

THE EFFECTS OF NON-SEXIST CHILDREN'S LITERATURE AND
TEACHER TRAINING ON THE SEX ROLE PERCEPTIONS
OF BLACK AND MEXICAN-AMERICAN
PREKINDERGARTEN CHILDREN

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ABSTRACT

The purpose of this four-week study was to measure the effect of non-sexist children's literature and teacher training on the sex role perceptions of 79 black and Mexican-American prekindergarten children. Seven Title I classrooms in two north Texas schools were randomly assigned to one of the three experimental conditions: I - Control, II - Non-sexist stories only, and III - Non-sexist stories with trained teachers. The non-sexist books were selected from non-sexist bibliographies. A checklist from Project Training Resources for Educational Equity (T.R.E.E.) was utilized to select twenty non-sexist books. The teachers in Condition III were trained utilizing materials from Project T.R.E.E. developed by Women's Action Alliance immediately preceding the treatment. The treatment was focused on morning and afternoon storytimes over a four-week period. Parallel adult and child measures were developed to assess the rigidity/flexibility dimension of sex role perceptions. The Sex Role Perception (SRP) measure was administered to all children as the pretest and posttest. The Adult SRP was administered to the trained teachers as a pretest and a posttest. The non-trained teachers were administered the Adult SRP as a posttest only. Analyses of covariance did not find significant differences in posttest SRP scores by ethnicity, sex, age, or

exposure to an experimental condition. A Wilcoxon Matched-pairs Signed-ranks test found a significant difference in teachers' sex role perceptions after exposure to validated non-sexist training. The Mann-Whitney U test revealed the trained teachers displayed a significant difference in non-sexist posttest scores from scores of nontrained teachers.

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CHAPTER I

INTRODUCTION

The preschool years are perceived to be critical for developing sex role perceptions (De Lucia, 1963; Fagot & Patterson, 1969; Hartley, 1960; Hartup & Zook, 1960; Kagan, 1969; Rabban, 1950; Williams et al., 1975). Various sex role theories state that imitation, learning through reinforcement, and cognitive development all play a part in the process of acquiring or learning sex-typed roles. Children do imitate role models, parents do intervene and influence children about sex role related behaviors, and children do believe differently about sex roles for themselves at different ages. Social influences, peer pressures, and cultural views need to be examined more closely (Guttentag & Bray, 1976). Picture books are vehicles for the presentation of societal and cultural values to young children and, therefore, are influential in their early sex role socialization. A variety of research studies (Biber, Miller, & Dyer, 1972; Brophy & Good, 1974; Fagot & Patterson, 1969; Guttentag, 1975; Levitin & Chananie, 1972; Mulawka, 1972; Ricks & Pyke, 1973; Servin & O'Leary, 1975; Simpson, 1978) demonstrated teacher expectations can have an important impact on classroom interactions between students and teachers. Teachers

are the daily models that children encounter. To date a limited number of intervention studies have been reported (Bumpus, 1977; Flerx et al., 1976; Guttentag, 1975; Koblinsky et al., 1976; McArthur & Eisen, 1976; Pengree, 1978; Thiem, 1977). The effect of non-sexist books and curricula and the teacher's attitudes needs to be evaluated in relationship to young children's sex role perceptions.

Statement of the Problem

The commitment to increased non-sexism in society has led to efforts to modify sex role perceptions through curriculum and teacher training. However, data concerning various ethnic groups and the sex role perceptions of young children are lacking.

Purpose

The purpose of this study was to investigate changes in sex role perception of prekindergarten children of diverse ethnic groups as a result of experiences with non-sexist literature and trained teachers. The children were enrolled in schools utilizing Title I funds for low-income families. This research studied the effects of non-sexist children's literature and teacher training on sex role perceptions of black and Mexican-American prekindergarten children.

Population

Subjects for this study were selected from a north Texas school district prekindergarten Title I program. Seven classrooms from two schools participated in this study of 79 children. Five classes enrolled 57 black children and two classes enrolled 22 Mexican-American children.

Design

Due to the necessity of using intact classes, this study was quasi-experimental in design. The three experimental conditions were: control, non-sexist stories only, and non-sexist stories with trained teachers. This quasi-experimental study was implemented with 79 young children in a four-week period in the Spring of 1979.

Hypotheses

In order to explore the effects of the curriculum and of teacher training with the two ethnic groups, four hypotheses were developed. In their null form they were tested with the statistics specified below.

Research Hypothesis I: Black males and black females evidence differences in sex role perceptions resulting from experience with non-sexist stories or from experiences with trained teachers.

Null Hypothesis I: There is no significant difference in non-sexist posttest scores for black males and black

females experiencing the control condition, non-sexist stories, or experiencing non-sexist stories with trained teachers.

The data analyzed were the means of the non-sexist posttest scores of black males and black females experiencing three experimental conditions. A two-way analysis of covariance was utilized with the pretest scores as the covariate and the posttest scores as the criterion. The experimental condition groups were one independent variable and the second independent variable was the subjects' sex in a 2 X 3 design.

Research Hypothesis II: Mexican-American males and females will evidence change in sex role perceptions resulting from experience with non-sexist stories with trained teachers.

Null Hypothesis II: There is no significant difference in non-sexist posttest scores of Mexican-American males and Mexican-American females experiencing non-sexist stories with trained teachers or experiencing the control condition.

The data analyzed were the means of the non-sexist posttest scores of Mexican-American males and females experiencing two experimental conditions. A two-way analysis of covariance was used to assess the control condition and the experimental condition with the pretest as the covariate and the posttest as the criterion. The condition group was

one independent variable and the second independent variable was the subjects' sex in a 2 X 2 design.

Research Hypothesis III: Black and Mexican-American children differ in sex role perceptions resulting from exposure to non-sexist stories with trained teachers.

Null Hypothesis III: There is no significant difference in non-sexist posttest scores of black and Mexican-American children experiencing non-sexist stories with trained teachers and those experiencing the control condition.

The data analyzed were the means of the non-sexist posttest scores of all the subjects participating in the experimental conditions of exposure to non-sexist stories with trained teachers and the control experimental condition. One independent variable was the experimental condition and the other independent variable was the ethnicity of the subject in this two-way analysis of covariance.

Research Hypothesis IV: The changes in non-sexist posttest scores are related to ethnicity, sex, age, and the control or non-sexist stories with trained teachers condition.

Null Hypothesis IV: There is no significant difference in non-sexist posttest scores of black and Mexican-American children by sex, by age, or by the control or non-sexist stories with trained teachers conditions.

A (2 X 2 X 2 X 2) factorial analysis of covariance was used to analyze the data. The adjusted means of the

non-sexist posttest scores were the criterion. The pretest non-sexist scores were the covariate. The independent variables were ethnicity, sex of the subject, age, and exposure to the control or the non-sexist stories with trained teachers condition.

Delimitations

The sample in this study was delimited to 79 four-and five-year-old males and females enrolled in two participating Title I schools during the Spring 1979 school year. All the children were either black or Mexican-American. The treatment was delimited by the school calendar to four weeks and the daily exposure was during morning and afternoon story times. This limitation resulted in two stories daily for a total exposure of 10 to 15 hours. The non-sexist stories were delimited to 20 of 30 recommended by non-sexist bibliographies. The stories were screened by a graduate student majoring in Child Development utilizing the Checklist for Evaluating Sexism in Children's Books (Appendix A). Teacher training consisted of three hours at each school based on validated non-sexist training materials.

Limitations

Possible limitations relate to generalizations, treatment period, parental or teacher factors, and measures. Two sets of classrooms serving low-income families were

assigned to a control or one of the various experimental conditions. Each set of classrooms represented a school dominated by either black or Mexican-American enrollment. Due to the limited number of Mexican-American classrooms available, it was impossible to have three experimental conditions for these groups of children. Experimental Condition II was not randomly assigned to this school. Thus, the two ethnic groups could not be compared on Experimental Condition II and findings cannot be generalized to other groups.

The treatment lasted for a period of four-weeks at the end of the school year and utilized two non-sexist stories daily with a 30 minute period in the two experimental condition groups. None of the literature indicated that a four-week period could cause measurable change.

Parental sex role attitudes, parent occupations, and parents' marital status were not assessed. The pretest was used as the covariate, but parental influences may have interacted with other events during the experimental condition period.

The effects of the teachers' ethnicity, sex, or sex role perceptions were not assessed in this study. The teachers and aides were all female from various ethnic backgrounds. The changes in sex role perceptions resulting from training were assessed and the changes in Experimental

Condition III involving trained teachers were assessed. However, the timing of training immediately preceding the experience provided little time for major change in curriculum.

Subjects' and teachers' sex role perceptions were measured by the Sex Role Perception (SRP) measure (Thiem, 1977) and the Adult SRP (Thiem, 1980) respectively. These measures were adapted from the Williams' instruments utilizing an alternative response mode directed to establishing non-sexist attitudes. The children's form was developed and utilized in a study with four-year-old children in private church schools. The adult form was identical in content. These measures are not standardized at this time.

Definition of Terms

For purposes of this study, the following definitions were utilized:

Experimental conditions were the various treatments to which children in School B and School M were exposed. Experimental Condition I was the usual district program which served as a control. Experimental Condition II was exposure to non-sexist stories and Experimental Condition III was exposure to non-sexist stories with trained teachers.

Non-sexist perceptions were cultural expectations that were varied, fluid, and free from the limitations of traditional sex roles. Males and females were not limited to specific roles because of their gender (Thiem, 1977).

Prekindergarten children were children at least four years of age who had no public school kindergarten experiences.

School B provided five classrooms of participating black children. Two classrooms were assigned to Experimental Condition II, two to Experimental Condition III, and one class was assigned to Experimental Condition I.

School M provided two classrooms of participating Mexican-American children. One class was assigned to Experimental Condition I and one class to Experimental Condition III.

Sex role perceptions consisted of a set of cultural expectations for males and females (Thiem, 1977).

Sex role stereotypes were traditional generalizations about a group or members of a group based on gender. Roles previously considered highly appropriate were then labeled "stereotypic."

Teachers included public school teachers and aides involved in this study.

Teacher training was based on Maximizing Young Children's Potential: A Non-Sexist Manual for Early Childhood

Trainers (Project T.R.E.E., Training Resources for Educational Equity, 1979). Training consisted of a series of experiences in which the teachers and aides were exposed to a film on non-sexist curriculum, resource lists, checklists, activities, and discussions.

Title I Schools receive support under the Elementary and Secondary Education Act which is designed to aid educationally deprived children living in areas serving families with large numbers of children from low-income families (Congressional Quarterly Almanac, 1965).

Summary

Increasing interest in encouraging nontraditional or non-sexist roles, occupations, and values led to this quasi-experimental study of males and females enrolled in pre-kindergarten programs in two north Texas schools. This research explored the effects of non-sexist children's literature and teacher training on sex role perceptions of black and Mexican-American prekindergarten children.

CHAPTER II

REVIEW OF THE LITERATURE

Within the last decade, increasing attention has been devoted to sex roles. Children's literature is one of those areas of attention. A limited amount of research has focused on intervention programs. This review of literature is delimited to children's literature, teacher influence, and intervention programs in relationship to non-sexism in young children.

