This selective abstract bibliography cites recent ERIC documents on behavioral differences between preschool and elementary school girls and boys in such areas as moral judgment, school readiness, self esteem, motor performance, aggression, locus of control, and social development. Other documents cited examined sex role development and sex role stereotypes. Sex stereotypes in children's books and textbooks and suggestions for development of nonsexist teaching materials are also discussed in documents cited. Entries included are from "Resources in Education (RIE)" and from "Current Index to Journals in Education (CIJE)" , January 1974 through December 1974. (Author/CS)
SEX DIFFERENCES AND SEX ROLE DEVELOPMENT IN YOUNG CHILDREN:

AN ABSTRACT BIBLIOGRAPHY

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Entries included are from Resources in Education (RIE) and from Current Index to Journals in Education (CIJE), January 1974 through December 1974. Descriptor (index) terms used to search RIE and CIJE were: Sex Differences, Sex Discrimination, Sex Role and Sex Stereotypes.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except were marked microfiche only. (See ordering directions in the back of this publication.) If a publication is also available directly from other sources, availability information is listed below the abstract.

A few citations from RIE are not available through EDRS. Ordering information for these items is included with each citation. Articles cited from CIJE are available only in the journals as listed.

A recently published book which does not appear in this bibliography but is worth noting is The Psychology of Sex Differences, by Eleanor Emmons Maccoby and Carol Nagy Jacklin (Stanford University Press, Stanford,
California 1974). The authors analyze and interpret research findings of differences between girls and boys, women and men in the areas of social behavior, intellectual ability, motivation and aspiration. A special feature of this book is an annotated bibliography of more than 1,400 research studies published since 1965 or not included in the bibliography of The Development of Sex Differences, edited by Professor Maccoby (Stanford, 1966).
References from Resources in Education (RIE)


Age Differences; Cognitive Development; *Elementary School Students; *Moral Development; *Punishment; Sex Differences; *Socialization; Social Maturity

This study investigated the effects of sex of child, age, rationale focus, rationale orientation, and maturity of moral judgement on resistance to deviation in 120 children (7 to 11 years old) using the standard punishment paradigm. Children were randomly assigned to a consequence- or intentions-focused rationale with an object or person orientation in a 2x3x2 factorial design. The following predictions were made: (1) a rationale will be more effective in reducing deviation in girls, (2) deviation will decrease across age for the intentions rationale, (3) person-oriented rationales versus object orientation will increase in effectiveness with age, (4) person-oriented rationales will be more effective with girls than boys, and (5) children who are more mature in moral judgment will be less deviant. Results indicate that for all measures girls were less deviant than boys; age significantly increased latency to first deviation when the rationale focused on intentions but not consequences; person-oriented rationales tended to increase in effectiveness (that is, latency to first deviation was longer) with increasing age for boys but not girls, and children who scored high on the moral realism measure were less deviant. Content of the reasoning seemed to be a major factor in the relationship between the child's level of moral judgment and moral behavior.


*Early Childhood Education; Early Experience; *Kindergarten; *Language Skills; Maturation; Mental Development; *Readiness (Mental); *Sex Differences

This study investigated the relative effects of kindergarten experience for boys and girls, based on considerable evidence that there is a developmental difference between the sexes around 5. Emphasis is in the areas of language and readiness skills, which are traditionally not evaluated until the end of kindergarten. Groups of 93 boys and 89 girls, matched for chronological age, were tested with the Metropolitan Readiness Test and the Illinois Test of Psycholinguistic Abilities during the summer before their 5th birthday and again 1 year later. One group attended kindergarten during the year; the other did not. Analysis of results indicates that 5-year-old girls are superior to boys in language and readiness skills prior to kindergarten entrance. Kindergarten programs, however, have a differential effect on gains in these skills for the
sexes, as the experience led to greater positive changes for boys than for girls. This finding is discussed in terms of an interaction between developmental readiness and educational programs. It is concluded that goals and practices of early childhood education programs must be re-evaluated, with greater stress on sex differences and flexible entrance and promotion policies.


Children; *Exercise (Physiology); *Motor Reactions; *Muscular Strength; *Physical Education; *Psychomotor Skills; Sex Differences

This study investigated the possible differences in motor performance between 6- to 9-year-old boys and girls. Forty-eight test items which measured muscular strength, muscular endurance, cardiovascular endurance, power, speed, agility, flexibility, and balance were administered to 238 boys and 183 girls. The T ratio indicated that boys were significantly superior to girls of corresponding age in areas of muscular strength, muscular endurance, cardiovascular endurance, power, speed, and agility. The girls were significantly superior in the areas of flexibility and static balance. No significant differences were noted in the scores for either groups on the tests for dynamic balance of modified pull-ups.


