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ABSTRACT
                The purpose of this literature review was to increase
the awareness among educators that many changes are needed to ensure
a non-sexist education for each child. To that end the first section
of the document provides an annotated bibliography of articles·
focused on factors influencing sex-role stereotyping in the
elementary school in general, and relating to the elementary school
teacher. The annotated literature is selectively reviewed in a
summary of the research findings. It is concluded that the research
reveals that the elementary school contributes to sex-role
stereotyping of young children and that children come to school with
sex-role stereotypes already established to some degree. The
suggestion is made that instructional materials depicting women as
passive and restricted mainly to the home environment contribute to
the decline of female achievement that begins to be evident at age
13. Research findings also suggest that teachers should examine their
views for biases and stereotypes. Five recommendations for providing
a non-sexist curriculum and classroom environment are advanced.
(Author/RH)

AN EXAMINATION OF SEX-ROLE STEREOTYPING

IN THE ELEMENTARY SCHOOL

BY

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Study Directed

by

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Submitted in partial fulfillment of the requirements
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INTRODUCTION

In recent years schools have been increasingly viewed as a major source for social change and progress in American society. The school system has been seen by many as a vehicle for providing equal opportunity for all members of the society and for potentially reducing the prejudice and discrimination based on sex. (Stacey:17) This expectation is exemplified in the passage of Title IX of the Education Amendments of 1972 which states:

> No person . . . shall, on the basis of sex, be excluded for participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving federal financial assistance . . . (Kratz:25)

This policy requires that various forms of sex discrimination in education be discontinued and that procedures be implemented to affirm equality of opportunity for females and males in all educational institutions receiving federal funds.

In recognizing sexism as a social issue in society, educators have identified sexist practices in the school environment. (Frazier and Sadker:69) Schools have been accused of encouraging rigid sex-stereotyped roles which do not allow children to develop to their fullest potential. (Frazier and Sadker:74)

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Non-sexist education is based on the belief that children are aware of sex identity, sex-typed behavior, and sex-stereotypes; and that the classroom environment can affect the child's perception of sex-roles. (Ray:2) There are many theories concerning the learning of sex differences. However, many researchers believe that the sex-role adoption is influenced by various socialization agencies, the school being one of them. (Staccy:17)

Since young children enter the educational system with a knowledge of sex-roles and schools often aid in sex-role stereotyping, many educators are working to reduce sexism throughout the educational structure. (Stacey:378) The main goal of non-sexist education is to encourage the cognitive, physical, social, and emotional development of all children regardless of sex. (Frazier and Sadker:179)

However, the effectiveness of the school in bringing about constructive social change or simply perpetuating the status quo depends in large part upon the organizational environment, the competencies of the teaching staff, the cultural conditioning of the particular area, and the instructional resources. Recognizing and accepting the challenge of a non-sexist education is only an initial step towards it's implementation. Educators have only begun to question their role and it's importance; materials are biased

and no longer appropriate; workshops and teacher awareness sessions are in need; and teacher-parent support groups aimed at awareness raising in the community is needed. In spite of these deficits, educators are continuing their efforts for a non-sexist education which will develop the potential of each child fully regardless of his or her sex.

STATEMENT OF THE PROBLEM

In spite of the efforts of many educators, there are many factors within the educational strata which limit and often hinder the achievement of a non-sexist education. The factors that affect a non-sexist education in the elementary school are the basis for the organization of this study.

PURPOSE OF THE STUDY

The purpose of this study was to facilitate an awareness in educators that there are yet many changes further needed to ensure a non-sexist education for each child to develop to his/her fullest potential and not be limited to some culturally prescribed sex-role.

ORGANIZATION OF THE STUDY

The first part of this study has dealt with factors influencing sex-role stereotyping relating to the elementary school in general. Such contributing factors include: pre-school attitudes, cultural conditioning, sex bias in classroom interactions, curriculum materials, and legal aspects of change.

In the second part of the study, factors influencing sex-role stereotyping relating to the elementary school teacher are discussed. Contributing factors relating to this section are: the elementary school teacher as a transmitter of sex bias, and the organization of the educational system. Entries in each section have been alphabetized under subdivisions.

DEFINITIONS OF TERMS

The following operational definitions of key terms used in the study are supplied for the facilitation of the reading.

Feminism -- "refers to the idea of political, economic, and social equality of the sexes" (Gardner:705).

Feminist -- "a person who advocates such social and political changes as will result in political, social, and economic equality between the sexes" (Gardner:705).

Inferiority -- "of a lower degree or rank in a given situation" (Land:14).

Non-traditional -- "used to describe school courses or careers pursued by males or females which historically have not been considered appropriate careers for their sex" (Wiegers:6).

