This document contains a computer search of ERIC database on the topic of sex equity in guidance and counseling and a narrative which highlights documents, identifies issues and trends, and suggests implications for guidance professionals. The impact of sex stereotyping, double standards of health, the increased social awareness of sex bias and discrimination, changes in education and counseling toward sex equity, and the exploration of nontraditional skills and career choices are discussed. Legislation for sex equity is presented which focuses on legal responsibilities and guidelines along with staff development, and training resources. Sex equity in vocational education and guidance is considered in the development of sex-fair programs and resources. The reassessment of vocational testing instruments for sex stereotyping is reviewed. References focusing on the special educational and counseling needs of girls and women are discussed. The importance of staff development is considered; inservice training programs and workshops are described. Instruments for assessing counseling, vocational guidance, and educational programs in terms of sex bias and sex fairness are reviewed, and implications for counseling and guidance are suggested. The References section contains the complete computer search of ERIC journals and documents. (NRB)
SEX EQUITY IN GUIDANCE AND COUNSELING

Marilyn Wedenoja

AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC data base
November 1966 through December 1980

ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE
1981
INTRODUCTORY NOTE

For several years ERIC/CAPS has produced Searchlights--computer searches of the ERIC database on topics identified as being of major interest and importance by our on-site users and by helping professionals working in the field. The Searchlights have proved to be highly useful as a synthesis of existing documents on a given topic, and we have been pleased to provide them at low cost for persons desiring packaged, instant information in a particular area. Several years ago we went one step further.

Choosing the fifteen topics which were in most demand by our ERIC users at that time, we decided to explore in depth the sources revealed in the computer search and identify prime issues and possible trends from the documents, as well as point out the implications of the information for the work of professionals in our field of counseling and personnel services. In so doing we hoped to provide an even more valuable service to those who recognize ERIC as a rich storehouse of information, but who lack the time to examine in detail and analyze the total collection of data.

In the past two years we have added eight new titles to what has become an extremely popular series of publications. In addition, one venerable title--Career Development: Programs and Practices--was updated and expanded in 1980. The fifteen areas originally chosen for this special treatment and the eight new areas are as follows:

Career Development: Programs and Practices
Career Resource Centers
Counseling Adults
Counseling the Aging
Counseling the Exceptional: Handicapped and Gifted
The computer search is included in each Searchlight Plus as before, but in addition, readers will find an opening narrative which highlights certain documents, identifies issues and trends, and suggests possible implications for the future of guidance and guidance professionals.

We should point out that two of these titles are slightly different from the others. The ones entitled "Mid-Career Change" and "Preretirement Counseling" contain sources from a number of data bases (including ERIC). These particular analyses of the literature were prepared for an international guidance conference and were designed to review sources from as many data bases as possible. Interestingly, however, the most useful informational source in preparing the papers was ERIC, and much overlap was found to exist in the documents brought to light from the many data bases searched.
This explains the difference between our current series Searchlight Plus and the previous series Searchlight. If you find the narrative helpful--more helpful than just the basic search--we would appreciate your telling us so. A major purpose of ERIC is to provide information of genuine value to you, the user.

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SEX EQUITY IN GUIDANCE AND COUNSELING

Marilyn Wedenoja

ISSUES AND TRENDS

Counseling and guidance have traditionally reflected the attitudes and values found in the society at large (EJ 154 751, ED 155 257). Social standards of acceptable behavior and typical patterns in the job market have been used to determine which aspirations and behaviors are appropriate or "normal" for individual students. Many of these social standards and employment practices have been influenced by generally held beliefs about inherent differences in the capabilities of males and females. Girls have been considered innately more emotional, caring and dependent. From an early age they have been encouraged to prepare primarily for the roles of wife, mother and homemaker, focusing their energies on the domestic aspect of family life. Career guidance often directed girls towards "feminine" work, such as food service, clerical work, teaching, nursing, social sciences or child care (ED 181 213). Young men, on the other hand, have been viewed as inherently more independent, assertive and intelligent. Long-range career planning, technical skills and sports have been stressed and expected of them. This approach was based on the premise that boys would eventually become the primary or sole providers for their families and the builders and leaders of the larger society.
We now know that attributing behavior, attitudes, interests, values and roles to a person or a group of persons on the basis of their sex is a result of stereotyping (ED 185 418, ED 183 230, ED 155 257). Messages such as "girls should always be sensitive" or "boys should never cry" express stereotypic social expectations. These stereotypes are pervasive throughout our culture and form a network of assumptions that we all grow up with (ED 186 714). We come to think of these culturally defined differences as natural and normal and, consequently, use different standards to assess the behavior and aspirations of males and females.