Authorities agree that the beginnings of sex role socialization exist in the preschool stage although ages vary from age 2 (Kagan, 1969), to age 3 (Fagot & Patterson, 1969), and age 4 (Best et al., 1977; De Lucia, 1963; Fagot & Patterson, 1969; Hartley, 1960; Hartup & Zook, 1960; Rabban, 1950). Most girls and boys are aware of their gender by their third birthday, and whether aware of it or not, behave accordingly to society's sex role expectations (Brown, 1958; Fagot & Patterson, 1969). De Lucia (1963), Hartup and Zook (1960), and Rabban (1950) confirmed that nursery school aged children are sex-typed.

Best et al., (1977) found that the acquisition of knowledge of sex-trait stereotypes is a common developmental process starting before age 5 and extending beyond age 11.

By the time the child enters kindergarten, he or she is able to determine sex role distinctions and to express sex role preferences. Girls already identify with feminine roles and boys with masculine roles (Brown, 1956). This early identification of sex roles is the foundation for this study of the effects of teacher training and intervention programs in preschool children.

Children's Literature

Picture books are vehicles for the presentation of societal and cultural values to young children and therefore, are influential in their early sex role socialization. According to Huck (1977), literature has the power to influence children's lives. Through books, children learn about the world outside of their narrow environment. They learn values of the culture and society in which they live. A child formally begins to learn about sex roles through books (Froschl, 1974) and these books are read over and over again. Books provide children with role models--images of what they can and "should be like" when they reach adulthood (Weitzman, 1972).

Most studies involving children's books analyze only the content (Chevat, 1975; Committee on Women in Words and Images, 1972; Davis, 1979; Froschl, 1974; Graebner, 1972; Hillman, 1974; Nilsen, 1977; Pugliese & Chipley, 1977; Saario, Jacklin,

& Tittle, 1973; Schnell & Sweeney, 1975; Seven, 1972; Stewig & Higgs, 1973; Taylor, 1973; Vukelich, McCarty, & Nanis, 1976; Weitzman & Rizzo, 1975). Froschl (1974) states recent studies have shown that there has been a repetitive and unbroken pattern of sex stereotyping, beginning with a child's earliest picture book and progressing through the school reader.

Kingston and Lovelace (1977-1978) reviewed 78 articles which investigated sexism in basal readers, texts, and children's literature. They found that most authors used a method of tallying the frequency of male/female names, pronouns, characters, and illustrations to determine sexism.

In 1972, the Committee on Women in Words and Images (1972) examined children's readers. They found children's books to show males in the traditional male role--brave, dauntless, and unemotional. Females were portrayed as emotional, fearful, inadequate, passive, dependent, and exhibiting homemaking skills.

Saario, Jacklin, and Tittle (1973) analyzed 260 basal readers. They concluded that girls were significantly more often displayed as characters who were enveloped in fantasy, and who carried out directive behavior. On the other hand, adult males were significantly more often portrayed in constructive/productive behavior and physically assertive behavior; and they engaged in problem-solving behavior. Adult

females were shown in significantly higher proportions of conformity behavior and verbal behavior than were adult males.

In 1973, Taylor's study of sex-stereotyping in the California reading series revealed that at least 75 per cent of the main characters were male. Females were portrayed as less active, less creative, and less inventive than males.

Schnell and Sweeney in 1975 compared the 1966 and 1971 Houghton Mifflin reading books to identify possible changes in stereotypes. The 1971 series did not reflect a significant departure from the 1966 series in the manner in which males and females were portrayed.

Nilsen (1977) compared the number of girls and the number of boys pictured in survey books calculated at five year intervals. During the 1951-1955 period, there were 273 boys and only 228 females. In the 1966-1970 period, only 29 girls appeared compared to 92 boys. Nilsen concluded girls are losing rather than gaining a place in books for the very young.

Studies have found that females are invisible or under-represented in children's literature (Chevat, 1975; Committee on Words and Images, 1972; Graebner, 1972; Hillman, 1974; Nilsen, 1977; Pugliese & Chipley, 1977; Saario, Jacklin, & Tittle, 1973; Schnell & Sweeney, 1975; Seven, 1972; Taylor, 1973; Weitzman, 1972; Weitzman & Rizzo, 1975). Pugliese and

Chipley (1977) used the Elementary School Library Book Self-Study Rating Guide to assess sexual bias and concluded children's books clearly reflect a significant male bias. In an examination of various studies, Chevat (1975) also concluded that females were omitted or outnumbered in children's books. According to Chevat, these books tended to make girls less than people, and in so doing, also debased the humanity of men and boys.

In contrast, Hillman (1974) studied two periods of children's literature to identify changes in the sexual role standards of males and females and found changes in this 30 year span with a variety of publications. Hillman examined books from the 1930's and the mid-1960's to mid-1970's. The results suggested that children now are finding more females in books, slightly more occupational diversity for females, and a greater variety of behaviors and emotions expressed by males and females. Females are not characterized as frequently as males in literature, though there was a trend in this direction.

A three year study by Weitzman and Rizzo (1975) indicated that males overwhelmingly predominated in all textbook series widely used in the United States. The pictures of children showed remarkable difference between boys and

girls in physical activity, emotional expression, and intelligence.

In 1972, Weitzman examined those books children identified as the "very best," the winners of the Caldecott Medal and their runnersup, the Newberry Award winners, the Little Golden Books, and the "prescribed behavior" or etiquette books. These books were examined for their treatment of sex roles. Weitzman concluded that women in these books were "invisible." Females were underrepresented in the titles, central roles, pictures, and stories in every sample of book that was examined. Females were passive, loving, helping, watching, and found indoors. Most children's books focused on boys, men, and male animals, and most dealt exclusively with male adventure.

In the prescribed or etiquette books, the sex differences were even more apparent. The boys were active and the little girls were sitting quietly and "looking." The little girls' clothes indicated that she was not to be active and her hair was always neatly combed and tied with ribbons. She looked too pretty to do anything that would require activity or movement (Weitzman, 1972).

Weitzman's conclusions were that girls and women were depicted as dull and stereotyped; boys were admired for their achievements and cleverness; girls were taught low aspirations; traditional sex role assumptions were reinforced; and

books impeded a child's identification with the same sex parent. The most surprising finding was that not one woman in the Caldecott sample had a job or profession.

A little girl reading these stereotyped books, according to Weitzman (1972), might be deprived of her sense of self and ego. She might be made to feel that girls are vacuous creatures who are less worthy and do less exciting things than boys.

Vukelich, McCarty, and Nanis (1976) evaluated 22 picture books from those identified by teachers of young children as "favorite picture books that they used with young children." Sex bias and occupational roles were examined. They concluded that the female image was totally subservient. Females were limited to the service occupational roles with homemaking being their number one available choice, while males had a wider variety of prestigious occupational roles to choose among.

Thus, multiple studies of the seventies document existing sex bias in children's literature. Although the literature may change to some extent with non-sexist stories, the teacher is another important influence in relationship to the child's sex role development.

Teacher Influence

During the last decade researchers have explored effects of teacher expectations. A variety of research studies (Biber, Miller, & Dyer, 1972; Brophy & Good, 1974; Fagot & Patterson, 1969; Guttentag, 1975; Levitin & Chananie, 1972; Mulawka, 1972; Ricks & Pyke, 1973; Serbin & O'Leary, 1975; Simpson, 1978) have demonstrated teacher expectations can have an important impact on classroom interactions between students and teachers.

Teachers are the daily models that children encounter. Guttentag's (1975) study corroborates this notion. In a six-week non-sexist curriculum with over 1,000 children, only when teachers combined enthusiasm with extensive use of non-sexist materials were they successful in changing the children's attitudes. Guttentag concluded that the non-sexist curriculum alone was not enough to alter sexist ideas and behaviors.

Levitin and Chananie (1972) found that 40 first and second grade teachers perceived boys as being typically more aggressive than girls and girls as being more dependent. In 15 preschool classes, Serbin and O'Leary (1975) observed that teachers responded more frequently to boys behavior regardless of whether the behavior was positive or

disruptive than they did to a girl's behavior. The teachers responded three times as often to acting out boys than to acting out girls. Teachers daily rewarded the aggressive behavior of males and the passive and dependent behavior of females.

Fagot and Patterson (1969) found that teachers were reinforcing both sexes for feminine-preferred behaviors 83 per cent of the time when one looked at teacher reaction to sex-typed behaviors only. They found no difference in the total amount of reinforcement received by both sexes, but boys were being reinforced for behaviors which were not preferred by them, while girls received reinforcement for their preferred behaviors.

Biber, Miller, and Dyer (1972) observed four different programs in 14 classrooms. In all programs, teachers had more instructional contacts with girls. Measures indicated the teachers gave more positive reinforcement to girls than boys.

Mulawka (1972) examined the reinforcement of sex-typed behavior by the teacher, classroom behavior by the teacher, classroom behavior differentiated on the basis of sex, and sex role representation in texts and classroom materials. The author concluded that sex role stereotyping is reinforced by the teachers' responses to female and male behavioral patterns, through the presentation of traditional occupational

and leadership roles in written and pictorial classroom material, and through sex differentiated classroom activity.

A survey of 60 secondary school teachers was conducted to determine teachers' perceptions of sex role differences. Ricks and Pyle (1973) found that teachers' perceptions and attitudes toward sex roles were highly traditional and slow to change.

Simpson (1978) stated that teachers as well as parents must examine their own attitudes and behaviors to avoid imposing stereotypes on children. Also, adults can vigorously intervene in the formation and continuation of children's attitudes about male and female roles. Guttentag (1975) and Simpson (1978) concluded that nonstereotyped educational materials alone cannot alter children's attitudes. Although such materials are useful and important in a non-sexist curriculum, the teacher makes the difference.

Intervention

To date a limited number of intervention studies have been reported in the literature (Bumpus, 1977; Flerx et al., 1976; Guttentag, 1975; Koblinsky et al., 1978; McArthur & Eisen, 1976; Pengree, 1978; Thiem, 1977). These studies include children from age 3 to age 17, and reflect diverse approaches and time frames. The results vary by sex, by age,

by measures, and in relationship to specific components of the intervention.

Guttentag (1975) piloted a six-week non-sexist curriculum with over 1,000 children aged 5, 10, and 17 years old. She found that only enthusiastic teachers using the non-sexist materials were able to change the attitudes of the children. The non-sexist materials alone were not enough to change traditional ideas and behaviors.

McArthur and Eisen (1976) initiated a study on the effect of storybooks on nursery school children. The subjects were asked to model their behavior after the same-sex characters in the story immediately after hearing the story. This model of achievement behavior was strongest among boys. Achievement in girls increased both with a female and to a less extent, with a male model. They found that both boys and girls preferred that central characters were the same sex as themselves.

Koblinsky et al. (1978) conducted a study dealing with sex role stereotypes and children's memory. In experiment II, the sample consisted of 24 white fifth grade students of each sex who read four experimental stories. The subjects were administered a choice-recognition test. The results indicated that children exhibit selective memory for stereotypic sex role content in their reading material. Both sexes recalled more of the masculine sex-typed traits and behaviors

of male characters and more of the feminine sex-typed traits and behaviors of female characters.