*Behavior Patterns; Elementary School Students; Group Dynamics; *Performance Factors; Role Theory; *Sex Differences; *Socioeconomic Status; *Task Performance

Two studies are presented in which three fourth- or fifth-graders, assigned to five experimentally-created conditions which differed systematically in presence or absence of task-roles and group roles, were asked to cooperate in making a block-pattern on a round board. Behavior was pre-coded in various group-oriented and individual-oriented categories. A productivity index was constructed. In the first study of facilitation of cooperative behavior, cooperative goal-structures alone did not maximize occurrence of cooperative behavior. Performance was poorest when instructions assigning task-requirements and social roles were absent. Pro-social behavior and performance were significantly greater where task-requirements, task-roles and group-roles were present together. In the second study-critical evaluations-difference degrees of affect and helpfulness in evaluating the children's performance showed that criticisms, perceived as helpful and non-threatening, are related positively to achievement. Both studies explored patterns of sex differences and effects of socioeconomic variables. Recommendations are made for further research and for applications to teaching.
5. Campbell, James N.; Nadelman, Lorraine. Sex and Age Differences in Target Choice on an Aggressive Task. 1972, 20p. ED 084 027

*Age Differences; *Aggression; *Grade 2; Inhibition; Learning; Middle Class; *Preschool Children; *Sex Differences; Socialization

The role of inhibition as related to sex differences in aggression was investigated using 20 nursery school and 20 second grade children. A dart gun was employed, with choices of four targets—drawings of a boy, a girl, a zebra, and an object. There were three sessions and eight target choices per session. Choice of the human target was assumed to indicate low inhibition; choice of the object target, high inhibition. Age differences were as predicted; second graders were more inhibited than nursery school children. Sex differences were as predicted for the older children; in the younger group, girls were more aggressive than boys. Session effects interacted with age and sex to form different patterns of response for the four groups. Differences between nursery school and second grade girls were larger than differences between nursery school and second grade boys.


Age Differences; *Cross Cultural Studies; *Elementary School Students; Grade 3; Kindergarten Children; Parent Role; Recall (Psychological); *Sex Differences; *Social Class; Socioeconomic Influences; *Stereotypes

Recall, knowledge, and preference for masculine and feminine items were tested in 40 American, 5- and 8-year-old white boys and girls from working and professional middle class families. Children recalled, knew, and preferred same-sex items significantly more than opposite-sex items. Girls' scores were less rigidly sex-types than boys'. Older children showed greater stereotype in preference tests than younger children. Sex differences in preference scores of older children were greater in the working than middle class. In comparison to the data on English 5-year olds, American girls were less sex-typed than their English counterparts, and accounted for the predicted decrease in sex polarity of preference scores.

7. Irwin, D. Michelle; Ambron, Sueann R. Moral Judgment and Role-Taking in Children Ages Three to Seven. 1973, 60p. ED 084 033

Affective Behavior; Age Differences: Cognitive Development; *Early Childhood; Intelligence Differences; *Learning; Lower Class; Middle Class; *Moral Development; Perception; *Role Playing; Sex Differences; *Task Performance

Two studies were designed to examine the relationship between moral judgement and role-taking in young children. In study 1, 30 lower class and 30 middle class five-year-olds were presented with affective, cognitive
and perceptual role-taking tasks. Task performances were then examined in relation to four dimensions of moral judgment—blameworthiness, restitution, intentionalit y, and intent-consequence. Analysis of the data suggests that affective and cognitive role-taking may emerge before perceptual role-taking in young children. Also, 5-year-olds seem to best understand the notion of blameworthiness, followed by restitution, and to a lesser extent, intentionality. Study II investigated the relationship between role-taking and moral judgment in 34 kindergarten and 38 second graders, using age as a variable. Affective, cognitive and perceptual role-taking were studied in relation to the moral judgement dimensions of intentionality and restitutive justice. A significant correlation was found between role-taking and moral judgement, especially cognitive role-taking. In addition, 7-year olds had higher scores than 5-year olds on all areas of role-taking except the perceptual tasks, and 7-year olds had higher scores than 5-year olds on total moral judgment and intentionality but not on restitution. Suggestions for future research are made.

