walker. A selection by Halley and a selection by Sarton were included in only the 1985 edition. Selections by Hansberry were included in the 1980 and 1985 editions.

Male Minority Authors in the 1800-1900 Literary Period

The series of editions published by Harcourt included zero selections by male minority authors from the 1600-1800 literary period. Selections by four male minority authors from the 1800-1900 literary period were included in the editions published by Harcourt. The 1958 and 1968 editions included zero selections by male minority authors from this literary period. A selection by Black Hawk was included in only the 1989 edition. The following male minority authors were included in the 1980, 1985, and 1989 editions: Chief Joseph, Douglass, and Dunbar.

Male Minority Authors in the 1900-1950 Literary Period

Selections by nine male minority authors from the 1900-1950 literary period were included in the series of editions published by Harcourt. The 1958 edition included selections by Childers and Johnson, but selections by these authors were not included in any other Harcourt edition. The 1968 edition included two selections by Cullen but zero selections by any other male minority author from the 1900-1950 literary period. A selection by Stuart was included in only the 1985 edition. Selections by the following male minority authors were included in the 1980, 1985, and 1989 editions: Cullen, Ellison, Hughes, McKay, Toomer, and Wright.

Male Minority Authors in the 1950-1993 Literary
Period

Selections by 11 male minority authors from the 1950-1993 literary period were included in the series of editions published by Harcourt. A selection by Rodman was included in the 1958 edition but not in any other edition. The 1968 edition included one selection by Baldwin, but no selections by any other male minority authors were included. Two selections by Hinojosa-Smith and one selection by Salvidar were included in only the 1989 edition. Selections by the following male minority authors were included in the 1980, 1985, and 1989 editions: Baldwin, Galarza, Gonzales, Hayden, Momaday, Parades, and Villa. Selections by Rodriguez were included in the 1985 and 1989 editions.

Research Question Two

Has the genre of selections by female authors and male minority authors included in American literature anthologies changed over the period of 1958-1993?

The genre of the selections by female authors and male minority authors has not noticeably changed in the editions included in this study. Most of the prose fiction, prose essay, and autobiographical selections in each of the editions were written by European-American male authors. Very few selections in the genres of drama, letters, and biography were written by female or male minority authors. The largest number (70%) of selections by female authors,

male minority authors, and European-American male authors was in the genre of poetry.

Research Question Three

Has the amount of biographical information about female authors and male minority authors included in the anthologies changed between 1958 and 1993?

The amount of biographical information about female authors and male minority authors included in the anthologies has not changed over the time of the study, with no apparent differences among female, male minority, and European-American male authors. Within some anthologies, such as the 1978 Houghton Mifflin edition, determining the ethnic background or gender of the authors was more difficult because few photographs or illustrations accompanied the biographical information about each author.

Photographs and illustrations were not the only means of determining an author's ethnic background. If the author's ethnicity was not made evident in the biographical information provided by the editors of the anthologies, other sources were consulted. Some of these sources included college level American literature anthologies; anthologies of writings by African-American authors; an anthology of writings by Chicano, Native-American, and Asian-American authors; and an anthology of writings by female authors. In most cases the gender and ethnic background of the authors could be determined from the biographical information

provided by the editors of the secondary school American literature anthologies included in this study.

Research Question Four

Does the content of biographical information follow a similar pattern and include similar information?

The biographical passages were generally of comparable format within each anthology for female authors, male minority authors, and European-American male authors. Most of these passages included information about the authors' lives as well as a list or description of the literary accomplishments of each author. In some biographical passages, the authors were identified as members of minority groups, and the content of these passages was similar in format to the passages which described the lives of European-American authors. Noteworthy here was the fact that the biographical passages were written by the anthologies' editors, not by the authors themselves; therefore, the identification of an author as a member of a minority group was made by the anthologies' editors.

Research Question Five

What are the subjects most commonly addressed by authors included in secondary school American literature anthologies?

The subjects most commonly addressed by female authors were family, death, nature, individual, and love. The subjects most commonly addressed by male minority authors were freedom, individual, family, and death. The subjects

most commonly addressed by European-American male authors were nature, war, death, humor, and politics. These three groups of authors had several subjects in common, but the selections by female authors addressed the broadest range of subjects.

Limitations

The conclusions drawn from the results of this study are limited by several factors.

1. Because only 17 anthologies of American literature were available for this study, only tenuous conclusions can be drawn from an analysis of the authors and writings in the anthologies.

2. Because complete series of anthologies from the major publishers were not available, no definite conclusions about trends over time of the inclusion of authors and writings in the anthologies can be applied to any of the publishing companies individually.

3. The prior research into female and minority representation in American literature anthologies for secondary schools provided no models or methodologies for conducting this analysis.