Flerx et al. (1976) attempted to determine the effect of characters in books and films on the modification of children's sex role stereotypes. The study consisted of 122 children from three to five years of age. One experimental group heard traditional and nontraditional books and the other group viewed both traditional and nontraditional films. After the children heard of the symbolic models in a book or film, the children were asked to tell which doll or dolls from a family group could perform a specified task. The findings indicated that boys were more traditional in their beliefs than girls. Girls were more affected by nontraditional media than boys. Egalitarian literature was more effective at age five than age four and for females than for males.

In Pengree's study (1978), the hypotheses were that both non-sexist commercials and perceptions of reality would affect children's attitudes about women. The study consisted of 227 children from the third and eighth grades. The children were shown either traditional or nontraditional commercials. The major findings were: (a) Children who saw nontraditional women had fewer stereotyped attitudes than children who saw traditional women. (b) Girls had fewer traditional attitudes than did boys. (c) Eighth grade boys

were more traditional about women after seeing nontraditional women.

Bumpus (1977) conducted a study to modify sex role perceptions in 148 junior high students as measured by the Role Perception measure adapted from Sex Stereotype Measure II and the Sex Attitude Measure (Williams et al., 1976). These instruments parallel the instruments used in this study in the construct of polarities of non-sexism to sexism rather than the traditional male to female. The instruments in the Bumpus study were developed from the Williams' instruments but explore the construct of non-sexism and sexism. The Sex Role Perception measure explores this same construct and was also adapted from the Sex Stereotype Measure II (Williams et al., 1976). The SRP has added additional stories on career choice because of the frequency of adult career options in early childhood education experiences. It is particularly adapted for young children with a non-verbal response mode.

The Bumpus instrument represents the adult measure of the same construct explored in the SRP with young children with non-verbal response. Both measures evolved from items originally used by Williams to explore the male and female polarities.

After exposure to non-sexist materials, Identity: Female, Bumpus concluded: (a) a significant difference in the sex role perception of male and females, (b) males

expressed more open perceptions of the characteristics applicable to only females and only males, (c) females revealed more contemporary role perceptions by indicating more characteristics were applicable to both males and females, (d) the experience of a contemporary role perception curriculum revealed that perceptions toward characteristics applicable only to females were significantly changed, and (e) perceptions dealing with characteristics applicable to both male and female were not significantly changed as a result of exposure to a role perception curriculum.

The SRP was developed for an earlier study of an intervention program designed to expose experimental condition groups to non-sexist literature (Thiem, 1977). In this four-week study, the relationship of non-sexist children's literature to the sex role perceptions of 29 four-year olds were examined. A trend was found in the final analysis. The groups exposed to non-sexist stories selected more non-sexist choices on the Sex Role Perception (SRP) measure (Thiem, 1977).

Those intervention studies reported in the literature have been completed in the last five years. They support differential effects of intervention by sex and by age of the subject, and also, through one study, the importance of teacher enthusiasm. All studies except Thiem (1980) involved white subjects (Table 1).

Table 1

Summary of Intervention Research

Author/Sample	Measure	Problem	Results
Bumpus (1977) 148 subjects 12-14 years	Role Percep- tion measure	modification of sex role perceptions of junior high students utilizing <u>Identity: Female</u> for 3 weeks	a significant difference in sex role perception of male & females; males expressed more open perceptions; females re- vealed more contemporary role perceptions; curriculum re- vealed that perceptions to- ward characteristics applica- ble only to females were significantly changed; & per- ceptions dealing with charac- teristics applicable to both male & female were not signif- icantly changed
Flerx et al. (1976) 122 subjects 3-5 years	Doll-choice technique	effect of characters in books and films on the modification of children's sex role stereotypes	boys were more traditional in their beliefs than girls; girls were more affected by nontraditional media than boys; egalitarian literature was more effective at age 5 than age 4; & more effective for females than males

Table 1--Continued

Summary of Intervention Research

Author/Sample	Measure	Problem	Results
Guttentag & Bray (1976) 1,000 subjects 5, 10, & 17 years	Picture Test, Opposite-Sex Story Test, Typical Day Measure, Semantic Differential Measure, Sex Role Preference Questionnaire	effectiveness of a six-week non-sexist curriculum on children's attitudes	only when teachers combined enthusiasm with the non-sexist materials were they able to change the attitudes of the children
Koblinsky et al. (1978) 78 subjects 5th graders	Two 50-item lists, Choice Recognition Test	relationship between children's stories, sex role stereotypes, and children's memory	children exhibited selective memory for stereotypic sex role content in their reading material; both sexes recalled more masculine sex-typed traits and behaviors of male characters; & more of the feminine sex-typed traits and behaviors of female characters
McArthur & Eisen (1976) 68 subjects 4-5 years	Achievement-oriented behavior assesment, story recall	effects of storybooks and modeling on nursery school children	girls and boys preferred central characters that were the same sex

Table 1--Continued

Summary of Intervention Research

Author/Sample	Measure	Problem	Results
Pengree (1978) 227 subjects 3rd & 8th graders	Perceptions of Reality & Tradition- ality of At- titudes to- ward Women	non-sexist commer- cials & perceptions of reality effects on children's atti- tudes about women	children who saw non-tradi- tional women had fewer stereo- typed attitudes; girls had fewer traditional attitudes; 8th grade boys were more tradi- tional about women
Thiem (1977) 29 subjects 4-5 years	Sex Role Perception Measure	effects of non- sexist children's literature on sex role perceptions; 4 week period; white, middle-class chil- dren	groups hearing sexist stories scored higher in sexism; groups hearing non-sexist stories scored lower in sexism
Thiem (1980) 79 subjects 4-5 years	Sex Role Perception Measure & Adult Sex Role Per- ception Measure	effects of non- sexist children's literature and tea- cher training on sex role perceptions of Title I black and Mexican-American children; 4 week period	no significant differences in posttest scores by experimental condition, by ethnicity, by sex, or by age of the child; signifi- cant differences in posttest scores after teacher training and between posttest scores of experimental and control teachers

The Guttentag (1975) study evidenced the importance of teacher enthusiasm, but did not explore teacher training. In 1977, The Women's Action Alliance completed the development of a teacher training program. A pre-publication of this manual, Maximizing Young Children's Potential: A Non-Sexist Manual for Early Childhood Trainers (Project T.R.E.E., 1979), was furnished for use in this study. In the development of these training materials, 145 participants in rural and urban New York and New Jersey were involved, and significant changes in awareness of sex stereotyping were reported (Mulvey, 1979).

Summary

Analyses reveal that the content of books for young children is stereotyped or sexist (Chevat, 1975; Committee on Women in Words and Images, 1972; Czaplinski, 1972; Davis, 1979; Feminists on Children's Literature, 1971; Froschl, 1974; Graebner, 1972; Hillman, 1974; Mitchell, 1973; Nilsen, 1977; Publiese & Chipley, 1977; Saario, Jacklin, & Tittle, 1973; Schnell & Sweeney, 1974; Seven, 1972; Stewig & Higgs, 1973; Taylor, 1973; Vukelich, McCarty, & Nanis, 1976; Weitzman & Rizzo, 1975). A variety of research studies (Biber, Miller, & Dyer, 1972; Brophy & Good, 1974; Fagot & Patterson, 1969; Guttentag, 1975; Levitin & Chananie, 1972; Mulawka, 1972; Ricks & Pyle, 1973; Simpson, 1978) have demonstrated teacher expectations can have an important

impact on classroom interactions between teachers and students.

A limited number of studies have dealt with intervention programs and results to date are inconclusive. However, the need for such studies has been emphasized, and materials are available for preparation of teachers. This review of the literature led to the development of a quasi-experimental design to investigate an intervention program with minority prekindergarten children.

CHAPTER III

METHODOLOGY

This quasi-experimental design evaluated the effectiveness of non-sexist stories and teacher training in modifying sex role perceptions of young children. For purposes of this study, three experimental conditions were established.

Experimental Conditions

Experimental Condition I was the usual district program and served as a control group. One class from School B and one class from School M were assigned to this condition.

Experimental Condition II was non-sexist stories and could only be used in School B. Two classes were assigned to this condition in School B. School M had only two classes available for use in the study and could not be assigned this condition.

Experimental Condition III was non-sexist stories with trained teachers. Two classes from School B and one class from School M were assigned to this condition.

Rather than selecting schools to be assigned to various conditions, assignments were made within schools to alternative conditions. This type assignment diminishes the between-school variance. Each classroom was assigned to a

control condition or an alternative experimental condition. Assignment was achieved by drawing simultaneously out of two boxes, both a room number and an experimental condition.

The design is a nonequivalent group design and is charted below (Campbell & Stanley, 1963).

All Black Subjects	0	x^1	0
	0	x^2	0
	0	x^3	0
All Mexican-American Subjects	0	x^1	0
	0	x^3	0
All Subjects in Condition I & II	0	x^1	0
	0	x^3	0

A quasi-experimental design is a reasonable compromise when true experimental design cannot be implemented. Research with human beings or in school settings sometimes precludes full control over the schedule of experimental stimuli including randomization of subjects. In such cases, the researcher must recognize those specific variables the design cannot control. However, according to Winer (1971), for most practical purposes these groups can be considered as random samples from a common population. The groups cannot be originally selected on the basis of variables that are considered directly relevant to the study.

Sample

The subject pool from which the sample was identified included seven Title I prekindergarten classrooms with 140 children and fifteen teachers. Criteria for student subjects to be included in the study were: (a) parent permission, (b) black or Mexican-American, and (c) not absent more than five days during the experimental four-week period. Of the 140 student subjects, only 79 met the above criteria. Each classroom was randomly assigned to the control or an alternative experimental condition. Randomization was achieved by drawing simultaneously out of two boxes a room number and an experimental condition. The two classrooms in School M had one control condition and one non-sexist stories with trained teachers in the experimental condition. Since Experimental Condition II was not assigned to School M, randomization was limited to the control or the non-sexist stories with trained teachers. School B had one control condition, two non-sexist stories only, and two non-sexist stories with trained teachers. Of the 79 subjects, 41 were male and 38 were female; 22 were Mexican-American; and 57 were black. The classes, their assignment, and the ethnic make-up of participants are summarized in Table 2. Eight Mexican-American male subjects and 14 female subjects participated in the study. The black subjects included 33 males and 24 females. The age of the

Table 2
Assignment of Subjects and Teachers
To Experimental Conditions

Condi- tion	Subjects				Teachers		
	Male	Female	Black	M-A	Black	M-A	A
I	7	5	12	0	1	0	1
	1	7	0	8	0	1	2
II	8	4	12	0	1	0	1
	4	6	10	0	1	0	1
III	8	4	12	0	2	0	0
	6	5	11	0	2	0	0
	7	7	0	14	1	1	0

Condition I - Control

Condition II - Non-sexist stories only

Condition III - Non-sexist stories with trained teachers

MA - Mexican-American

A - Anglo

subjects ranged from 50 to 73 months with a mean of 58.6 and a standard deviation of 8.4 (See Table 3).