Sexism --"prejudice or discrimination based on sex" (Webster's Collegiate Dictionary:1054).

Sexist -- "one who proclaims, or justifies, or assumes the supremacy of one sex over the other: (Land:15).

Sex-role adoption -- "process of adopting a model pattern of behavior congruent with the culturally defined patterns expected of that sex. It is the process of the boy adopting masculine behavior and the girl adopting feminine behavior as provided by the culture" (Mulawka:9).

<u>Sex-role preference</u> -- "a child's desire (as learned through it's socialization) tô act in ways consistent with the model sex role pattern of a particular sex. Frequently the child's expression of preference may not be in complete harmony with it's sex, (i.e. girls prefer to be boys and yet they act in ways congruent with their own sex)" (Mulawka:9).

<u>Sex-role stereotyping</u> -- "assumed differences, social conventions or norms, learned behavior, attitudes, and expectations. A particular role or characteristic is assigned to a person entirely on the basis of that person's sex. Ability and freedom of choice play no part" (Land:14).

<u>Socialization</u> -- "the process by means of which a person acquires the culture of his society" (Calvin:27).

<u>Stereotyping</u> -- "something conforming to a fixed or general pattern, such as a standardized mental picture held in common by members of a group" (Land:14).

<u>Traditional sex-role categories</u> -- "conventions which hold significance in the social order of the day" (LandL15).

ASSUMPTIONS

The assumptions of this study include the following:

1. School is a social experience and a vehicle for the transmission of social values and attitudes.

2. Males and females are equal concerning their intellectual capabilities and functionings. As knowledgeable educators are aware, intellectual equality of the sexes has not always been assumed. Plato, in The Republic, maintained that men and women's intellects and capabilities were equal. However, Aristotle, Plato's student, viewed and ranked women with children and slaves, contending that women's rational faculties were innately of inferior quality. (Land:17) Unfortunately, Aristotle's views prevailed over those of Plato. Until recent times the dominant assumption has been that women are inferior.

3. Every person, male or female, should have the right to equal opportunity; there should be no restrictions concerning fields of interest, nor should there be limitations set upon one's own sex.

4. Education contributes to the socialization process.

ANNOTATIONS

FACTORS INFLUENCING SEX-ROLE STEREOTYPING

RELATING TO THE ELEMENTARY SCHOOL IN GENERAL

Pre-School Attitudes of Children

Katz, Phylis A., Determinants of Sex Role Flexibility in
Children, Educational Resources Information Center,
Ed 179 290, (DHEW), Rockville, Maryland, Marcy, 1979,
15 pp.

This study was designed to assess the relative importance
of various factors influencing children's sex role orientations.
The results suggested that children begin elementary school
with a fair amount of sex stereotyping which become more
traditional by the time children reach middle elementary
school. Girls tend to be more flexible than boys in areas
of occupational choices. Peer and media influences appear
to be stronger factors of sex role flexibility in children
than perceived parental influences.

Lee, Patrick, "Reinventing Sex Roles," Childhood Education,
52:187-192, February, 1976.

Lee stated that long before sex roles became a part of
human personality, they existed external to the child as a
set of cultural prescriptions. The sex role was originally
a cultural accommodation to a biological reality ultimately
becoming a cultural reality which required accommodation in
its own right, often in violation of other aspects of human
biology and culture.

Mulawka, Ed. John, Sex Role Typing in th Elementary School
    Classroom as Reinforcement of Sex Role Stereotypes
    Learned at Home, (Unpublished Doctor's Thesis at Wayn
    State University), 1972.

This study demonstrated that sex role stereotyping takes
place in the classroom by the presentation of models in
traditional stereotyped occupational and leadership roles, by
the teachers pattern of response to girl's and boy's behavior
which provides a model for appropriate stereotyped sex role
behavior, and through the delegation of certain types of
chores which are stereotyped as appropriate to one sex as
opposed to the other. In summary, the school continues the
pattern of sex role typing begun in the home.

Prince, Doris, "Feminist Basic Self-Concept," The Social
    Studies Journal, 69:93-95, May/June, 1978.

Before entering school, a young girl learns that teacher's
expectations, parent's expectations, and the media's expecta-
tions are different for her than for her male counterpart.
The boy is encouraged to achieve in mathematics and the girl
is encouraged to achieve in non-academic, submissive-social-
skills courses and roles.
    Prince has stated that intense intellectual striving
can be considered as "competitively aggressive behavior"
(a nonfeminine characteristic). Thus, women fear social
rejection if they succeed.

Rekers, Dr. George A., and Amaro-Plotkin, Hortensia D.,
    "Sex Typed Mannerisms in Normal Boys and Girls as a
    Function of Sex and Age," Child Development, 48:275-278,
    March, 1977.