Generalizations according to gender tend to discount the unique combination of individual characteristics and skills. Assumptions such as "boys are good at math and science" or "girls are good at languages and literature" influence self-perceptions and career directions, at times regardless of the actual interests and abilities of a particular student (ED 186 671). Excelling in an area perceived as typical for the opposite sex has sometimes been feared as a threat to one's masculinity or femininity (ED 187 875). Additional stereotypes according to age, ethnicity, socioeconomic status, sexual preference or race may produce a further limiting effect upon a person's career choice (ED 195 574, ED 186 714).

Many occupations are stereotyped according to sex roles (ED 188 656). These distinctions of "women's work" or "men's work" have resulted in unequal economic and career opportunities. Women are concentrated in fewer occupations than men, and these
occupations tend to have a lower average wage than the jobs held predominantly by men (ED 173 537). Although the number of women in the paid work force has dramatically increased, and many of them are responsible for supporting themselves and families, their employment patterns and average wages have not changed (ED 181 326, ED 173 538). The lower pay and stereotyping of occupations held predominantly by women, such as nursing or child care, have also discouraged men from exploring these career options.

A research study in 1970 by Broverman was the first to articulate the impact of sex role stereotyping on the clinical judgments of counselors (AR). The study uncovered a double standard of health for males and females which reflected the bias of the traditional sex role stereotypes. The characteristics selected by counselors as representative of a healthy female were comparable to the qualities typically considered "feminine" (e.g., passive, dependent, sensitive), while the characteristics of a healthy male resembled the qualities generally labeled "masculine" (e.g., independent, active, technically oriented). The characteristics attributed to a healthy adult in general, however, were parallel to the description of a healthy male. Thus, within this framework of sex role stereotypes, women who adjust to socially expected behavior are viewed as "less than healthy" adults, and the options for behavior considered acceptable for both genders tend to be limited and rigid. Rather than taking into account the need for humans to respond flexibly to a variety of situations, an assertive female or an emotionally sensitive male might be regarded as either deviant or abnormal. Labels such as "aggressive," "cold" and "pushy" female, or "sissy," "weak" and
"effeminate" male may be responses to behaviors which step outside the boundaries of traditional sex role expectations.

During the past decade, society has begun to focus attention on the effects of sex role stereotyping, sex bias and sex discrimination in many aspects of our lives. Traditional roles and behaviors are being challenged and examined. Many women are becoming assertive in establishing equal rights and improved status within the workplace, the family and the political sphere. Men and women alike are faced with the challenge of balancing and integrating expanding possibilities and changing roles.

Research studies have shown a decrease in the amount of sex role stereotyping by counselors since Broverman's 1970 study (EJ 228 475, EJ 169 324, ED 143 930, ED 136 182, ED 128 744). Further studies are needed, however, to determine if sex role stereotyping and bias may continue in subtler forms. The present continues to be a time of transition and change as new attitudes and behavior are evolving.

In response to the movement toward sex equity, schools and colleges across the country have been developing new programs and specialized training (ED 170 428, ED 163 379, ED 155 257, ED 151 701). The need for equalizing resources and identifying procedures which reinforce sex role stereotyping and discrimination has been recognized through the enactment of federal legislation (ED 185 170, ED 183 636, ED 173 537). Programs in vocational training and career education are now being revised to broaden career choices and aspirations of both males and females (ED 189 457, ED 181 181, ED 178 687, ED 174 789). An effort is being made to decrease sex role stereotyping...
within course materials (EJ 198 696, ED 174 821). Staff development programs with a consciousness raising approach are being offered to teachers, counselors and administrators with a view toward increasing sensitivity and support of gender issues (ED 185 418, ED 182 430, ED 173 538, ED 162 024).

Sex equity in guidance and counseling involves the development of support based on equal opportunity and unbiased, nonsexist information. This approach takes into account the special needs of males and females within our present society while actively working to expand narrowly defined aspirations, behaviors and attitudes. With counseling and career information free of stereotypic "masculine" and "feminine" bias, students are encouraged to explore the full range of options available for their futures.