4. The unavailability of editors' and publishers' criteria for scope, breadth, and size of such anthologies limits the nature of conclusions that can be drawn from the findings about such issues as gender equity and minority

representation in editorial and publication decision making. This limitation was based on a telephone interview on May 11, 1993, with Judy Fowler, editor in chief, Holt, Rinehart & Winston, a subsidiary of Harcourt, Brace, Jovanovich. Ms. Fowler stated that the publishers' criteria for including or excluding selections were not available to the public. She said that some of the criteria used by editors included the following: the perceived literary merit of the selection, the grade level suitability of the selection, selections recommended by librarians, and the literary awards won by the author.

Conclusions

The following conclusions were derived from the study:

1. Even though there was a movement in the 1960s and 1970s toward civil rights and equality in the United States, these secondary school anthologies of American literature do not reflect those sweeping and significant social changes.

2. Because the social changes sought in the Civil Rights movement placed a strong emphasis on equity between genders and among ethnic groups, the absence of consistent change in the inclusion of female and minority authors in secondary school American literature anthologies reflects a bias in the traditional American literary canon. From the first publication of The Literary History of the United States, the American literary canon has been standardized and

has changed very slowly to include newly identified minority authors from the literary periods before 1950.

3. The anthologies published since 1985 reflected a tendency toward the inclusion of longer selections for individual authors. The numbers of authors and the numbers of selections do not differ markedly from those found in the 1958 anthology, but the more recent editions of all anthologies include more total pages and more pages of writing than did earlier editions. A conclusion is that longer selections would result in greater numbers of pages.

4. Although the numbers of selections by female authors and minority male authors included from the 1950-1993 literary period seem to be increasing, the numbers of selections by female authors and male minority authors from the earlier literary periods did not increase. The conclusion is that editors are not seeking very diligently for materials by female and male minority authors from earlier periods or that such authors have not been identified in the canon.

5. Even with the addition of new female authors and male minority authors from the 1950-1993 literary period, the percentages of pages devoted to these authors' works and selections by these authors have not increased markedly in the 17 editions analyzed. The conclusion is that the rate of increase compared to the rate of increase in pages is too small to affect the percentages.

6. Selections by other well-known female authors and male minority authors from the 1600-1800 and 1800-1900 literary periods were omitted from the anthologies. Whether intentional or not, omission of authors deprives students of an awareness of the literary contributions of those authors.

7. Authors who were members of historically underrepresented gender and ethnic minority groups continued to be underrepresented in both the numbers and percentages of selections included in American literature anthologies. Underrepresentation of these authors leaves students with the impression that only European-American male authors have made contributions to American literature.

Recommendations for Teaching Practice

1. Teachers should collect and distribute supplementary materials by female authors and male minority authors until this material becomes a significant part of American literature anthologies so that students have the opportunity to become more familiar with these authors and their works. This recommendation is consistent with Ogren (1985) and Gilbert and Gubar (1985).

2. Teachers should make available to students biographical information, including photographs or illustrations, on all of the authors whose works are studied in class.

3. Teachers must strive to deviate from the kind of American literature they were taught and to include American

literature which is more inclusive of female authors and male minority authors. This recommendation is consistent with Brandt (1989).

4. Teachers must be cognizant of materials relevant to gender and equity issues in classroom instruction. This recommendation is consistent with Gollnick (1979).

Recommendations for Further Research

1. In order to identify and understand patterns of representation and inclusion of female and male minority authors within each publisher's editions, a study should be conducted that includes all editions of American literature anthologies published by the major publishing companies since 1960.

2. A study should be conducted to determine the effect of disproportionate quantities of poetry in American literature anthologies on students' assumptions about the genres of literature. Students may assume that poetry is the most frequent type of literature written from the proportions of poetry included in the anthologies studied here.

3. Further research seems necessary to understand any relationship between studying the literature created by female authors and male minority authors and the development of multicultural awareness among students from all ethnic backgrounds.

4. A study should be conducted to determine whether stereotypes of either gender or any ethnic group existed in the genre or topic of selections chosen for publication.

5. Research should be conducted to determine the effects of the omission of female authors and male minority authors on the cultural identity of young children or adolescents who study literature. This recommendation is consistent with Timm (1988).

6. Research should be conducted to identify the influences and considerations to which publishing companies and editors respond which affect the editorial criteria for inclusion of authors and selections in American literature anthologies.

7. Research should be conducted to determine how closely the secondary school American literature anthologies parallel the current scholarship about the canon of American literature such as Kaplan and Rose (1990) and Woodward and Elliot (1990).

8. Research should be conducted to determine whether the topics of selections included in American literature anthologies are representative of each author's work.