The authors cited research showing the cultural condition-
ing affecting pre-school children determining sex-typed prefer-
ences. Selected facts cited in their report were: males by
age 3 or 4 exhibited predominantly masculine preferences for
aggressive activities, lower class boys reached the level of
sex-appropriate choices by age 5, lower class girls by age 6.
Middle class boys reached similar levels by age 6 and 8.

Welch, Renate L., *Formal Attributes of Television Commercials:
Subtle Ways of Transmitting Sex Stereotypes*, Educational
Resources Information Center, Ed 171 424, Society for
Research in Child Development, San Francisco, California,
March, 1979, 16 pp.

Previous studies have been made on sex stereotyping in
the content of television commercials aimed at children and
found it definitely existed. Welch examined a more subtle
level of messages that are conveyed through the *forms* of
the media such as: production techniques (the level of action,
camera techniques - zooms, cuts) and auditory features (sound
effects, narration, music). Findings: Female characters did
very little talking in male-female commercials. Commercials
directed at boys contained varied scenes, loud music, high
levels of sound effects, while those directed at girls used
fades, background music, and dissolves conveying images of
softness and gentleness.
 • Subtle sex stereotyping exists in the techniques of
making commercials.

Cultural Conditioning

Bornstein, Rita, "The Education of Women: Protection or
Liberation?," *Educational Leadership*, 36:431-437,
Feb., 1978-79.

Bornstein stated that schools educate women as if there
will always be someone around to take care of them; that
meaningful work and personal growth are not avenues of fulfill-
ment. The author cited that nine out of ten girls presently
in high school will work during their lives.
The 1975 report on male-female achievement by the National
Assessment of Educational Progress (N.A.E.P.) stated that at
age nine, males and females perform equally. At age 13 the
decline in females begins manifesting itself where males out-
perform females in everything except creative writing and
music.

Hubbard, Ruth., Women Look At Biology Looking At Women,
    A Collection of Feminist Critiques), Schenkman Pub.
    Co., Cambridge, Massachusetts, 1979.

The potential of women has been squelched by cultural
stereotyping. This has been perpetuated by confusing nature
with nurture. Research on sex differences has often served
to further stereotypes and oppression of women; searching
out sex differences serves to magnify them.
    Rather than assume bodies determine social state, one
must consider how the social state shapes facets of our
physical being, making both therefore changeable.

Rees, C. Roger, and Andres, Fredrick F., Jr., "Strength
    Differences: Real and Imagined," Journal of Physical
    Education, 51:61, Feb., 1980.

Children tend to perceive strength as a male characteristic,
when in fact no sex related differences exist. Therefore, a
child's performance in strength dependent activities may be
affected. Boys tend to be reluctant to participate with girls
because they inaccurately view them as inferior performers.
Girls tend to be reluctant to participate in activities
designed to develop strength because they feel these activi-
ties are inappropriate for their sex. Physical education
teachers need to structure situations so that the outcome
demonstrates strength equality

Stanley, Julia Penelope, The Sexist Tradition: Words
    and Meaning, Educational Resource Information Center,
    ED 162 303, 67th Annual Meeting of the National Council
    of Teachers of English, November, 1977, 20 pp.

There are currently three major attacks against the
research in sexism in English, which are: language is a
minor and irrelevant issue not considered a social problem,
language has always been the same and cannot be changed, words
have meaning only in content, therefore sexism is in the people,
not the language. In this speech, Stanley responded to these
attacks that research reveals that language is the vehicle
that expresses attitudes and influences thinking. When sexist
attitudes structure English, male supremacy is reinforced.
Language changes constantly (i.e., the male pronoun used as the
pronoun of reference as an Act of the British Parliament in
1850). There are many examples in the English language to
show that masculine words are given positive connotations while
feminine words are given negative implications.

Worell, Judith, Changing Sex Roles, Educational Resources
    Information Center, Ed 170 066, Southeastern Psycho-
    logical Association, New Orleans, Louisiana, March,
    1979, 20 pp.

The sources of sex role change come from planned direct
intervention programs and natural or cultural change. Of
the planned intervention programs Worell listed the Women's
Liberation Movement and Title IX. For natural and cultural
change the author cited changes in family composition as
effecting the sex role attitudes of children. Today's family
is smaller, with fewer children, working mothers in over 50%,
with 2/3 of single mothers working, and there is a decrease
in male employment. Children are less likely to grow up with
siblings. For females this may mean decreased opportunity to
learn nuturant behaviors. For the male it may mean greater
exposure to mother or if she is working, greater household
responsibility.

Sex Bias in Classroom Interactions

Brenneke, Judith S.; MacDowell, Michael; Senn, Peter R.; and
    Soper, John C., "Sex Bias in Career Education," Social
    Studies, 69:96-102, May/June, 1980.