All children were enrolled in Title I prekindergarten classes from two schools in a north Texas school district. Title I schools under the Elementary and Secondary Education Act provide aid to educationally deprived children living

Table 3
Ethnicity, Sex, and Age of
Subjects in Months

	Male		Female		Totals	
	Months	SD	Months	SD	Months	SD
Black	59.36	8.46	58.50	9.11	59.00	8.67
Mexican-American	55.5	3.88	57.14	8.28	56.55	6.93
Totals	58.58	7.86	58.54	9.11	58.6	8.4

in areas serving families with large numbers of children from low-income families (Congressional Quarterly Almanac, 1965.)

Instrumentation

The measure used for the subjects of this study was the Sex Role Perception Measure (Thiem, 1977). The teacher training was evaluated utilizing the Adult SRP (Thiem, 1980). Both these identical instruments were developed utilizing items from the William's Sex Stereotype Measure II (1976) to examine the degree of rigidity or flexibility in role perceptions (Appendices B and D).

In the SRP for children the response mode of the Williams' measure was modified to permit a child to identify any characteristic or career with either sex or with both sexes, thus reflecting the degree of non-sexism. The child

SRP also included a career cluster developed for a study of four year olds in two church schools (Thiem, 1977). The SRP has 40 short stories with bi-polar stories, a balance of warm/expressive and competence elements; familiar experiences of four and five year olds; nonverbal responses; stories written to elicit stereotyped perceptions from either sex (Williams et al., 1976) and occupational choices. To avoid a forced response, the instrument included three paired silhouette choices (Male/Male, Female/Female, and Female/Male). The pairs were presented in alternative orders which were randomly determined for each child. The subject had the option of identifying any characteristic or occupation with either sex or both sexes.

The Adult SRP measure parallels in content and construct the SRP for children (Thiem, 1977). In addition to the items from the Williams instrument, and the new focus on flexibility of sex role perception, it also includes career clusters. Items are balanced so that positive and negative items of role expectations for both sexes are included and so that career options include a range of class levels. The content validity is approached by the balance and the empirical base of the items; the construct validity is inherent in the response alternatives of male, female, or both.

The reliability of both testing instruments was determined by using the test-retest method. The SRP measure was

administered to ten preschool children enrolled at the Texas Woman's University Child Care Center. The reliability testing was completed in a two week interval. A Pearson's Product-Moment correlation was used in the determination of the Split-Half Reliability coefficient. The first 20 questions were correlated with the last 20 questions yielding $\underline{r} = .69$. Spearman-Brown's formula was used to calculate the whole test reliability. This formula corrected the fact of correlation of the first half of the test with the second half of the test. The equation yielded $\underline{r}_2 = .82$ (Adler & Roessler, 1964).

A similar reliability of the Adult SRP instrument was determined by the test-retest method. Fourteen undergraduate students enrolled in a Child Development class at a small west Texas university were administered the Adult SRP. The reliability testing was completed in a ten day period. The test-retest correlation yielded a Pearson's Product-Moment correlation of $\underline{r} = .83$ (Sax, 1968).

Procedures

Procedures for this study included human subjects committee approval, story selection, training of test administrators, training of teachers, administration of tests, and data analyses.

Approval from the Human Research Review Committee of Texas Woman's University was obtained prior to the research. Permission was secured from a north Texas school district (Appendix F), principals (Appendix G), teachers and aides (Appendix H), and subjects' parents (Appendix I). A Parent's Informed Consent was written in Spanish (Appendix J) for the Spanish speaking parents.

Story Selection

A group of 30 picture books were chosen from these non-sexist sources: Little Miss Muffet Fights Back (Feminist on Children's Media, 1974), The Liberty Cap: A Catalogue of Non-Sexist Materials for Children (Davis, 1977), Books with Options (Bertrand et al., 1976), and Non-Sexist Education for Young Children: A Practical Guide (Sprung, 1975). Various occupations, roles, emotions, and behaviors were considered in the selection of the non-sexist stories.

The 30 selected picture books were screened by a trained evaluator utilizing the Checklist for Evaluating Sexism in Children's Books (Appendix A). The evaluator who had graduate experience in Child Development selected 20 stories ranking highest in non-sexism and not repeating occupations on the measuring instruments (Appendix B).

Pilot Training

A pilot of the teacher training was conducted by the researcher at Texas Woman's University Child Care Center with

the director and five child caregivers. This pilot training consisted of one hour per day for three consecutive days and was based on Maximizing Young Children's Potential: A Non-Sexist Manual for Early Childhood Trainers (Project T.R.E.E., 1979). Essentially, this was a practice session and no changes were made in the format of the training sessions.

Teacher Training

The measurement and analysis of changes in teachers' attitudes was implemented in order to interpret the effects of Experimental Condition III. The teachers participating for this condition were pretested and posttested and compared with untrained teachers. All teachers agreed to be in the study and could withdraw at any time. The Adult SRP was administered as a pretest to the teachers in the non-sexist stories with trained teachers Experimental Condition III. The teachers recorded their responses on the Adult SRP Measure Record and Scoring Sheet (Appendix E). The training was implemented by the researcher at each school. The training consisted of a minimum of three hours and was conducted during the teachers' planning period at the end of the day so no disruption of the normal school day occurred (Appendix K). The Adult SRP Measure was administered as a posttest after completion of the study to all the teachers in the study. In order to avoid skewing posttest scores by test sensitization, those teachers not receiving training

were not pretested. Training was made available to the teachers in the other experimental conditions after completion of the study. The researcher also made available to the school district additional non-sexist awareness training for any prekindergarten or early childhood teacher or aide.

Testing of Children

University students majoring in Child Development were trained as the test administrators for the Sex Role Perception measure (Thiem, 1977). Test administrator training plans are found in Appendix L. The test administrators included two male and five female students. Each test administrator was given a packet with the 40 silhouette responses, color coded scoring sheets, a copy of the instrument, a list of the student subjects' names, and happy face stickers. Several practice sessions were conducted during the training period.

The test protocols included:

1. The test administrator prearranged the 40 silhouettes to be used as stimulus pictures. The pictures were shuffled for each child so that no two children viewed the stimulus pictures in the same order.

2. Each child was individually tested in a quiet room or separate area.

3. The test administrator asked before testing, "What do you want to be when you grow up?" (Beuf, 1974; Schlossberg & Goodman, 1972; Papalia & Tennent, 1975).

4. Before testing, the test administrator also read the introductory comments about the pictures and stories (Appendix L).

5. The SRP stories were always presented in the same order.

6. The test administrator showed the child the first set of silhouette pictures and read the first SRP story. After the child made his/her nonverbal choice, the administrator recorded the response on the scoring sheet, turned to the next silhouette picture, and continued until all 40 short stories were read in approximately 20 minutes.

7. After completion, the administrator gave each child a happy face sticker for a reward.

8. The concluding instructions were then read to the child.

9. The test administrator then returned the child to his or her classroom.

10. The next child was selected by the teacher and the process was repeated.

The SRP Record and Scoring Sheet (Appendix C) had three headings: MM for Male/Male, FF for Female/Female, and FM for Female/Male choice. When the testing ended, the scoring

sheet had 40 circled stereotyped or nonstereotyped choices circled. The totals of stereotyped or nonstereotyped answers were recorded at the bottom of the scoring sheet. The occupation of what the child wanted to be was also recorded. All pretests and posttests were color coded for each of the seven classrooms.

After completion of the four-week experimental condition period, all 79 subjects in the control and experimental conditions were administered the SRP measure as the posttest by trained testers. All five female and two male testers were students in Child Development. The same procedures were followed as in the pretesting administration (Appendix L).

Storytelling

The twenty non-sexist stories selected by the evaluator were furnished to each classroom by the researcher (Appendix M). Each story was read twice over a period of four weeks. The stories were incorporated into the morning and afternoon story hours within the normal classroom day. Two different stories were read each day in the experimental condition groups: non-sexist stories and non-sexist stories with trained teachers.

The teachers were the storytellers for the non-sexist stories. A schedule for each classroom was devised and given to each classroom with their selection of non-sexist books.

Each teacher kept a record of books read and general comments (Appendix N).

Data Analyses

In this study four research hypotheses were examined utilizing a variety of statistics and an alpha level of .05. The evaluation of the effectiveness of three experimental conditions utilized in School B was based on the analysis of the posttest mean scores by a two-way analysis of covariance. The evaluation of the effectiveness of two experimental conditions utilized in School M was based on the analysis of the posttest mean scores of a two-way analysis of covariance. The evaluation of the effectiveness of two experimental conditions experienced by both black and Mexican-American children was based on the analysis of the posttest mean scores on a two-way analysis of covariance. Ethnicity, sex, of the subject, age of the subject, and the experimental condition I and III posttest mean scores were assessed by a $2 \times 2 \times 2 \times 2$ factorial analysis of covariance. The evaluation of the effectiveness of teacher training to establish this variable in Experimental Condition III was analyzed using the Wilcoxon Matched-pairs Signed-ranked nonparametric test and the Mann-Whitney U test.

Summary

Seven Title I classrooms of 79 black and Mexican-American prekindergarten children were assigned to experimental conditions in this quasi-experimental study. The Sex Role Perception measure was administered as a pretest and posttest. Two classrooms experienced the control condition, two classrooms experienced non-sexist stories, and three classrooms were exposed to non-sexist stories with trained teachers for a total of four weeks. The teachers were trained utilizing Maximizing Young Children's Potential: A Non-Sexist Manual for Early Childhood Trainers (Project T.R.E.E., 1979). The trained teachers were pretested utilizing the Adult SRP prior to training. All teachers were posttested.

The data were analyzed with three statistics. A two-way analysis of covariance, Wilcoxon Matched-pairs Signed-ranks test, and a Mann-Whitney U test were employed as the statistical tools. Chapter IV reports the results of the analyses.

CHAPTER IV

RESULTS

This chapter is divided into three major sections. The first section provides a descriptive analysis of subjects' scores by groups to the Sex Role Perception (SRP) measure. The second section reports the statistical analysis relating to each of the four hypotheses. The last section reports the results of the teachers' responses to the non-sexist training as measured by the Wilcoxon Matched-pairs Signed-ranks test and a Mann-Whitney U test.

Description of Subjects' Scores

The 79 subjects' non-sexist scores could range from 0 to 40 on the SRP measure. The non-sexist pretest scores in this study ranged from 12 to 33 with a mean score of 23.38. The mean pretest score for 57 black children was 22.56 and the mean for Mexican-American children was 25.45. Black males' mean score was 22.27, and black females' mean equaled 22.96. Mexican-American male children scored a mean of 24.50, and Mexican-American females scored a mean of 26.00. Overall, the males evidenced a mean score of 22.71, and the females a mean score of 24.08.

The non-sexist posttest scores ranged from 11 to 36 with a mean score of 23.73. The mean non-sexist posttest score for 57 black children was 23.15 with black males' mean score of 23.15 and black females' mean score of 23.16. The mean for 22 Mexican-American children was 25.23 with males evidencing a mean score of 25.88 and females 24.86. The males in this study evidenced a mean non-sexist posttest score of 23.68 and the females a mean score of 23.79. These variations are reflected in Table 4.