8. Wolfgang, Aaron; Potvin, Robert. Internality as a Determinant of Degree of Classroom Participation and Academic Performance Among Elementary Students. 1973, 7p. ED 085 112

originally assessed with a peer nomination technique in 1960. High, moderate, and low degrees of aggression were identified in the population, and information was collected on the following kinds of variables: (1) instigators, (2) reinforcers, (3) identification, and (4) socio-cultural. Each of these factors was significantly related to aggression in the original data analysis. In 1970, 427 of the original subjects were located and reinterviewed. The sample was overloaded with low aggression youths, indicating a relationship between residential mobility and aggressive behavior. The second assessment included retesting with the peer rating, self-reports to determine extent of aggressive habits, and administration of the MMPI. Analysis of results indicates the stability of aggressive behavior. At age 19, subjects' aggression was predicted only by identification and socio-cultural variables. Significant sex differences were apparent. Discussion focuses on socialization factors in the development of aggression, particularly sex role development and the influence of modeling through television.

10. Etaugh, Claire; Harlow, Heidi. Behaviors of Male and Female Teachers as Related to Behaviors and Attitudes of Elementary School Children. 1973, 18p. ED 086 345

Classroom Environment; *Classroom Observation Techniques; *Classroom Research: Elementary School Students; Measurement; Sex Differences; *Student Attitudes; Student Behavior; *Student Teacher Relationship; *Teacher Attitudes; Teacher Behavior

Classroom behaviors of two male and two female teachers and 87 pupils were observed over a 3-month period. Attitudes of pupils toward teachers and school also were measured. Boys and girls did not differ on any observed behaviors, including attending, appropriate reading and writing, hand raising and inappropriate behaviors. Nevertheless, boys, as compared to girls, were scolded more by both male and female teachers and were praised more by female teachers. Boys rated male teachers more positively than female teachers whereas girls rated female teachers more positively than male teachers. Boys and girls did not differ in overall attitudes toward school.


*Cross Cultural Studies; *Cultural Differences; *Elementary School Students; Environmental Influences; *Self Concept; Sex Differences; *Social Development

This cross-cultural study investigates differences in self concept development in the United States and Denmark. The research is based on known societal and educational differences between Danish and American societies. These differences, from which hypotheses were drawn, involve (1) greater assignment of responsibility at early ages to Danish children than to American children, (2) greater commitment to the welfare state in Denmark leading to less pressure for success in the schools, and (3) superior progress in Danish society toward sexual equality. It was postulated that these differences
would be reflected in predicted differences of self concepts. Subjects were 98 Danish and 190 American fifth and sixth graders from suburban elementary schools. Self concept was assessed with a 28-item measure based on the "like me-unlike me" dimension. Results were inconclusive, but did suggest areas for further research.

12. Spaner, Steven D.; Jordan, Thomas F. An Aid-4 Analysis of Maternal Antecedents to Locus of Control-Internal (LoC-I) at Age 60 Months. 1973, 15p. ED 087 555

*Early Childhood; *Locus Of Control; Mothers; *Multiple Regression Analysis; *Parent Influence; *Predictive Ability (Testing); Research Methodology; Sex Differences

This study reports an attempt to explore within a heterogeneous population the pattern of influence which selected maternal traits exert on internal locus of control at age 5 years. Information on the relevant variables was retrieved from the computer-based data bank of the St. Louis Baby Study. The maternal traits used for prediction included the mother's age, a measure of authoritarianism, race, IQ, level of education, a measure of anxiety, and a measure of the stimulation value of the home. Locus of control scores were available for the 77 children involved. A special multiple regression analysis (automatic interaction detector, aid) was used. A brief discussion of the substantive results is followed by an extended discussion of the aid analysis.


Academic Achievement; Aggression; Antisocial Behavior; Classroom Observation Techniques; *Elementary School Students; Moral Development; *Motivation Reactive Behavior; *Sex Differences; *Social Behavior; *Social Reinforcement

Sex differences in antisocial behavior in 20 elementary school children were explored by using two constructs: need for achievement and need for social approval. It was hypothesized that sex differences would appear only under certain conditions. For boys, more antisocial behavior would occur when the need for achievement was frustrated, while for girls, frustration of the need for social approval would produce more antisocial behavior. Results were interpreted in terms of sex stereotypes and their subsequent effects on boys and on girls.