The problem with career education and sex bias is that
as long as career education is preparing individuals to seek
and obtain career positions in a sex-biased world, then by
its very nature, career education will have inherent sex
biases. To the extent career education emulates the real
world, it is inherently biased.

Frazier, Nancy., and Sadker, Myra., _Sexism in School and Society_, Harper & Row Publishers, New York, 1973..

The authors' work summarizes clearly the failure of schools to offer equal opportunity to girls and women. 'The elementary school is an example of a feminine institution expounding the virtues of silence and passiveness. This first form of formal education is discriminatory against young boys and their natural aggression and awkwardness at this age. Cross-cultural studies have shown that a young boy's trouble with reading is a socially learned disability. Research showed that during reading sessions boys were given more negative admonitions and less opportunity to read than their female classmates. Teachers not only reprimand boys more, they also discuss subject matter more, and listen to what they have to say more often.

Gough, Pauline., _Sexism: New Issue in American Education_, Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1976.

The American school, since its beginning, has assumed the responsibility for teaching attitudes and values and for preparing youngsters for successful personal, occupational, and social adjustment. The schools, unfortunately, prepare boys and girls for traditional sex roles by reflecting the society which maintains the institution. Feminists believe schools should take an active role in shaping a society that will guarantee full personhood for every child, male or female.

Johnson, Lee, and Pinar, William F., "Aspects of Gender Analysis in Recent Feminist Psychological Thought And Their Implications for Curriculum," _Journal of Education_, 162:113-126, Fall, 1980.

Historically and cross-culturally the sexual division of labor cannot be separated from sexual inequality. The sexual division of labor and women's responsibility for child care are linked to and generate male dominance. One of the consequences of a female dominated world of elementary school children is the idealization of the male, a process possibly due to the absence of men during these years. Along with this male idealization is a depreciation of women. The absence of men given children no way to experience their humanness.

Sex Role Stereotyping in the Schools, A National Education
        Association Publication, Washington, D. C., 1977.

This book is a comprehensive collection of articles by
various authors grouped under two categories: The School and
the Classroom, and The School and the Community. The authors
are concerned with the educational system which they feel
does not develop independence and skills in women, citing that
75 percent of the 30 million employed women are in low-paid,
dead-end occupations. Twice as many women as men live in
poverty; the largest group of unemployed are girls 16-22.

Stacey, Judith., And Jill Came Tumbling After: Sexism in
        American Education, Dell Publishing Co., New York, 1974.

Schools are a reflector of society's attitudes toward
sex r les, and they are a strong force in perpetuating them.
Schools can also be a laboratory for testing society's
values. Sex-role identity is primarily learned and schools
play an important role in that learning process. This book
is concerned with three types of discrimination. It documents
and analyzes institutional, cultural, and psychological
varieties of sexism in education. The selections reflect a
feminist viewpoint.

Stipek, Deborah J., and Hoffman, Joel M., "Childrens'
        Achievement-Related Expectancies as a Function of
        Academic Performance Histories and Sex," Journal of
        Educational Psychology, 17:861-865, December, 1980.

Girls are more anxious in academic settings than boys.
Girls are more sensitive to adult approval. High achieving
girls may react to their anxiety and desire for adult approval
by setting low enough standards to assure success and con-
sequent adult approval.

Wirtenberg, Jeana; Klein, Susan; Richardson, Barbara; and
    Thomas, Veronica, "Sex Equity in American Education,"
    Educational Leadership, 38:13-16, April, 1981.

The greatest sex disparities continue to exist in the
non-traditional vocation education courses (technical and
trades); in the physical sciences; in graduate degrees
awarded, particularly in the sciences and especially for
minority women; and in extracurricular participation in
athletics at the high school level.

Curriculum Materials

Cox, C. Benjamin, editor, "Research in Social Studies
    Education," Social Education, 45:137-142, Feb., 1981.

This study presented the results of content analysis
of a sample of children's picture books. Caldecott Medal
Winners (1958-78) represented half of the books studied.
Twenty other samples were selected from that time period.
The results of this research disclosed: characters are
involved in almost no decision making or use of participatory
skills; local, state and global issues are almost totally
ignored; no major political figures are represented; a
bland view of life was presented; and a biased sexist view
of women was presented.

Guidelines for Selecting Bias-Free Textbooks and Storybooks,
    The Council on Interracial Books for Children, New York,
    1979.

Educators know children's books do carry a message - a
moral, a value, or a set of values, and that they mold minds.
The authors of this study feel that most of what has pre-
viously been labeled human nature in our society really should
be labeled culturally conditioned behavior. Institutional
sexism can be intentional or unintentional. The control of
institutional power by males has put them in a position of
dominance over females and has allowed them to exploit labor
and deny women equal access and opportunity within a wide
range of institutional settings (government, business, employ-
ment, education, religion).