Table 4
Non-Sexist Mean Scores

Subjects	No.	Pretest Scores	Posttest Scores
Black	57	22.56	23.15
Males	33	22.27	23.15
Females	24	22.96	23.16
Mexican-American	22	25.45	25.23
Males	8	24.50	25.88
Females	14	26.00	24.86
Total Males	41	22.70	23.68
Total Females	38	24.08	23.79
Total Sample	79	23.38	23.73

The student subjects were asked, "What do you want to be when you grow up?" both on the pretest and the posttest SRP measure. The subjects' responses in these categories were coded as sexist or non-sexist. Of the 79 pre-treatment responses, 57 were sexist (74.6%), 16 were non-sexist (20.2%), and 6 gave no response. The posttreatment responses were as follows: Sexist = 59 (74.7%), Non-Sexist = 15 (18.9%), and No Response = 5 (1.8%). This indicated that two student subjects changed their career choice to a sexist choice.

Hypotheses and Findings

Hypothesis I: There is no significant difference in non-sexist posttest scores for black male and black female children experiencing experimental conditions of control, non-sexist stories only, or non-sexist stories with trained teachers.

A two-way analysis of covariance was utilized to test Hypothesis I concerning differences between sex and experimental condition for black subjects. Analysis of covariance is a statistical method of controlling extraneous variables or adjusting variables to remove the effects of initial differences on final scores.

In testing for interaction, an F value = .912 was obtained having a probability of .406. This value is not significant at .05. Thus no significant interaction existed

between experimental condition and sex of the black subjects. The main effects were not confounded.

One main effect was experimental condition. An F value of 2.781 was obtained for this effect. This F value yields a probability of .069. Thus, there were no significant differences among experimental conditions in black subjects at $\alpha = .05$.

The other main effect was sex of the subject. An F value of .125 was obtained between male and female black subjects. This F value yields a probability of .725. Thus, there was no significant difference between sexes in the experimental conditions experienced by black children at $\alpha = .05$. Thus, Null Hypothesis I is not rejected. There were no significant differences in posttest scores for black children experiencing one of the three experimental conditions.

Hypothesis II: There is no significant difference in non-sexist posttest scores of Mexican-American males and females experiencing non-sexist stories with trained teachers or experiencing the control condition.

A similar analysis of covariance was computed for the Mexican-American student subjects. The two main effects were again type of experimental condition and sex of the subject.

Interactions between experimental condition type and sex of the subjects were explored. An F value of .252 was

yielded. This F has a probability of .622. This is not significant at $\alpha = .05$. Thus, there was no significant interaction, the main effects were not confounded, and the analysis proceeded to the main effects.

In testing for differences in types of experimental conditions for Mexican-Americans, an $F = .622$ was found with a probability of .441. In testing for differences by sex of the subject, $F = .091$ was found with a probability = .766. Neither F values were significant at $\alpha = .05$. Thus, there were no significant differences among types of experimental condition (control or non-sexist stories with trained teachers) for Mexican-Americans or sex of the student subject. Therefore, Null Hypothesis II is not rejected.

Hypothesis III: There is no significant difference in non-sexist posttest scores of black and Mexican-American children experiencing non-sexist stories with trained teachers and those experiencing the control condition.

A two-way analysis of covariance was used to analyze the effects of the experimental conditions and the effects of ethnicity on posttest non-sexist scores. One independent variable was treatment or experimental condition type with two classifications: (1) control and (2) non-sexist stories with trained teachers. The other independent variable was ethnicity with two classifications: (1) black and (2) Mexican-American.

Interaction between the two main effects (experimental condition and ethnicity) was tested. An $F = .464$ was found. This F value has a probability = .499. Since .499 is greater than $\alpha = .05$, there is no significant interaction between experimental type and ethnicity. Thus, these main effects were not confounded.

Neither of the main effects yielded significant F values at the .05 level of significance. Type of experimental condition produced an F of 1.224 which has a probability of occurring equal to .274. An F value = .623 was obtained for the main effect of ethnicity. This value yielded a probability of .540. Since no significant F values were obtained, no multiple comparisons were initiated. Thus Null Hypothesis III was not rejected.

Hypothesis IV: There is no significant difference in non-sexist posttest scores of black and Mexican-American children by sex, by age, by the treatment of non-sexist stories with trained teachers or the control condition.

A 2 X 2 X 2 X 2 factorial analysis of covariance with the pretest as the covariate was used to analyze ethnicity, sex, age, and Experimental Condition I and III. The non-sexist pretest score was the covariate. Ethnicity, sex, age, and the two experimental conditions were the independent variables. The dependent variable was the non-sexist posttest scores.

Interaction between the four main effects was tested. An $F = 1.078$ was found. This F value has a probability = .387. Since .387 is greater than $\alpha = .05$, there was no significant interaction between ethnicity, sex, age, and Experimental Condition I and III. Thus, these main effects were not confounded.

Neither of the main effects yielded significant F values at the .05 level of significance. Ethnicity produced an F of .008. This value has a probability of occurring equal to .931. An F value of .188 for sex was computed. A probability of .667 was found for F . The F value for age was equal to 2.019. This value has a probability of occurring equal to .146.

Experimental Condition type (I and III) yielded an $F = 1.381$ with a probability equal to .247. In the two-way and three-way interactions, no significant F was obtained. Null Hypothesis IV was not rejected.

All four hypotheses were not rejected in this study. Possibly the developmental age of the child, lack of parental training, and short length of exposure to the experimental conditions attributed to these findings.

Teacher Training

The Wilcoxon Matched-pairs Signed-ranks test was used to determine if pretest scores differed significantly from

posttest scores for trained teachers on the Adult SRP measure. A Wilcoxon Matched-pairs Signed-ranks test compares two samples in which each score in one sample is paired with a particular score in the other sample (Achenbach, 1978). A T value = 0 was obtained for six pairs of scores. This value indicates a significant difference between trained teachers' pretest and posttest non-sexist scores. Table 5 contains the statistical data.

Table 5
Trained Teachers' Pretest and
Posttest Non-Sexist Scores

Pretest	Posttest	\underline{d}	Rank of \underline{d}
15	33	-18	-6
14	30	-16	-5
15	27	-12	-4
20	28	- 8	-3
33	36	- 3	-2
39	40	- 1	-1

$n = 6$

Rank with less frequent sign = 0

$T = 0$

Significance at $\alpha = .05$

A Mann-Whitney U Test determines the change probability that two independent samples of scores are drawn from the

same population (Achenbach, 1978). This test was used to examine the difference between posttest non-sexist Adult SRP measure scores for trained teachers and those teachers who were not trained. The data obtained for this nonparametric analysis are reported in Table 6. A U value of 8 was calculated utilizing the trained teacher sample as the reference group ($N = 6$). This U value is significant at the .05 level of significance. This finding indicates that the trained teachers' posttest non-sexist Adult SRP scores were significantly different than the posttest non-sexist Adult SRP scores for the nontrained teachers.

Table 6
Adult SRP Posttest Non-Sexist Scores

Trained Teachers	Rank	Nontrained Teachers	Rank
33	10	25	3
30	8	13	1
27	6	26	4.5
28	7	22	2
36	12	40	14.5
40	14.5	38	13
		26	4.5
		35	11
		31	9

$$n_1 = 6, n_2 = 9, U_T = 8$$

Significant at .05 level

Summary

This study of 79 minority prekindergarten children in two Title I schools indicated no significant difference in posttest scores of black subjects experiencing the three experimental conditions. Mexican-American males and females exhibited no significant difference in exposure to the control or non-sexist stories with trained teachers condition. No significant difference in non-sexist scores of black and Mexican-American children experiencing the control or non-sexist stories with trained teachers condition was found. Sex, age, and ethnicity of the subject and the alternative experimental conditions were not significant predictors of a subject's non-sexist posttest scores.

A significant difference between trained teachers' pretest and posttest non-sexist scores was indicated. Also, the six trained teachers scored significantly different on the posttest non-sexist score than did the nine untrained teachers.

The focus of the study was the measurement of the effectiveness of a four-week intervention program with two experimental conditions in contrast to the usual program. The findings did not support four weeks as an adequate exposure but did support the teacher training as effective in modifying teacher attitudes. Little time was available for major curriculum revision as a result of teacher training,

and experimental exposure was limited to morning and afternoon story times.

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Summary

This study investigated changes in sex role perceptions of 79 black and Mexican-American prekindergarten children as a result of experiences with non-sexist literature and trained teachers. Five Title I classrooms of black children were randomly assigned to three treatments: control condition, non-sexist stories only, and the non-sexist stories with trained teachers. The two Title I classrooms of Mexican-American children were randomly assigned only to the control or the experimental condition of non-sexist stories with trained teachers. The treatments encompassed morning and afternoon storytimes over a four-week period. The Sex Role Perception (SRP) measure (Thiem, 1977) was utilized to examine the degree of rigidity or flexibility in role perceptions. The Adult SRP (Thiem, 1980) was administered to teachers to measure the effectiveness of teacher training and possible differences between experimental and control teachers.

The six teachers involved in the experimental treatment of non-sexist stories with trained teachers were trained utilizing Maximizing Young Children's Potential: A Non-Sexist

Manual for Early Childhood Trainers (Project T.R.E.E., 1979).

The training immediately preceded the classroom experience and precluded major changes in the total curriculum offered. The Wilcoxon Matched-pairs Signed-ranks test indicated a significant difference between trained teachers' non-sexist pretest and posttest scores on the Adult SRP. A Mann-Whitney U test determined that the trained teachers posttest scores on the Adult SRP were significantly higher than the non-trained teachers.

The 20 non-sexist books were selected from various non-sexist bibliographies. A Checklist for Evaluating Sexism in Children's Books (Appendix A) was utilized to select books ranking highest in non-sexism and not repeating occupations on the measuring instrument.

Four null hypotheses were developed to assess the effects of treatment conditions blocked on sex, ethnicity, age, and to explore relationships between the variables. Analyses of covariance were utilized with the non-sexist pretest score serving as the covariate and the non-sexist posttest score as the criterion.

The first hypothesis compared three treatments experienced by 57 black males and females. The analysis of covariance established no significant difference between the non-sexist posttest scores utilizing the non-sexist pretest scores as the covariate. The second hypothesis compared two

treatments experienced by 22 Mexican-American males and females. The analysis of covariance established no significant difference between the non-sexist posttest scores at the .05 level. The third hypothesis compared both black and Mexican-American males and females experiencing the control condition or the non-sexist stories with trained teachers condition. The analysis of covariance established no significant difference between the non-sexist posttest scores of black and Mexican-American subjects. The fourth hypothesis assessed the subjects' posttest scores by ethnicity, by sex, by age, or by the treatments of the control or the non-sexist stories with trained teachers condition. The analysis of covariance revealed no significant differences.

Implications

None of the four null hypotheses could be rejected in this study. These findings have a variety of implications. It is possible that a more extended period might produce measurable changes, as was found in Guttentag's (1976) study of 115 five-year-olds. Alternatively, it is possible that the cognitive developmental view of sex role concepts is substantiated by the findings of this study. Neither study of young children by Thiem (1977, 1980) established changes at significant levels on the SRP instrument and might be considered to support this viewpoint. However, Guttentag's

(1976) study funded by the Ford Foundation did not support the cognitive developmental view of sex role concepts.

The Guttentag (1976) study documented that such global factors as socioeconomic and ethnic background, maternal employment, and school system characteristics accounted for less of the differences in stereotyping than teachers' enthusiasm and dynamic interactions. However, few studies have been implemented, and these findings are not confirmed by other research.