*Elementary School Students; *Personality Assessment; Psychological Characteristics; Research Projects; *Self Concept Tests; *Self Esteem; *Sex Differences
Unconscious masculinity-femininity, dependency and self-esteem were respectively measured. In two group-testing sessions per child, by the short form of the Franck Drawing Completion Test, the Group Personality Projective Test, and the Rosenberg Self-Esteem Scale. Subjects were 122 sixth and seventh grade white working-class boys and girls from an industrial midwestern city. Analyses for sex, grade, and school differences reveal a significant sex difference between Franck scores (which was expected) and a significant difference in self-esteem scores between the two schools, (which was unexpected). Relationships among dependency, self-esteem, and masculinity-femininity differed between sexes. For girls, there were usually low positive correlations. For boys, the relationship between self-esteem and dependency was in the hypothesized negative direction: unconscious masculinity was not related to dependency, and related to self-esteem either minimally or opposite to expectations.


*Achievement Rating; Bias: Educational Diagnosis; *Elementary School Students; *Elementary School Teachers; *Expectation; Intelligence Differences; Perception; *Physical Characteristics; Prediction; Rating Scales: Sex differences; Student Behavior; Student Evaluation; Teacher Influence

The present study investigated the effects of sex of child, level of attractiveness, and conduct on teacher ratings of academic ability, post high school training, vocation, and leadership potential. A total of 404 male and female classroom and special education (i.e., art, music physical education) teachers in grades one to six, from a large school system in a metropolitan area, received a student progress report with an attached color photograph of a boy or girl who had been previously rated as low, moderate, or high in physical attractiveness. The personal growth and attitudes section of the student progress reort were manipulated so that the conduct of the student was acceptable or unacceptable. A teacher evaluation form which asked the teacher to rate the student on several ability related dimensions accompanied the student progress report. A total of 350 teachers (295 females and 55 males) or about 87 percent completed the evaluation form. The results show that children who are achievement oriented, accepted, cooperative, dependable, and self-controlled are perceived by teachers to be more academically capable and likely to achieve greater vocational success. It would appear that children with good conduct are the "chosen ones" in the elementary school, regardless of their level of physical attractiveness or sex. The prediction by teachers that poor conduct girls would be more intelligent than girls with acceptable conduct suggests that the rather passive, quiet girl is not viewed as possessing the intellectual capacity of one who is perhaps more assertive and less self-controlling. Further, girls who have high achievement motivation take on some characteristics of the male role.
Both males and females are mythologized in children's literature. The internalization of these myths has been found to have far-reaching implications for intellectual achievement and individual functioning in a democracy. Numerous studies have indicated that these sexual myths are destructive to females' self-image. Eleanor Maccoby, in her study on "Sex Differences in Intellectual Functioning," found that there is a tendency for the more passive-dependent children to perform poorly on a variety of intellectual tasks and for independent children to excel. The study further suggests that for girls and women the evidence consistently points to masculinity as a correlate of intellectuality. Sex-role studies of children's books reveal that girls are characterized as dependent upon others: they consistently take an inactive role. The role of women in literature is only one aspect of sexism in our society. However, aware parents and educators can demand that publishers provide more than token elimination of sexism in children's books.

The relationship of self-concept and sex with work values was investigated. A two-factor, multivariate analysis of variance, with self-concept and sex as independent variables and work values as dependent variables, was performed on protocols collected from 99 rural elementary school pupils. No interaction was found. Both main effects were significant. Boys differed from girls in object orientation control, ideas/data, and prestige. The high self-concept group differed from the low self-concept group in self-realization, task satisfaction, and altruism. Educators wishing to modify work values must consider the self-concepts and sex of the pupil.

The present study investigated, within a role theoretical framework, the effect of different degrees of pupil imitation on male and female tutors' attitudes. Seventy-two sixth-grade boys and girls tutored second graders...
of the same sex. A 3 (pupil imitation: high, medium, and low) x 2 (pupil liking: high and medium) x 2 (sex) factorial design was used. The major finding was an interaction between imitation and sex: the greater the pupils' imitation of them, the less male tutors liked their pupils and the more female tutors liked theirs (P. le: than .02). Implications for the cross-age relationships of students of different sexes and for elementary school tutoring programs are discussed.


Behavior Development; *Elementary School Students; *Role Perception; *Sex Differences; *Social Behavior; Social Psychology; *Task Performance

This study investigated the social behavior patterns of children who worked on a cooperative task. Several ways of increasing interdependence were explored, and the effects of such methods on task performance were determined. Seventy-six same-sex triads of fourth and fifth graders were asked to cooperate in making a block-picture on a round board. All conditions included goal-interdependence; they differed systematically in presence of task requirements, task roles, and group roles. Behavior was precoded in various group-oriented and individual-oriented categories. A productivity index was constructed. As hypothesized, goal-interdependence alone did not maximize occurrence of cooperative behavior. Performance was poorest when task requirements and role assignments were absent. Pro-social behavior and performance was significantly greater where task requirements, task roles, and group roles were present together. A strong consistent pattern of sex differences was found, with boys showing greater independence from experimental role-inductions.