Land, James L., Sex Role Stereotyping in Elementary School Readers, (Unpublished Doctor's Thesis at Ball State University), 1974.

Land's research findings concerning elementary school readers were: human characters presented are more often female; female characters are more often presented indoors than outdoors; female characters are more often presented as having negative thoughts about themselves than male characters; female characters are more often shown expressing emotions of crying, affection, and fear than their male counterparts; female characters are pictured demonstrating less mental and physical competency than male characters; female characters are less often shown pictured in groups than male characters; female characters are more often presented working in the kitchen or in other domestic work than in the labor force.

McArthur L. Z., and Eisen, S. V., "Achievements of Male and Female Storybook Characters as Determinants of Achievement Behavior by Boys and Girls," Journal of Personality and Social Psychology, 33:467-73, April, 1976.

The authors; studies showed the powerful impact of reading materials on children's actions.
Studies reviewed differentiated sexist from non-sexist materials on the sex of the main character, the role behavior of the main character, and the language used to refer to females and males.

Roberts, Patricia L., The Female Image in the Caldecott Medal Award Books, Educational Resource Information Center, Ed 181 467, University of the Pacific, Stocton, California, 1976, 54 pp.

The Caldecott Medal Books are considered the very best picture-story books for children aged 2-7. These books were researched for sex stereotyping under seven categories: female as subordinate to the other sex, as the nurturer, as one who fails, as the disciplinarian, as the caretaker of the home, as seen mainly in the home environment, and as a subordinate in career occupations. The results were the female was portrayed as subordinate to the other sex in both the text and in the illustrations.

Sadker, Myra; Greenberg, Selma; Ulrey, David; and McNett,
    Ian, "Toward a Nonsexist School," _American Education_,
    13:7-9, April, 1977.

This article listed a comprehensive study of sexism in
children's readers which included 2,760 stories in 134 books
from 15 different national publishers, in which males out-
number females in the following ratio:
1. Boy centered stories to girl centered 5:2
2. Adult male main characters to adult female main
   characters 3:1
3. Male Biographies to female biographies 6:1
4. Male animal stories to female animal stories 2:1
5. Male folk or fantasy to female 4:1

Scott, Kathryn P., "Sexist and Nonsexist Materials: What
    Impact Do They Have?," _Elementary School Journal_,
    38:46-52, Sept., 1980.

Nonsexist textbooks have at least as many main characters
who are female as who are male. They show both in a variety
of family, personality, and work roles. Sex-neutral generic
terms such as people or sex-specific terms (i.e., men and
women) are used in non-sexist materials while male generic
forms prevail in sexist materials. Children rated stories
with feminine main characters who exhibited non-traditional
role behavior as high as or higher than male main character
stories. Therefore, nonsexist stories should not adversely
effect children's reading interests.

10 Quick Ways to Analyze Children's Books for Racism and
    Sexism, Educational Resources Information Center,
    Ed 188 852, Council on Interracial Books for Children,
    Inc., New York, N. Y., 1974, 10 pp.

The ten ways for a quick analysis of a child's books are:
1. Look for tokenism or stereotypes in the illustrations.
2. Check the story lines - look for subtle forms of bias
3. Look at the lifestyles of the characters - whether minor-
ities are depicted unfavorably. 4. Weigh the relationships
between people - do whites appear more powerful? 5. Note the
heroes - are minority heroes admired for the same qualities?
6. Consider the effects on the child's self-image. 7. Con-
sider the authors' and illustrators' background. 8. Check out
the author's perspective. 9. Watch for loaded words. 10.
Check the copyright date - pre 1970 books may well be biased.

Zimet, Sara Goodman, <u>Print and Prejudice</u>, Hodder and Stoughton Pub. Co., Great Britain, 1976.

Zimet stated that culturally conditioned sex-typed behaviors have been linked to the differences in reading achievement between boys and girls. Research indicates that the interest level of story content is an effective motivator in overcoming this difference in reading ability. High interest content was effective in improving the reading performance of both boys and girls. Boys were much more susceptible to the influence of story content. Some educators have felt that more consideration should be given to content appropriate to boys. This has provided one rationale for excluding females from texts and presenting women and girls in subordinate, dull roles.

Legal Aspects

Kratz, Marilyn, "Socializing Females For Reality," <u>Social Studies</u>, 69:122-126, May/June, 1978.