The influence of parents was not explored in this study. The lack of significant change might have been related to the impact of role models in the family or sex role perceptions reflected by parents. If so, parent education would be a more fruitful approach to achievement of non-sexism than classroom intervention.

It is possible that modeling may have a greater influence on perceptions of children than curriculum. Studies evaluating the relationship of teacher and parent perceptions to the perceptions of children would provide a foundation for intervention studies focused on teacher or parent education.

Recommendations

Research can be designed to test alternative theories, effectiveness of modeling, or alternative curriculum intervention.

A study of sex role perceptions at various ages compared to cognitive abilities could confirm or refute sex role perceptions as an intrinsic part of the invariant cognitive sequence. Guttentag's (1976) study encompassed 5, 10, and 15 year olds and did not support this theoretical link. Such a study needs replication.

Modeling may be an important research focus. Classroom studies matching non-sexist teachers with sexist children and assessing changes over a school year would be of interest. Same sex and cross sex differences could be explored. Differences related to the sex of the teacher should also be examined.

The relationships of teacher perceptions to child perceptions could be contrasted to the relationships of parent perceptions to child perceptions. Research in parent education could focus on modifying parental models.

Finally, further curriculum intervention might be explored. This study attempted to assess the impact of trained teachers but was limited by several factors. In addition to the time factor, the only curriculum area affected was story-time and teachers had no time to make major changes in their classroom or their teaching style. A total curriculum for a full school year could be implemented.

Sex role perceptions remain a vital area for exploration by researchers. According to Sprung (1975), it is important

to foster and nurture the whole child and allow him or her to reach his or her fullest potential, unencumbered by rigid sex role stereotyping that is equally damaging to the growth and development of both male and female children. Achieving these goals will require non-sexist teachers, sensitive parents, non-sexist materials, enlightened mass media, and a supportive society. Child development researchers must provide a sound foundation for this important effort.

APPENDICES

APPENDIX A

CHECKLIST FOR EVALUATING SEXISM
IN CHILDREN'S BOOKS

The following checklist is designed to help you examine the images of males and females that are presented in children's books. The few questions listed below focus on the most frequently occurring sexist messages. The checklist is meant to be used in examining an individual book. Rank the books 1 to 30.

1. Who is (are) the most important character(s) in the story? M F

Male(s) (write names) _____

Female(s) (write names) _____

What human quality does he/she (do they) portray?

2. Are the male characters people you want children to model? Y N Why? (Why not?)

Are the female characters people you want children to model? Y N Why? (Why not?)

3. Are men and women pictured about the same number of times? Y N

How many men are shown? _____ How many women are shown? _____

Are girls and boys pictured about the same number of times? Y N

How many girls are shown? _____ How many boys are shown? _____

4. How many pictures are there of active girls (girls who are running, building, doing something)? _____

How many pictures are there of quiet girls (girls who are watching, sitting, waiting)? _____

How many pictures are there of active boys (boys who are running, building, doing something)? _____

How many pictures are there of quiet boys (boys who are sitting, watching, waiting)? _____

5. Does the story show women or girls as stereotypically "feminine" (such as females who are incompetent, always caring for younger children or small animals, overly emotional, not fun to be with, mean, etc.)? Y N

(specify the stereotyped image) _____

Does the story show men or boys as stereotypically "masculine," (such as males who are overly competitive, overly aggressive, never tender, always clever, able to perform unrealistic acts, etc.)? Y N

(specify the stereotyped image) _____

6. What role(s) do the women play in the story? (Check all the answers that apply) Mother _____ Teacher _____
Community Worker (specify job) _____
Other (specify) _____

What role(s) do the men play in the story? (Check all the answers that apply) Father _____ Teacher _____
Community Worker (specify job) _____
Other (specify) _____

7. Are the illustrations attractive and appealing to young children? Y N

Is the story well written (on the children's level of understanding and able to hold their interest)? Y N

Is the story relevant to the children's cultural and/or geographic experience? Y N

Is this a good book for all children? Y N

8. Rank: _____

(From Project T.R.E.E. 1979)

APPENDIX B

SEX ROLE PERCEPTION MEASURE

1. Two of these people are emotional. They cry when something good happens as well as when everything goes wrong. Which are the emotional people?
2. Two of these people are always pushing other people around and getting into fights. Which people get into fights?
3. Two of these people are adventurous. They went on a safari to explore Africa. They saw lots of lions, elephants, and monkeys. Which people are adventurous?
4. When you give two of these people a present, they appreciate it very much. They always say "thank you." Which people say "thank you"?
5. Two of these people are weak people. They need help to lift heavy things. Which are the weak people?
6. Two of these people can get along by themselves. They don't need anyone to help them or to talk to them. Which people get along by themselves?
7. Two of these people are messy. They never pick up their things and are always leaving their clothes on the floor. Which are the messy people?

8. Two of these people talk a lot. Sometimes it seems like they talk all the time. Which people talk a lot?
9. Two of these people are always changing their minds. They might say "yes" now, and five minutes later say "no." Which people are always changing their minds?
10. Two of these people have always wanted to own a big store. They saved up all their money and were finally able to buy it. Which people own a big store?
11. Two of these people are jolly people. They like to laugh a lot and to tell funny stories that make other people laugh. Which are the jolly people?
12. Two of these people are gentle people. When they hold puppies, they are careful not to hurt them. Which are the gentle people?
13. Two of these people spend money on silly things. They often buy things they do not really need. Which people buy silly things?
14. Two of these people are cruel people. They sometimes hurt other people on purpose and make them unhappy. They throw rocks at dogs when they come into the yard. Which are the cruel people?
15. Two of these people are steady people. They don't get very excited about either good things or bad things. Which are the steady people?

16. Two of these people are always fussing at their children about the things they're supposed to do. They never stop fussing, even when you have finished what they say. Which people are always fussing?
17. Two of these people are shy people. They are quiet and and afraid to talk to others. Which are the shy people?
18. Two of these people boast all the time. They are always bragging about the things they have done. Which people are always bragging about the things they have done?
19. Two of these people have bad manners and they often say bad words. Which people say bad words?
20. Two of these people are whiny people. They are always complaining no matter what you do. Which are the complaining people?
21. Two of these people flirt. When they want to get attention from someone they wink and smile. Which people flirt a lot?
22. Two of these people are stern people. They frown when someone does something wrong and wants them to be punished. Which are the stern people?
23. Two of these people talk so loudly you can hear them all over the house. In fact, if they're talking in the living room, you can hear them across the street. Which people talk loudly?

24. Two of these people get excited easily. When something happens suddenly, they are often surprised. They even jump when they hear a door slam. Which people get excited easily?
25. Two of these people are very affectionate people. When they like someone they hug and kiss them a lot. Which people like to hug and kiss a lot?
26. Two of these people make most of the rules. When they tell you what to do, you have to do it. Which people make most of the rules?
27. Two of these people are very sure of themselves. They know they will do well in their job. Which people are sure of themselves?
28. Two of these people are soft-hearted. They feel sorry when they see a kitten get hurt. Which people are soft-hearted?
29. Two of these people depend on other people a lot. They like to have other people around who can help them decide what to do and to make the rules. Which people depend on someone else to make the rules?
30. When two of these people have a problem they sit down and think carefully before deciding what is the best thing to do. Which people solve their problems carefully?

31. Two of these people are strong people. They can lift heavy things by themselves. Which are the strong people?
32. Two of these people have such good manners it makes you sick. They always do everything just right. Which people do everything just right?
33. Two of these people are firefighters. They are always putting out fires and riding in firetrucks. Choose the picture that shows the firefighters.
34. Two of these people are nurses. A nurse is a person that takes your temperature, gives shots, and helps the doctor to make you feel better. Choose the picture that shows the nurses.
35. Two of these people are doctors. A doctor is a person that sees you in an office or hospital, finds out what hurts and makes you feel better. Choose the picture that shows the doctors.
36. Two of these people are teachers. A teacher is a person that helps children learn to read, write, and count while going to school. Choose the picture that shows the teachers.
37. Two of these people are mailcarriers. A mailcarrier is a person that delivers letters and packages to houses. Choose the picture that shows the mailcarriers.

38. Two of these people are secretaries. A secretary is a person that types letters, answers the phone, and takes messages. Choose the picture that shows the secretaries.
39. Two of these people are truckdrivers. A truckdriver is a person that drives a big truck and carries heavy loads on city streets and country roads. Choose the picture that shows the truckdrivers.
40. Two of these people are hairstylists. A hairstylist is a person that cuts, washes, and fixes hair. Choose the picture that shows the beauticians.

APPENDIX C

SEX ROLE PERCEPTION MEASURE

Record and Scoring Sheet

Code Name _____ Race: A, MA, or N Sex: M or F

School: _____ Date Tested: _____

Birthdate: _____ Examiner: _____

Circle MM for Male/Male, FF for Female/Female, or FM for Female/Male choice.

"WHAT DO YOU WANT TO BE WHEN YOU GROW UP?" _____

- | | |
|----------------------------|----------------------------|
| 1. <u>MM</u> FF <u>FM</u> | 14. <u>FF</u> <u>FM</u> MM |
| 2. <u>FF</u> <u>FM</u> MM | 15. <u>FM</u> MM <u>FF</u> |
| 3. <u>FM</u> MM <u>FF</u> | 16. <u>MM</u> <u>FM</u> FF |
| 4. <u>MM</u> <u>FM</u> FF | 17. FF <u>MM</u> <u>FM</u> |
| 5. FF <u>MM</u> <u>FM</u> | 18. <u>FM</u> <u>FF</u> MM |
| 6. <u>FM</u> <u>FF</u> MM | 19. MM <u>FF</u> <u>FM</u> |
| 7. MM <u>FF</u> <u>FM</u> | 20. FF <u>FM</u> <u>MM</u> |
| 8. FF <u>FM</u> <u>MM</u> | 21. <u>FM</u> <u>MM</u> FF |
| 9. <u>FM</u> <u>MM</u> FF | 22. MM <u>FM</u> <u>FF</u> |
| 10. MM <u>FM</u> <u>FF</u> | 23. <u>FF</u> MM <u>FM</u> |
| 11. <u>FF</u> MM <u>FM</u> | 24. <u>FM</u> FF <u>MM</u> |
| 12. <u>FM</u> FF <u>MM</u> | 25. <u>MM</u> FF <u>FM</u> |
| 13. <u>MM</u> FF <u>FM</u> | 26. <u>FF</u> <u>FM</u> MM |

27. FM MM FF
28. MM FM FF
29. FF MM FM
30. FM FF MM
31. MM FF FM
32. FF FM MM
33. FM MM FF

34. MM FM FF
35. FF MM FM
36. FM FF MM
37. MM FF FM
38. FF FM MM
39. FM MM FF
40. MM FM FF

Scoring: Count number of underlined pairs for the
Non-Stereotype score and all others for
the Stereotype score.

Stereotype: _____

Non-Stereotype: _____

APPENDIX D

ADULT SRP MEASURE

Read each statement. Circle on the Record and Scoring Sheet MM for Male/Male, FF for Female/Female, and FM for Female/Male.