*Behavioral Science Research; *Behavior Patterns; Peer Relationship; *Preschool Children; *Sex Role; *Social Behavior

This study investigated sex role behaviors, perceptions, and aspiration levels in 3-, 4-, and 5-year-old children. Focus was on social interaction in situations free of adult attention. Six parties were conducted and videotaped in the familiar setting of the preschool classroom. Seventy-seven preschoolers attended these parties which were composed of all girls, all boys, or a mixture of both sexes. Analysis of data did indicate that differential social behavior patterns were exhibited by various groups. Results are discussed in terms of implications for educational strategies.


Document not available from EDRS.
The major purpose of this study was to investigate developmental patterns of understandings of four types of selected phenomena possessed by economically and racially different boys and girls. A total of 64 boys and girls, 32 blacks and 32 whites, were selected from Head Start, kindergarten, nursery, and primary schooling environments and then divided according to age and sex. Using a demonstration interview technique, the sample was examined regarding their understandings of the selected natural science phenomena. Each interview was videotaped. Attention was given to nonverbal and verbal responses. A rating of responses was applied by the investigator before treating and analyzing the data. A T-test and an analysis of variance were used (.05 level) to determine existing differences between and within groups. The study revealed that a significant ratio of variation existed between groups when classified according to sex, race, and age. Boys' understandings of such phenomena as electricity, seeds, human body, rockets, and evaporation were significantly greater than girls'. Older children had a significantly greater understanding than younger. The upper socioeconomic children had greater understanding than the lower. There was no significant difference between black children and white. Children's nonverbal response behavior was most evident in the area of rockets and space travel.

Availability: University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. (Order No. 73-20,002, MF-$5.00, Xerography-$11.00)


This paper describes some of the activities of the Wo e.'s Action Alliance, a technical assistance organization designed to establish a teacher/parent consciousness raising program, and to develop an early childhood nonsexist curriculum program. Included is a list of a variety of nonsexist instructional materials (children's toys, pictures, records, dolls, books, etc.). There is also an annotated bibliography of nonsexist picture books for children and background readings in sex-role stereotyping for adults.


This investigation was concerned with the effects of negative evaluations by an adult on elementary school children's social interactions and performance. A two-component theory of evaluation called for experimental
creation of evaluative comments which involved two degrees of strength of criticism and two degrees of helpful information provided by the criticisms. While the major hypotheses were generally confirmed, significant interaction effects between evaluative variables and sex of pupils occurred. Implications for the use of teacher evaluation in the classroom and the use of experimentally controlled simulated classroom techniques for social psychological educational research are discussed.


Behavior Change; Elementary Schools; *Nondiscriminatory Education; Research Projects; Secondary Schools; Sex Role; *Sex Stereotypes; Social Attitudes; Socialization; *Student Attitudes; *Teacher Attitudes

This report summarizes one year's efforts to examine sex role stereotypes in elementary and secondary education. It makes an empirical approach to determining how sex role stereotypes are manifested in schools. Traditional techniques of literature review are used to collect data, but the real emphasis is on involving individuals and organizations currently working in this area. A national conference was held as a means of exchanging information and of providing a stimulus for similar activities on the state level. The report is organized into two major sections. The first section outlines the objectives of the total proposal, and is offered as documentation of the project and as a guide for groups who may be developing similar programs. The second section presents a more detailed description of the national conference and the followup activities.


*Factor Analysis; Learning Readiness; Maturity Tests; Middle Class; Physical Development; *Preschool Programs; *Readiness; Readiness (Mental); Reading Readiness; *Research Methodology; *School Readiness Tests; Sex Differences; Standardized Tests; Statistical Analysis; Teacher Attitudes

This paper is an empirical statistical analysis and interpretation of data relating to school readiness previously examined and reported on a theoretical basis. A total of 118 white, middle class children from six consecutive kindergarten groups in Dearborn, Michigan, were tested with seven instruments, evaluated in terms of achievement, ability, and overall maturity by their teachers, and physically examined and X-rayed. In comparing these diversified bodies of information, which also included sex and chronological age, 69 independent variables related to school readiness were counted which represented the range of phenomena to be factor analyzed. Performance of the analysis permitted the synthesis of new entities, or factors, which were far fewer in number than the initial raw variables. Analysis findings revealed seven facets of readiness which together are basic determinants of overall school readiness. They included cognitive readiness, chronological age,
reading readiness, body of knowledge, perceptual differentiation, physical development status, and biochemical maturity factor. In the interpretation of each factor, the most highly loaded variables are listed and examined. Discussion focuses on the changed readiness concept, sex differences, chronological age, the importance of knowledge, and the accomplishments, limitations, and implications of this factor analysis.