Sex discrimination is now illegal under Title IX of the Educational Amendments of 1972. Title IX states: "No person ....shall, on the basis of sex, be excluded for participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving federal financial assistance...."
Forty-two percent of working women are widowed, single, divorced, or separated. Unfortunately, society does not prepare women for a life of non-dependence on a man, in order to survive in the real world.

Wiegers, Nancy, <u>Sex Discrimination in Schools: A Student Perspective, A Students Guide to Equal Rights: Part 1</u>, Educational Resources Information Center, Ed 183 635, Office of Education (DHEW), Washington, D. C., 1977, 23 pp.

This article was written by a group of high school students and defines and gives examples of such topics as: sex discrimination, sex bias, sex role stereotyping, and how Title IX can help end discriminatory practices against either sex in education.

FACTORS INFLUENCING SEX-ROLE STERFOTYPING

RELATING TO THE ELEMENTARY SCHOOL TEACHER

The Elementary School Teacher as Transmitter of Sex Bias

Gersoni-Stavn, Diane., Sexism and Youth, R. R. Bowker Company,
    New York and London, 1974.

    General findings of psychological testing indicate that
individual differences are greater than sex differences,
i.e. sex is a characteristic of a human being. The most
differences in ability in any field do not appear until
elementary school age or later. Sex differences become more
apparent with an increased amount of education, even if it
is co-educational.

Grandinetti, Juliette K., The Effects of Instruction on the
    Sexist Attitudes of Pre-Service Teachers, Educational
    Resources Information Center, Ed 173 311, American
    Educational Research Association, San Francisco,
    California, April, 1979, 32 pp.

    Teachers have been both victims and instruments of sex
bias. Participants of this study were undergraduate students
enrolled in introductory education courses in Houston, Texas,
during 1977. Sixty-seven were women; three were men. The
findings of this study were: teacher education institutions
should begin programs which would lessen the level of sexism
in education, short term instructional treatments do lower
tne level of sexism, instructional approaches should be
situation specific and include conscious raising activities,
short term instructional approaches can lessen the level of
educational sexism but can do nothing about societal attitudes

Hill, Janet, "The Nonsexist Classroom," *Instructor*,
    89:78-80, February, 1980.

The author has listed a sixteen point questionnaire
entitled "How raised is your consciousness?"
    Examples are:
    1. I would much rather work for a male principal than
       a female one. Yes No
    2. I think the girls in my class are more easily
       persuaded than boys. Yes No
    3. Boys tend to be challenged through competition
       more than girls. Yes No
    She then arranged the percentage of correct answers
into categories citing how much the participant stereotypes.

Lacy, William B., *Are Educators More Sex-Role Biased than
    Other Americans?: A Comparative National Study of
    Attitudes Among Teachers and Other Occupational Groups*,
    Educational Resources Information Center, Ed 190 563,
    Society for the Study of Social Problems, August, 1979,
    18 pp.

This research investigated the sex-role attitudes of
school teachers, school administrators, other professionals
and general occupation groups, using data from six national
samples taken from the General Social Survey between 1972
and 1977 by the National Opinion Research Center. Sex-role
attitudes were measured in the areas of: home, children,
work and politics. The results were: teachers may be less
prejudiced than most occupational groups but rank comparable
to other professionals. Elementary teachers appear slightly
more biased than secondary teachers. However, all groups
displayed sex-role bias in various phases of the study.

Persing, Dr. Bobbye Sorrels., *The Nonsexist Communicator*,
    Communication Dynamics Press, New York, 1978.

Sexism is deeply rooted in personal and organizational
communication. Educators need to enhance their understanding
of sexism, deepen their commitment to eliminate it, and help
achieve a nonsexist communication style to stifle educators
as unwitting transmitters of sexism through years of cultural
conditioning.

Simmons, Barbara, "Sex Role Expectations of Classroom
    Teachers," _Education_, 100:249-252, Spring, 1980.

By prescribing and reinforcing behaviors which have been
judged by society to be appropriate, teachers may be channel-
ing boys and girls into traditional roles. (Self-fulfilling
prophecy). Simmons also stated that..."all measures of temper-
ment show considerable variations within each sex; therefore,
each child, ideally, should be evaluated as an individual".
    When girls are hypnotized their inhibitions are released,
and they perform better on physical tests.

Simmons, Barbara, and Whitfield, Eddie, "Are Boys Victims
    of Sex-Role Stereotyping?," _Childhood Education_,
    56:75-80, Nov/Dec., 1979.

Boys receive more negative comments from teachers than
girls, are given fewer chances to read, and less time to
answer a question (boys 2.2 seconds, girls 7.7 seconds),
than girls.
    Girls' verbal fluency minimized boys' opportunities for
language development and practice. Girls are given the
opportunity to respond to a teacher ten times more frequently
than boys.
    Adverse peer pressure may also be placed on boys who
write poetry, play a musical instrument, enjoy art projects
or cook.