1. Two of these people are emotional. They cry when something good happens as well as when everything goes wrong. Which are the emotional people?
2. Two of these people are always pushing other people around and getting into fights. Which people get into fights?
3. Two of these people are adventurous. They went on a safari to explore Africa. They saw lots of lions, elephants, and monkeys. Which people are adventurous?
4. When you give two of these people a present, they appreciate it very much. They always say "thank you." Which people say "thank you"?
5. Two of these people are weak people. They need help to lift heavy things. Which are the weak people?
6. Two of these people can get along by themselves. They don't need anyone to help them or to talk to them. Which people get along by themselves?

7. Two of these people are messy. They never pick up their things and are always leaving their clothes on the floor. Which are the messy people?
8. Two of these people talk a lot. Sometimes it seems like they talk all the time. Which people talk a lot?
9. Two of these people are always changing their minds. They might say "yes" now, and five minutes later say "no." Which people are always changing their minds?
10. Two of these people have always wanted to own a big store. They saved up all their money and were finally able to buy it. Which people own a big store?
11. Two of these people are jolly people. They like to laugh a lot and to tell funny stories that make other people laugh. Which are the jolly people?
12. Two of these people are gentle people. When they hold puppies, they are careful not to hurt them. Which are the gentle people?
13. Two of these people spend money on silly things. They often buy things they do not really need. Which people buy silly things?
14. Two of these people are cruel people. They sometimes hurt other people on purpose and make them unhappy. They throw rocks at dogs when they come into the yard. Which are the cruel people?

15. Two of these people are steady people. They don't get very excited about either good things or bad things.
Which are the steady people?
16. Two of these people are always fussing at their children about the things they're supposed to do. They never stop fussing, even when you have finished what they say.
Which people are always fussing?
17. Two of these people are shy people. They are quiet and afraid to talk to others. Which are the shy people?
18. Two of these people boast all the time. They are always bragging about the things they have done. Which people are always bragging about the things they have done?
19. Two of these people have bad manners and they often say bad words. Which people say bad words?
20. Two of these people are whiny people. They are always complaining no matter what you do. Which are the complaining people?
21. Two of these people flirt. When they want to get attention from someone they wink and smile. Which people flirt a lot.
22. Two of these people are stern people. They frown when someone does something wrong and wants them to be punished. Which are the stern people?

23. Two of these people talk so loudly, you can hear them all over the house. In fact, if they're talking in the living room, you can hear them across the street. Which people talk loudly?
24. Two of these people get excited easily. When something happens suddenly, they are often surprised. They even jump when they hear a door slam. Which people get excited easily?
25. Two of these people are very affectionate people. When they like someone they hug and kiss them a lot. Which people like to hug and kiss a lot?
26. Two of these people make most of the rules. When they tell you what to do, you have to do it. Which people make most of the rules?
27. Two of these people are very sure of themselves. They know they will do well in their job. Which people are sure of themselves?
28. Two of these people are soft-hearted. They feel sorry when they see a kitten get hurt. Which people are soft-hearted?
29. Two of these people depend on other people a lot. They like to have other people around who can help them decide what to do, and to make the rules. Which people depend on someone else to make the rules?

30. When two of these people have a problem they sit down and think carefully before deciding what is the best thing to do. Which people solve their problems carefully?
31. Two of these people are strong people. They can lift heavy things by themselves. Which are the strong people?
32. Two of these people have such good manners, it makes you sick. They always do everything just right. Which people do everything just right?
33. Two of these people are firefighters. They are always putting out fires and riding in fire trucks. Circle the answer that shows the firefighters.
34. Two of these people are nurses. A nurse is a person that takes your temperature, gives shots, and helps the doctor to make you feel better. Circle the answer that shows the nurses.
35. Two of these people are doctors. A doctor is a person that sees you in an office or hospital, finds out what hurts and makes you feel better. Circle the answer that shows the doctors.
36. Two of these people are teachers. A teacher is a person that helps children learn to read, write, and count while going to school. Circle the answer that shows the teacher.

37. Two of these people are mailcarriers. A mailcarrier is a person that delivers letters and packages to houses. Circle the answer that shows the mailcarriers.
38. Two of these people are secretaries. A secretary is a person that types letters, answers the phone, and takes messages. Circle the picture that shows the secretaries.
39. Two of these people are truckdrivers. A truckdriver is a person that drives a big truck and carries heavy loads on city streets and country roads. Circle the answer that shows the truckdrivers.
40. Two of these people are hairstylists. A hairstylist is a person that cuts, washes, and fixes hair. Circle the answer that shows the beauticians.

APPENDIX E

ADULT SRP MEASURE

Record and Scoring Sheet

Name _____ Race: A, MA, or N Sex: M or F

School: _____ Date Tested: _____

Read the statements.

Circle MM for Male/Male, FF for Female/Female, or FM for
Female/Male choice.

1. MM FF FM

2. FF FM MM

3. FM MM FF

4. MM FM FF

5. FF MM FM

6. FM FF MM

7. MM FF FM

8. FF FM MM

9. FM MM FF

10. MM FM FF

11. FF MM FM

12. FM FF MM

13. MM FF FM

14. FF FM MM

15. FM MM FF

16. MM FM FF

17. FF MM FM

18. FM FF MM

19. MM FF FM

20. FF FM MM

21. FM MM FF

22. MM FM FF

23. FF MM FM

24. FM FF MM

25. MM FF FM

26. FF FM MM

27. FM MM FF

28. MM FM FF

29. FF MM FM

30. FM FF MM

31. MM FF FM

32. FF FM MM

33. FM MM FF

34. MM FM FF

35. FF MM FM

36. FM FF MM

37. MM FF FM

38. FF FM MM

39. FM MM FF

40. MM FM FF

APPENDIX F

XXXXXXXXXXXXX INDEPENDENT SCHOOL DISTRICT
RESEARCH AND EVALUATION DEPARTMENT

DATE: April 25, 1979
TO: XXXXXXXXXXXXXXXX
FROM: XXXXXXXXXXXXXXXX
SUBJECT: External Research Request (Thiem)

Ms. Dolly Thiem, graduate student at TWU, has requested permission to conduct a study in selected preschool classes as part of her dissertation. This study is an examination of sex-role perceptions as influenced by non-sexist stories made available to teachers. The children will respond to a simple pre-post measure of sex-stereotyping after a four week period.

Ms. Thiem has discussed the study with XXXXXXXXXXXXXXXX who views it favorably and he has aided her in the selection of two schools for the implementation of the study. The investigator will visit each of the two schools and provide training for teachers in the use of the non-sexist material.

I have examined the training materials for teachers and feel that, if favorable responses from the teachers at these two schools is obtained, we may want to consider using the materials (and the investigator as a trainer) for teachers at other levels.

Approval of the study is recommended with the stipulations that . . .

- 1) The XXXXX, its clients and staff, will be anonymous;
- 2) Cooperation by XXXXX staff will be optional;
- 3) A final report will be made available to the XXXXX Research and Evaluation Department;
- 4) The investigator will consider contracting to conduct training in the use of non-sexist material for other teachers upon request; and
- 5) That implementation be monitored by the Director of Early Childhood Programs.

APPENDIX G

PRINCIPAL'S STATEMENT OF INFORMED CONSENT

As _____ of the
XXXXXXXXXXXX Independent School District, XXXXXXXXXXXX, Texas,
I hereby give my permission for Dolly I. Thiem, a doctoral
candidate at Texas Woman's University to use our facilities
and the children enrolled in two Title I prekindergarten
programs in her research study.

I am aware that a pretest and posttest will be
administered by trained test administrators. The teachers
and aides will be trained in nonsexist curriculum awareness.
No disruption of the traditional or normal classroom will
take place. The parents of participating children will
sign and return a Statement of Informed Consent before any
testing will be conducted.

Signature

Title

Date

cc: Graduate Dean

APPENDIX H

TEACHERS/AIDES STATEMENT OF INFORMED CONSENT

As a teacher/aide in the XXXXXXXXXXXX Independent School Districts Title I prekindergarten program, I give my consent for my classroom and myself to be involved in the study conducted by Dolly I. Thiem of Texas Woman's University.

I am aware that I may be involved in teacher training for a period of one hour a day for three days. Also, if selected, I will tell two stories daily for a period of four weeks during the normal day of my classroom activities.

If selected to be in the control group, I will have the training made available to the experimental groups after the completion of the study.

I am also aware that my name will not be used in any release of the data. The results of the study will be available through the researcher or the XXXXXXXXXXXX Independent School District. I am free to withdraw at any time.

Signature

School

Date

APPENDIX I

PARENT'S STATEMENT OF INFORMED CONSENT

Dear Parent,

Your child's classroom has been chosen to be involved in a doctoral study of children at Texas Woman's University, Denton, Texas.

Each child will be given a test in April and then again at the end of May. The test consists of short stories about people, occupations, and roles. After listening to each story, the child will respond by pointing to pictures of human silhouettes. There are no wrong or right answers.

Your child will be given a coded number to insure the answers will be anonymous. The answer sheets will be destroyed after the completion of the study.

For more information or results of the study, contact:

Dolly I. Thiem
1134 Frame
Denton, Texas 76201
(817) 382-7055 Call Collect

Please return this form and indicate if your child has permission to participate in this study. You may withdraw your child from the study at any time.

Sincerely,

Principal

Date

This is to indicate that my child _____
has/has not my permission to participate in the study.

Signature

Date

APPENDIX J

PARENT'S STATEMENT OF INFORMED CONSENT--SPANISH VERSION

PERMISO DE PADRES

Estimados Padres:

La cease de su niño(a) esta selectivo para un estudio rebuscar. Vamos a suponer que va enriquecar el programa y majorar la ensenanza. Cada nino(a) va tener una prueba en abril y tambien al ultimo de mayo. La pruebas consiste de estorias cortas, de gente, sus trabajos, y parte. Despues de escuchar la estoria el nino(a) va responder para puntar una fotografia de silueta. No va ver un mal o correcta respuesta.

Su nino(a) va tener un numero en clave para asegurar que toda las calificaciones estan anonimo. Las preguntas se van destruir despues de completar este estudio. Si desean mas information por favor de ponen en contacto con: Dr. Vera T. Gershner (817-387-2921) o Dolly I. Thiem (817-382-7055).

Por favor de lienar la forma de Permiso de Padres y regresela si su nino(a) tienen permiso para participar en este estudio. Uste puede retirar su nino(a) de este estudio cuando usted guste.

Atientamente,

Director

Fecha

Este es para indicar que mi nino(a) _____
tiene mi permiso para participar en este estudio.

Firma de Padres

Fecha

APPENDIX K

NON-SEXIST TRAINING PLANS

Date: April 24

Topic: Curriculum Workshop, "The Sooner the Better"

Introduction: Page 26, Maximizing Young Children's Potential.