Also available from: The Merrill-Palmer Institute, 71 E. Ferry Avenue, Detroit, Michigan 48202 ($0.25)
References from Current Index to Journals in Education (CIJE)


   *Preschool Children; *Play; *Sex Differences; *Generalization; Observation; Mechanical Equipment; Teacher Rating; School Activities


   *Children's Books; *Sex Discrimination; *Role Perception; *Stereotypes; *Textbook Content; Content Analysis; Primary Grades; Females

   Discusses the contents of children's literature and textbooks written for children which perpetuate sexual stereotypes of females.


   *Sex Differences; *Elementary School Students; *Creative Writing; *Teaching Techniques; *Language Research; Elementary Education

   Addresses a plea for exacting, longitudinal observations of children in their development as boys and girls through the writing process.


   *Preschool Education; *Comparative Analysis; *Social Relations; *Social Environment; *Classroom Observation Techniques; Social Influences; Social Development; Age Differences; Sex Differences; Peer Relationship

   Compares the frequency of peer and adult interactions, mean duration of social interactions, and amount of misbehavior in children attending Montessori, university laboratory and parent cooperative preschools.

   *Early Childhood; *Reinforcement; *Motivation; *Rewards; Age Differences; Sex Differences; Elementary School Students

   A study of children's incentive preferences revealed reliable age and sex differences, and significant discrepancies with adults' estimates of what children like. Implications for research with children are discussed.


   *Eye Movements; *Elementary School Students; *Adults; *Social Development; *Adolescents; Sex Differences; Social Behavior; Nonverbal Communication; Age Differences; Verbal Communication; Visual Perception

   The interpersonal visual behavior of subjects of various ages was studied as they (1) conversed, and (2) participated in a block construction task with a partner of the same sex and same age.


   *Athletics; *Elementary School Students; *Adolescents; *Aggression; *Television; Longitudinal Studies; Sex Differences; Rating Scales; Child Rearing; Socialization

   This longitudinal study investigated the relationship between watching televised contact sports and displaying aggressive behavior. Findings point out sex differences which are discussed in terms of child rearing practices.


   *Feminism; *Student Attitudes; Females; Sex Discrimination; Sex Differences; Secondary School Students; Elementary Schools

   This study used a questionnaire to determine how elementary and secondary students view demands of women for greater opportunities to participate in the social, economic, and political spheres.

   *Early Childhood Education; *Elementary School Students; *Sex Differences; *Self Concept; *Stereotypes; Socialization

   Discusses sex-role research and important factors to be considered in relation to a child's sex-role development.


   *Elementary School Students; *Economic Education; *Concept Formation; Instructional Innovation; Sex Differences; Cultural Factors; Fables; Instructional Materials

   Describes a study designed to determine the level of sophistication at which 4th graders would learn concepts of economics when a fable-simulation instructional method was used. Also ethnic and sex differences in learning economic concepts were investigated.


   *Conservation (Concept); *Behavioral Science Research; *Sex Differences; *Elementary School Students

   Study results indicate that sex of experimenter appears to be an important factor in conservation assessment at the lower elementary level.


   *Moral Values; *Children; *Decision Making; *Moral Development; *Methodology; Psychological Studies; Prediction; Tables (Data); Age Differences; Sex Differences

   Article considered the ethical ideals in children by investigating the child's description of the ideal person and also that of the wicked person.

*Sex Differences; *Personal Values; *Vocational Development; *Vocational Interests; *Age Differences; Elementary School Students; Occupational Guidance; Occupational Choice

The short form vocational values inventory (SFVVI), used to assess vocational values, indicated that there did not appear to be much difference in the way fourth, fifth and sixth graders select vocational values other than altruism.


*Early Childhood; *Verbal Learning; *Pictorial Stimuli; *Language Development; Sex Differences; Age Differences; Child Development

Discusses the interaction of age and sex factors on consistency of recognition of 71 Peabody Picture Vocabulary Test pictures by preschool children.