The Organizational Makeup of the Education System

Lebowitz, Ruth, "Women Elementary School Teachers and the
    Feminist Movement," _Elementary School Journal_,
    80:239-245, May, 1980.

Distribution of women in the educational profession from
the years 1972 to 1974: 84% elementary school teachers;
19.6% elementary school principals; 6.2% associate super-
intendents; 5.3% assistant superintendents; 0.1% superin-
tendents. Elementary school teachers who identified strongly
with the feminist movement were highly dissatisfied with the
teaching profession while those with least favorable attitudes
were highly satisfied.

Naiman, Adeline, "What To Do About Sex Bias in the Curriculum,"
American Education, 13:10-12, April, 1977.

This article is informative in aiding a school district
in its reformation under Title IX. The author lists fifteen
ways school boards and administrators can begin their task of
non discrimination toward both sexes. Naiman identified the
problems facing the administration and the teachers in
dealing with biased curriculums, parental pressures, mass
influence of the media, and traditional social attitudes.

Neidig, Marilyn, The Other Half of the Talent Bank: Women
Administrators, Educational Resources Information Center,
Ed 181 600, National Association of Secondary School
Principals, Miami Beach, Florida, January, 1980, 14 pp.

The employment and promotion barriers for women are
listed under three categories: societal, economic, and
power sharing. Neidig stated that occupations in America
are sex-typed. Education is sex-typed as female while
administration is sex-typed as male. The majority of male
principals (67%) had less than six years of elementary
classroom experience prior to promotion while the majority
of female principals (55%) had six or more years of elementary
school teaching. Also male administrators earn an average
of $5,000 per year more than their female counterparts.

SUMMARY

At the core of feminism is an attack on the restrictive
nature of sex roles. The imposition of arbitrary cultural
standards of femininity and masculinity inhibits the natural
development of young people. The timeworn debate over whether
nature or nurture, heredity or environment, is the more import-
and developmental influence has been revised. Frazier, Gough
and Stacey stand far to the nurture side of the controversy;
believing that sex identity is primarily learned and that
schools play an integral role in the process. Katz and
Rekers have found that pre-school aged children display an
awareness of sex-typed preferences and behavior which become
more formalized by the time they reach middle elementary
school. Mulawka found the school displayed the same models
of traditional stereotyped behavior and occupationally
accepted choices that are presented in the home. Welch
examined how television commercials through applied techniques
affected children in the area of sex-role stereotyping.

Research has found cultural sex-role norms receive
institutional reinforcement when children enter elementary
schools. Bornstein accused the schools of educating females
as though there would always be a male around to support
them, regardless of Worell's findings that 50% of mothers

from the traditional family unit work and 67% of single mothers are the sole supporters. Stanley's study on the English language stated that language expresses attitudes and influences the society's thinking. Research has found many examples in the English language where masculine words have positive connotations while feminine words are given negative implications.

Frazier, Gough, Johnson and Stacey have labeled the elementary school as a feminine institution expounding the culturally labeled feminine characteristics of quietness, conformity, and passivity. Frazier stated boys were reprimanded more, allowed less time to answer, and called on to read less times than girls. Stiped maintained that girls received more teacher approval but also set their sta.dards for achievement much lower than boys so as not to lose that approval. Stipek stated that because of girls more intense need for adult approval, they tended to be more anxious in academic settings than boys. Johnson and Pinar were concerned with the absence of male authority figures in the elementary area believing it stereotypes the female as the nurturer and idealizing the male figure by not allowing the children to experience male humanness. Brenneke felt that career education, although designed to overcome stereotyped masculine or feminine career choices, is inherently biased in

that it emulates culturally accepted sex stereotyped choices of the real world.

Although curriculum materials are essential to a non-sexist education, Cox, Land, McArthur, Roberts, and Sadker found materials to be more oriented toward males than females. Cox and Roberts analyzed the Caldecott Medal Winners of the last twenty years and reported that the story books were passive, without decision making skills, and exhibited a sexist view of the female as subordinate to the male in both text and illustrations. Land and Sadker's research found that males were presented in biographies more than females in a ratio of 6:1. Zimet was concerned with the impact of reading material available to children stating that high interest content was effective in improving reading performances for both boys and girls. Therefore, subject matter must be applicable to both sexes. Scott backed up Zimet's statements by stating that non-sexist reading material should not adversely affect children's reading interests.