9. Research should be conducted to determine the criteria that teachers, local textbooks selection committees, and state textbook selection committees use in deciding which American literature anthology to purchase for students' use.

10. Research should be conducted to determine the influences of the market on what is published.

11. Research should be conducted to determine the influences of changes in editorial boards on what is published.

12. Research should be conducted to determine the influences of the crisis in the publishing industry during the 1970s and 1980s on what is published.

13. Research should be conducted to determine the influences of litigation on what is published.

APPENDICES

APPENDIX A

SUBJECTS OF FEMALE AUTHORS

Subject	Number of Occurrences	Subject	Number of Occurrences
America	2	Inner Peace	1
American Dream	2	Journey	1
American Revolution	1	Joy	1
Art	3	Justice	1
Battle	1	Lessons	1
Beauty	2	Life	6
Being Black	2	Love	14
Being Poor	1	Memories	9
Beliefs	1	Men & Women	1
Black Art/Life	2	Morning	1
Cajuns	1	Moving West	1
Childhood	11	Music	2
Choices	1	Nature	41
Civil War	2	Night	1
Contemplations	1	Past	1
Courage	1	Patterns	3
Creation	1	Peace	1
Culture	2	People	4
Death	46	Personal	2
Discrimination	1	Pity	1
Dreams	2	Plane Crash	1
Emotion	1	Poetry	9
Equality	2	Poverty	1
Escape	1	Power	2
Expectations	1	Psychology	2
Family	62	Puritans	1
Farming	1	Race	1
Feelings	1	Regional	1
Feminism	2	Relationships	4
Fish	3	Rights	1
Freedom	6	Ritual	1
Friendship	3	Safety	1
Frontier Life	1	Science	1
Frustrated Lives	1	Self	4
Funeral	2	Sewing	1
Geometry	1	Silence	1
Girls	1	Small Town	2
Government	1	Song	3
Heritage	1	Sound	1
Highway	1	Tradition	1
Holocaust	1	Values	1
Home	3	War	6

Subject	Number of Occurrences	Subject	Number of Occurrences
Hope	4	Washinton	5
Humor	1	Wedding	1
Hunting	1	Women	4
Images	1	Women's Rights	2
Indians	4	Writers	1
Individual	35	Writing	3
Inner Conflict	1	Youth	3

APPENDIX B

SUBJECTS OF MALE MINORITY AUTHORS

Subject	Number of Occurrences	Subject	Number of Occurrences
America	1	Indians	2
Art	2	Individual	23
Arctic	1	Land	1
Artist	1	Laws	1
Attitudes	1	Life	3
Being Black	3	Loneliness	1
Blacks in America	1	Loss	1
Blues	1	Love	2
Creativity	1	Lynching	1
Childhood	2	Memories	5
Childhood Memories	4	Music	3
Civil Rights	1	Pain	1
Creation	4	Peace	3
Death	7	Poverty	1
Desire	2	Progress	1
Discrimination	1	Racism	1
Dreams	5	Relationships	1
Education	1	Rights	2
Equality	1	Slavery	7
Family	8	Superstition	1
Freedom	21	Tradition	1
Friendship	1	Travel	1
Harlem	2	Truth	1
History	2	Vision	1
Home	2	War	3
Honor	2	Work	3
Hope	3	Writing	2
Humanity	2		

APPENDIX C

SUBJECTS OF EUROPEAN-AMERICAN MALE AUTHORS

Subject	Number of Occurrences	Subject	Number of Occurrences
Aging	2	Life	3
America	26	Literature	2
American	5	Love	20
Americana	1	Mankind	2
Americans	4	Marriage	4
Art	11	Memories	9
Beauty	1	Modern Life	13
Change	1	Movies	1
Civil Rights	1	Music	3
Common Man	11	Mystery	1
Conforming	1	Mythology	1
Conservation	1	Nature	188
Criticism	10	Patriotism	5
Death	76	People	3
Democracy	1	Philosophy	1
Dreams	16	Poetry	1
Education	4	Politics	39
Escape	10	Pride	2
Evil	1	Prison	1
Failure	15	Religion	39
Family	22	Rights	12
Fantasy	34	Rural Life	1
Farming	2	School	3
Fate	1	Science	1
Freedom	4	Self	7
Friendship	2	Settlement	4
Frontier	9	Society	2
Good/Evil	19	Space	1
Growing Up	9	Spiritual	1
Guilt	1	Sports	3
History	3	Strength	1
Home	1	Suicide	1
Hope	7	Supernatural	1
Horror	7	Survival	9
Human Condition	1	Television	1
Humor	57	Travel	2
Indians	1	War	96
Individual	29	Witch Trials	2
Journey	1	Writing	11
Language	2		

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