*Sex Differences; *Mathematics; *Academic Achievement; Elementary Grades


*Cultural Disadvantagement; *Lower Class Students; *Learning Difficulties; *Concept Formation; Sex Differences; Elementary School Students; Educational Research

This study uses a concept identification task composed of geometric figures to compare male and female kindergarten, first- and second-grade, lower class and middle class children on concept identification performance.

The solution of relational size problems was facilitated when children were told to find the smallest member of the series. Children who could not do so could not solve the problem.


   *Early Childhood *Self Control; *Locus of Control; *Socialization; *Reinforcement; Sex Differences

The effects of extent and kind of external control during training on later resistance to temptation were examined in preschool children. Boys transgressed significantly more quickly than girls.

19. Laosa, Luis M.; And Others. Perceptual-Cognitive and Personality Development of Mexican and Anglo-American Children as Measured by Human Figure Drawings. Developmental Psychology, v10 n1 pp131-139 Jan 1974, EJ 093 386

   *Longitudinal Studies; *Cross Cultural Studies; *Measurement; *Cultural Differences; *Sex Differences; Cross Sectional Studies; Elementary School Students; Adolescents; Socioeconomic Status

20. Leventhal, Gerald S.; And Others. Equity or Equality in Children's Allocation of Reward to Other Persons? Child Development, v44 n4 pp752-763 Dec 1973, EJ 093 396

   *Preschool Children; *Rewards; *Sex Differences; *Socialization

Preschool children tended to give better performers a higher reward rather than dividing equally. This tendency was stronger in boys, unless the children believed a female adult would judge the appropriateness of the distribution of reward.

Examined the nature of teacher responses to preschoolers' problem and preacademic behavior as a function of sex. Teachers generally responded more frequently to boys.


Article investigated the problem of student teacher relationship and the sex of the teacher as it influenced student performance in the classroom.


Following several women scholars, I should like to review the discouragement, cruelty (both mental and physical), and discrimination suffered by males at school, where females excel at least through college, and to present proof that young males have repeatedly rebelled against sexist educators. (Author annotation)


Examined were factors of sex, social class, family size, ordinal position, and school class composition (blue or white collar) on the originality of 309 male and 311 female third grade children in a suburban and an urban district.

*Elementary School Students; *Sex Differences; *Children's Games; *Role Models; *Childhood Attitudes

Elementary school children played a game labeled either sex-appropriate, sex-neutral or sex-inappropriate. Measures of performance and attractiveness of the game were obtained. Sex differences were noted.


*Early Childhood; *Aggression; *Psychological Studies; *Child Psychology; *Developmental Psychology; Sex Differences; Hostility; Violence

This research points the way toward a more complete functional analysis of aggression in children's social interaction.


*Elementary School Students; *Moral Development; *Maturation; *Cognitive Development; Sex Differences; Age Differences


*American History; *Family Life; *Family Structure; *Family Attitudes; *Family Relationship; Values; Females; Children; Sex Differences; Social Change

Considered the evolution of the family, its past as a unit for molding social values, and its future influence in America.

*Self Concept; *Academic Achievement; *Self Esteem; *Performance Factors; Elementary School Students; Sex Differences; Student Behavior

Study subjects were 180 fifth and sixth grade Catholic students. Results indicate that a positive relationship is always present in girls but not in boys.


*Sex Discrimination; *Sex Role; *Feminism; Sex Differences; Elementary Schools; Secondary Schools; Literature Reviews

Presents a review of the literature that details the harmful effects on children of sex bias in the schools. Looks at the battle of roles between the sexes, the plight of adult women, sex bias in children, and sexism in the classroom.


*Discrimination Learning; *Preschool Children; *Perceptual Development; *Visual Stimuli; Sex Differences; Age Differences; Learning

Discrimination learning studied in 3-year-olds, indicated that children over 30 months of age did better than younger children, and girls learned faster than boys after the first problem.


*Achievement; *Sex Differences; *Psychological Patterns; *Fear; *Motivation; Success Factors; Age Differences; High School Students; Junior High School Student.; Elementary School Students

To determine if sex differences exist in the development of fear of success, 120 male and female subjects between nine and 17 years of age were given male or female verbal cues from which they were asked to write themes. Sex differences in fear of success motivation were not found.

*Birth Order; *Locus of Control; *Reinforcement; Sex Differences; Age Differences; Self Concept; Elementary School Students; Predictor Variables; Psychological Studies

Children in various ordinal birth positions, grade levels, and sex roles perceive differently the degree of responsibility they assume for their successes and/or failures.