Objectives:

This workshop will enable participants to:

(a) identify aspects of culture/society that reinforce sex-role stereotyping

(b) gain insight into subtle ways in which some pre-school environments stereotype children's roles and limit their options

(c) explore the ways teachers can expand children's horizons, giving them opportunities to master all types of skills, not just those "expected" of their gender

(c) reappraise their own early childhood programs and begin to integrate a non-sexist philosophy

Materials:

(a) Sugar cards, p. 100

(b) "The Sooner the Better," 27 minute film

(c) Tasks cards

(d) "Checklist for a Non-Sexist Classroom"

Date: April 25

Topic: Literature Workshop: Discovering Hidden Messages

Introduction: Page 44, Maximizing Young Children's Potential

Objectives:

This workshop will enable participants to:

- (a) become aware of sexism in children's literature
- (b) understand how books and media shape children's views of the world and of themselves, and of their own potential
- (c) recognize the influence of adult selection of books and its impact on children
- (d) gain a sense of the sexist spiral--a subtle process begins in early childhood and carries on through adulthood

Materials:

- (a) duplicate copies of Tasks A, B, C
- (b) books for Tasks A, B, C

Date: April 26

Topic: Language Workshop: The Power of Words

Introduction: Page 57, Maximizing Young Children's Potential

Objectives:

(a) illustrate how language shapes people's images--of themselves and others

(b) understand language in terms of how it affects people's behavior towards one another

(c) present strategies for dealing with stereotyped language in the classroom

Materials:

(a) "The Hunts at Home"

(b) word pairs on index cards

(c) Task Cards A, B, C, D, E

(d) Reference sheet

(e) cartoon

(f) "Because of Sexism in Language"

(g) "Guidelines for Non-Sexist Expression"

(h) "Every Father Should Be A Nursery School Mother At Least Once in His Life"

APPENDIX L

TEST ADMINISTRATOR TRAINING

1. Introduction
2. Explain the SRP measure
3. Read and discuss the short stories and scoring sheet
4. Show and demonstrate the human silhouette responses
5. Practice stories and responses on other test administrators
6. Actual procedures:
 - (a) before child enters testing area, shuffle Stimulus Response Silhouettes
 - (b) children will be randomly selected for testing by their teachers
 - (c) go to each room as a "special friend" to build rapport with the children
 - (d) enter classroom, introduce yourself to the child to be tested and tell the child, "We are going to play some games."
 - (e) leave classroom, talking to the child to help the child feel comfortable
 - (f) sing a favorite nursery song, if necessary
 - (g) put name, date, race, sex, and your name on code sheet

- (h) ask the following question, "What do you want to be when you grow up?"
- (i) read the following directions:

"What I have here are some pictures I would like to show you and some stories that go with each one. I want you to help me by pointing to the people in each picture that the story is about. Here, I'll show you what I mean."
- (j) then display the first set of silhouette pictures and read the first story.
- (k) following each subjects' choice, circle the response on the scording sheet: MM for male/male; FF for female/female, and FM for female/male
- (l) turn to the next silhouette pictures and read the next story; continue until all 40 stories are read to the subject
- (m) if a child hesitates, insist upon a definite answer--say, "try one" or "point to two of the people" to help the child respond
- (n) following completion of the SRP, the test administrator will say:

"Thank you for playing these games with me, and I'd appreciate it if you wouldn't talk to the other children about the games we've played here, so the games will be new to them, too."

- (o) give the child a happy face sticker for participating
- (p) return the child to the classroom
- (q) repeat process until all prekindergarten children
have been tested
- (r) return scoring sheets as soon as testing is completed
- (s) repeat "procedures" for posttesting

Thank you for your cooperation and support.

APPENDIX M

NON-SEXIST PICTURE BOOKS

- Aardema, V. Why mosquitoes buzz in people's ears. New York: Scholastic Book Service, 1975.
- Burton, V. G. Kathy and the big snow. New York: Scholastic Book Services, 1943.
- Chapman, K. W. The magic hat. Chapel Hill, N.C.: Lollipop Power Inc., 1973
- de Poix, C. Jo, Flo, and Yolanda. Chapel Hill, N.C.: Lollipop Power Inc., 1973.
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APPENDIX N

TEACHERS RECORD OF BOOKS READ

Date _____

AM Book Read _____

Brief Summay of Discussion _____

PM Book Read _____

Brief Summary of Discussion _____

Name of Unit _____

Unit Activities _____

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RESUME

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Education

		<u>Major</u>	<u>Degree</u>
June 1977 - May 1980	Texas Woman's University Denton, Texas	Child Development/ Vocational Technical Education	Ph.D.
May 1977	Texas Woman's University Denton, Texas	Child Development/ Nursery Education	M.S.
May 1967	Lamar University Beaumont, Texas	Home Economics	B.S.
May 1963	Ball High School Galveston, Texas		Diploma

Experiential Background

August 1979 -
to present

Head, Home Economics Department in a department of 4 instructors; Responsibilities include: budgeting, scheduling, delegating responsibilities, evaluating instructors, recommending promotions, reconstructing existing program to meet requirements for vocational teacher certification, and organizing the department. Assistant Professor; "Introduction to Home Economics," a one hour survey course; "Child Development"; "Food Preparation"; and "Fashion Merchandising"; sponsor Rho

Iota Delta Home Economics Club and O.W.L.S., a service student organization; member of Academic Council and counseling committee; Tarleton State University, Home Economics Department, Stephenville, Texas

May 1978 -
June 1979

Editor, Home Economics Competency-Based Curriculum project; funded by Department of Occupational Education and Technology, Consumer and Homemaking Division, Texas Education Agency; Elizabeth Smith, Program Director, Dr. Billy N. Pope, Director, and Dr. Joanne Everts, Project Facilitator; a five-year \$600,000 project, 19 universities field tested the materials, editing in process; materials available Summer 1979; EPD Consortium for Northeast Texas, Richardson, Texas

Fall 1978

Child Development Family Living Department Administrative Assistant; edited graduate handbook, compiled graduate newsletter; attended graduate faculty meetings; sponsored undergraduate club; supervised pre-registration; edited catalog; and assisted with administrative activities; Texas Woman's University, Denton, Texas

Spring 1978

Graduate Teaching Assistant; Undergraduate "Living in the Family" Texas Woman's University, Denton, Texas

Fall 1977 -
August 1978

Education Professions Development Act (Section 552, Part F) Fellowship Award; one year fellowship; opportunity for internships and leadership responsibilities; stipend, tuition, and books

Fall 1977

Part-time Lecturer; "Basic Child Development" and "Parent and Family Skills"; Undergraduate classes; North Texas State University, Denton, Texas

Summer 1976	Research Assistant; Funded by American Home Economics Association and the U.S. Office of Education; Project on Aging; one of four universities in the National Curriculum Project; Texas Woman's University, Denton, Texas
Fall 1976 - August 1977	Education Professions Development Act (Section 552, Part F) Fellowship Award; one year fellowship; selected as one of 250 in the United States and one of eleven in Texas
Fall 1975 - May 1976	Graduate Teaching Assistant; Texas Woman's University Child Care Center; infants to six-years old; assisted with administrative responsibilities; Texas Woman's University, Denton, Texas
1973 - 1975	<u>Home Economics Cooperative Education Teacher-Coordinator</u> ; supervised and coordinated student training and school work; sponsored HERO/FHA; organized Young Homemakers of Texas; received second place for Outstanding New YHT Chapter in Area III; <u>Department Chairperson</u> in a department of 11 teachers; responsibilities included: developing new courses, scheduling, budgeting, textbook selecting, delegating responsibilities, evaluating teachers, and organizing the department; Ball High School, Galveston, Texas
1972 - 1973	Vocational Homemaking Teacher; Homemaking IV and Home and Family Living; sponsored FHA; Textbook Committee; Ball High School, Galveston, Texas
1971 - 1972	Vocational Homemaking Teacher; Home and Family Living, Homemaking II, and Homemaking III; served on the Human Relations Committee; sponsored FHA; worked with minority students during first year of busing and crossover; Lincoln High School, Dallas, Texas

1967 - 1971 Homemaking Teacher; Homemaking I, II, III, and IV; 6th grade Reading, Spelling, and Science; 7th grade Science; Junior Class Sponsor; Senior Class Sponsor; Senior trip to Washington, DC; UIL Spelling and Drama Coach; organized High Island 4-H Club; Department Chairperson; High Island High School, High Island, Texas

Honors

1976 - 1978 Education Professions Development Act Fellowship Award (Section 552, Part F); A one-year fellowship with a stipend of \$4,000 plus tuition and textbooks; A National Vocational Leadership program to train leaders in Vocational Education; provided internships and various leadership roles

Spring 1978 State Doctoral Fellowship, Texas Woman's University, Denton, Texas

1980 Phi Gamma Delta; charter member; Texas Woman's University, Denton, Texas

Professional Organizations and Offices Held

American Association of University Professors
American Home Economics Association
American Vocational Association
Denton Association for the Education of Young Children--
Reporter; Week of the Young Child Co-Chairperson; Social
Chairperson; Board Member
High Island Classroom Teachers Association--Vice President
and School Board Representative
International Federation of Home Economics
Lamar University Ex's Association--Associate Life Member
National Association for the Education of Young Children
National Association of Vocational Education Special Needs
Personnel
National Council of Administrators of Home Economics
Southern Association for Children Under Six
Texas Association of College Teachers
Texas Home Economics Association
Texas State Teachers Association
Vocational Homemaking Teachers Association of Texas

Publications

Planning Day Care. Burns, Sandra K., et al, 1975
Care and Independent Services for Aging. Part of TWU Curriculum Team, 1976
Everything You Always Wanted to Know About Graduate School But Were Afraid to Ask . . . Edited, 1978
Home Economics Competency-Based Curriculum. Edited, 1979

Internships

Texas Education Agency, Austin, Texas; Interviewed and discussed with Vocational Education personnel various points of interest; Met with State Plan Committee; Attended a Workshop on Special Needs

U.S. Office of Education and Office of Child Development, Washington, DC; Attended various meetings concerning Vocational Education; Discussed state issues with State Representatives

Texas Department of Human Resources, Dallas, Texas; Received training and then certified Title XX Summer Programs with School Aged Children

Presentations

International Federation of Home Economics, Manila, Phillipines, Summer 1980; Presented dissertation research "The Effects of Non-Sexist Children's Literature and Teacher Training on the Sex Role Perceptions of Black and Mexican-American Prekindergarten Children"

Southern Association On Children Under Six, Roanoke, Virginia, Spring 1980; Presented "Non-Sexist Training for Teachers of Young Children"

EPD Western Regional Conference, University of Nevada at Las Vegas, May 1978; Presented "Quality Graduate Programs in Vocational Education"

Southern Association for Children Under Six, Fort Worth, Texas Spring 1978; Presented "Relationship of Non-Sexist Children's Literature to the Sex Role Perceptions of Four Year Olds"

Texas Association for Childhood Education International,
Denton, Texas, November 1977; Presented "Non-Sexist
Children's Literature"

Presented "Non-Sexist Children's Literature" to:

Early Childhood Education undergraduate class at Tarleton
State University

Tarleton Campus Club, Tarleton State University
Cross Timbers Professional Women's Business Club,
Stephenville, Texas

Social Studies Undergraduate class at North Texas State
University

Child Development Undergraduate class at North Texas State
University

Child Development Family Living Undergraduate Club at
Texas Woman's University

Home Economics Teacher Education Graduate class at North
Texas State University;

Parents of Twins, Dallas, Texas 1977-1980

Other

Odd Fellows and Rebekah United Nations Pilgrimage Tour, New
York City, Summer 1972; Coordinated and supervised High
School students from all over the United States and Canada;
Attended seminars at the United Nations; Directed tours of
historical sites