Elementary school teachers carry within themselves their own personal set of biases which are transmitted consciously or unconsciously to their pupils. Simmons stated that teachers prescribe and reinforce behaviors which have been deemed socially acceptable, thereby unwittingly channeling children into traditional roles. Gersoni-Stavn adds that

sex differences become more apparent with an increased amount of education, regardless of the fact it is co-educational. Lacy's research investigated the sex-role attitudes of teachers and found that they are less prejudiced than most occupational groups and ranked comparably to other professionals. Elementary school teachers appeared slightly more biased than secondary teachers. However, Lacy found sex-role bias occuring in all groups in various phases of the study. Hill and Persing appealed to educators to reassess their values and attain a non-sexist attitude which they felt would fulfill the potential of children.

The elementary school child also sees waves of women as teachers but very few as principals and superintendents. Lebowitz showed that during the years 1972-74, the distribution of women in the education profession was: 84% elementary teachers, 19.6% elementary school principals, 6.2% associate superintendent, 5.3% assistant superintendents, 0.1% superintendents. Neidig stated that education in America is sex-typed female while administration is sex-typed male. Neidig also showed that male teachers are promoted to principalship s with less years of teaching experience than female teachers. Research showed that 67% of male principals had less than six years teaching experience while 88% of female principals had more than six years teaching experience.

Naiman summarized these facts in her article which identifies the problems facing administrators and teachers in dealing with biased curriculum parental pressures, mass influence of the media, and traditional social attitudes. The article is intended as an aid for school districts in their reformation under Title IX.

CONCLUSIONS

It was concluded from such authors as Frazier, Gough, Johnson, and Stacey that the elementary school contributes to sex-role stereotyping of young boys and girls. These authors felt that a non-sexist form of education was necessary for improved achievement of both sexes. Gough felt a non-sexist philosophy of teaching sould develop the potential of each youngster and offer a variety of alternatives which previously have beem ignored through stereotyping.

Mulawka felt the elementary school has contributed to the problem of sex-role stereotyping by presenting traditional and stereotyped models of occupational and leadership roles, by the teachers pattern of interaction with each student labeling it as appropriately male or female, and through the delegation of chores or responsibilities which are stereotyped as appropriate to one sex as opposed to the other.

It was also determined that children come to school with a fair amount of sex stereotyping, but by the middle elementary years their views have become much more traditional, as shown by Katz. Cox, Land, Roberts and Sadker have pointed out the sex biases which occur in children's texts and story books. These authors have found curriculum materials to present females in a passive, subordinate role, as the nurturer, seen

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mainly in the home environment, portraying males in exciting, active roles, and quantitively are more male oriented. It was concluded that these factors lead up to the traditional- izing of children's stereotyped views causing Bornstein and Hubbard to accuse the elementary schools of educating young girls as if there will always be someone around to take care of them; thereby squelching their potential. Bornstein deter- mined that at age nine males and females perform equally, however at age thirteen-the decline in female's achievements begin manifesting itself where males outperform females in everything except creative writing and music.

It was also concluded by Frazier that sex-role stereo- typing affected boys in that reading problems were determined by cross-cultural studies to be a socially learned disability. Boys were preconceived to be poor readers therefore they were called upon less than their female classmates. It was also determined that boys receive more negative admonitions, al- though teachers did discuss with them their ideas on subject matter more than their female counterparts, as cited by Frazier.

It was further concluded that teachers, being such import- ant influences on their students, should examine their views for biases and stereotypes. This fact was pointed out by Grandinetti whose research on graduate students enrolled in introductory education courses in Houston, Texas during 1977,

found that teacher education institutions should begin programs which would lower the level of sexism in education. The author felt short term instructional treatments are effective in eliminating sexism in education, but uneffective in changing society's attitudes.. That sex-role biases do exist among elementary teachers was further pointed out by Lacy's research which found elementary school teachers more biased than secondary teachers, but less biased than most other occupational groups.

Naiman sums up the problems facing the implementation of a non-sexist program of education listing fifteen ways school boards and administrators can begin their reformation under Title IX of the Education Amendments.

It is recommended that:

1.) Educators work toward the development of the cognitive,
physical, social and emotional development of each
child regardless of his or her sex, and that they pro-
mote equitable treatment to each student.

2.) Educators evaluate their textbooks and instructional
materials for sex-role stereotyping and sex biases. It
is hoped that educators would press for a change to non-
sexist materials. If that is an impossibility, then
alternate sources of instructional materials which pro-
mote sex equity should be sought.

3.) Educators eliminate sex bias in classroom interactions
by examining their own attitudes, prejudices, expectations,
and methods of teaching. Emphasize the similarities of
both sexes, remembering that the sex-role was originally
a cultural accommodation to a biological reality.

4.) Educators take advantage of any training in workshops
being offered on how to establish a non-sexist curriculum
or courses being offered on the graduate or under graduate
programs.

5.) Educators realize that more male teachers are needed in
the elementary level as well as more females in
administration.

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