*Sex Discrimination; *Role Perception; *Children; *Reading Materials; *Childhood Attitudes; Females; Males; Tables (Data); Educational Policy

Author contended that no broad-ranging study of the way sex-roles are presented in British reading schemes exists. In this article he described a preliminary study on sex-role content in readers in order to remedy this lack of information.


*Exceptional Child Research; *Learning Disabilities; *Sex Differences; *Emotional Adjustment; *Failure Factors; Elementary School Students; Cognitive Development; Adjustment (to Environment); Behavior Patterns

A survey of 222 grade school children indicates that sex differences in emotional response to failure might further explain the fact that boys have learning difficulties more often than girls, and that girls' relatively more advanced cognitive development is thought to partially account for the situation.

*Sex Differences; *Behavior Patterns; *Parent Child Relationship; *Observation; *Preschool Children; Sex Role; Child Rearing; Behavior Development

Investigated sex differences in the behavior patterns of toddlers and subsequent parental reactions. Data was obtained from observations in the homes of subjects, and compared to parents' answers on a child rearing questionnaire.


*Sex Differences; *Scores; *Males; *Females; Sampling; Evaluation; Tables (Data); Cognitive Measurement; Test Interpretation;; (*McCarthy Scales of Children's Abilities)

The purposes of the present study were to compare the scores obtained by boys and girls on the McCarthy Scales of Children's Abilities (MSCA) and to assess differences in their abilities on the tests that constitute these Scales.


*Pole Playing; *Child Role; *Sex Differences; *Sex (Characteristics); *Kindergarten Children; Dramatic Play; Parent Child Relationship


*Sex Discrimination; *Stereotypes; *Early Reading; *Textbook Bias; *Educational Testing; Tables (Data); Educational Environment; Language Usage; Curriculum Design; Public Schools

Authors investigated sex role stereotyping in three major areas: elementary school basal readers, educational achievement tests, and differential curricular requirements for males and females.

*Children's Books; *Sex Discrimination; *Annotated Bibliographies; *Role Perception; Feminism; Fiction; Biographies; Elementary Education

An annotated bibliography of 68 non-sexist books for children.


*Court Cases; *Boards Of Education; *Sex Discrimination; *Athletics; *Physical Education; Elementary Schools; Secondary Schools

Examines some recent court cases involving sex discrimination in school athletic events and discusses the implications these cases could hold collectively as far as public schools are concerned.


*Athletics; *Sex Discrimination; *Elementary Schools; *Secondary Schools; *Females

Describes instances of participation by girls on traditionally all male sports teams.

43. Brophy, Jere E.; Good, Thomas L. Of Course the Schools Are Feminine, but Let's Stop Blaming Women for It. Phi Delta Kappan, v55 n1 pp73-75 Sep 1973, EJ 084 437

*Educational Environment; *Elementary Schools; *Educational Research; *Sex (Characteristics); *Sex Differences

Discusses the nature of and the reasons for the largely feminine environment in early elementary grades. A rebuttal to two previous PDK articles--June '73 and April '73.

*Early Childhood Education; *Role Models; *Teacher Behavior; *Sex Differences; Identification; Self Concept; (*Male Teachers; Sex Role Learning)

A pilot study was undertaken to assess behavioral differences between male and female teachers of young children. Observational and interview assessment techniques were used in 18 classrooms (preschool through second grade). Results are discussed in terms of possible effects on children's sex-role experiences and self concept development.

45. Rosenberg, Max. Evaluate Your Textbooks for Racism, Sexism! Educational Leadership, v31 n2, pp107-09, Nov 73, EJ 085 567


Article presented criteria for evaluating the treatment of minority groups and women in textbooks and other learning materials.


Discussed the necessity for eliminating sexist values from textbooks and reading materials for young readers.

47. O'Donnell, Richard W. Sex Bias in Primary Social Studies Textbooks. Educational Leadership, v31 n2, pp137-41, Nov 73, EJ 085 581


This study was undertaken to see if pictures in primary social studies textbooks (the elementary subject preparing citizens for effective lives in a democracy) are sexually discriminating in role distinctions (the concern of the American Sociological Association).


Sixteen reading series are analyzed for sexual stereotyping, citing the limited career roles depicted and the dearth of reading materials provided for females.


Presents a feminist case against the elementary school by summarizing existing documentation in this area. Shows the limits of a liberal approach to sexism and suggests directions for future analysis and activity.
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