Because employment patterns and general attitudes are only beginning to change, sex equity in guidance and counseling has identified the need for specialized services for "pioneers" entering occupations nontraditional for their gender (ED 189 348, ED 185 423, ED 185 396, ED 183 232, ED 181 326). Women, whose career opportunities have been especially restricted, require resources, strategies and information for dealing with sex discrimination and harassment (EJ 227 414, EJ 223 182, ED 186 714, ED 177 389). For men, permission needs to be extended to explore a variety of behaviors and careers without fear of being "less of a man." Sex equity in guidance and counseling means, at the most, taking an active stance in challenging sex stereotyping, bias and discrimination and, at the least, offering support services that are free of these restrictions.
LEGISLATION FOR SEX EQUITY

The movement toward greater sex equity in education has been supported by two major pieces of legislation, Title IX of the 1972 Education Amendments and Title II, Vocational Education, of the 1976 Education Amendments. Title IX focuses on providing equal opportunity and sex fair practices and programs in all schools and establishes guidelines for compliance. Title II specifically addresses sex discrimination, bias and stereotyping in vocational programs and encourages the use of affirmative action in response to occupational sex segregation (ED 173 537). Guidance and counseling is viewed as an important resource within this plan as a means of improving the retention rate of nontraditional students, advocating for the rights of individuals who are experiencing discrimination or harassment, and helping students in decision-making and skill training without the bias of sex role stereotypes.

Providing information on the basic guidelines and philosophies of sex equity legislation and encouraging active participation in implementing the laws at the local level work to strengthen the counselor's commitment to this new approach. Focusing mainly on legislative requirements, however, or the use of coercive methods to ensure compliance have met with strong resistance (ED 181 213).

A number of staff training programs have been developed regarding sex equity legislation. In addition to presenting factual information, many of these workshops set aside time to explore attitudes and beliefs. The Resource Center on Sex Roles in
Education at the National Foundation for the Improvement of Education has designed a comprehensive series of materials for this purpose. Each training packet, written for use within a workshop format, is targeted toward a specific professional role, including counselors in post secondary (ED 155 501) and elementary-secondary institutions (ED 178 837) as well as vocational educators (ED 186 807). Utilizing a similar approach, Mook and Legg offer a series of instructional packets for the inservice training of guidance counselors (ED 189 348). They focus on the legal implications for vocational guidance and include self-assessment tools for examining personal attitudes.

For an overview of the relevant federal legislation within this area, Steiger and Schlesinger provide an excellent summary of the laws and pertinent issues (ED 173 537). The booklet for students by Nancy Wiegers et al. serves as an introduction to sex equity legislation and outlines the specific implications (ED 183 636). It covers the whole range of student rights based on Title IX and is a helpful resource for both students and counselors. ERIC also has on file a collection of papers, edited by Aguila and Hummel (ED 185 170), which were presented at a national conference on Title IX. The proceedings include a presentation entitled "Title IX and the Guidance Counselor" by Joanne Allman.
The main objectives of sex equity in vocational education and guidance are (1) the reduction of sex stereotyping in vocational training and career choices; (2) the development of pioneer programs to encourage nontraditional career exploration; and (3) the examination of vocational information and testing for sex stereotyping and bias.

Research studies within schools have verified the impact of sex role stereotyping on vocational choices. Findings reported by Richards and Brooks show 80% of the students interviewed were planning to enter occupations traditional to their sex (ED 167 782). Females were found to be more open to nontraditional career choices than males. In a survey by Richardson et al., students did not feel they were adequately prepared for the possible problems and barriers involved in entering a nontraditional occupation (ED 185 396). Nancy Nazario presents the results of a five-year research study of sex role stereotyping and bias in California vocational programs (ED 174 778).

A number of inspiring program models and resource guides, based on the experience of educational institutions throughout the country, are available through ERIC. In a comprehensive monograph (ED 189 457), C. B. Stiegler of Kentucky highlights the role of the counselor in achieving sex fair vocational education and suggests a variety of strategies and techniques. An Arkansas project which developed sex fair, experience
based career programs for high school students includes the counselor within an interdisciplinary team approach (ED 181 223). A report by Betty Bosak Houser et al. summarizes the action taken toward sex equity in vocational education at the community college level in California, including the use of counseling for dealing with sex equity grievances and information (ED 174 789). Jody Murphy's report on a career decision-making program for high school students in Colorado describes their efforts at attempting to influence the sex role attitudes of counselors, teachers and parents (ED 183 860).

Project OPTION (Opening People to Increasing Opportunities Now) at Piedmont Virginia Community College exemplifies an institutional effort to identify and eliminate sex role stereotyping and bias within vocational guidance and counseling (ED 186 049). Workshops were used to sensitize counselors to the problem, and field trips to other model programs stimulated ideas for new approaches. Career resource materials were evaluated and assessment procedures were devised. One area of focus included specialized services for math anxiety, a condition which deters a number of women from entering technical fields.

Project OPTION at a Massachusetts vocational-technical high school presents their final report in the form of a handbook (ED 187 893). It includes an outline of their methods for implementation and sample project materials. Strategies for counselors are addressed as well as approaches for involving parents, employers and community groups. Sex role attitudes of participating students, parents and teachers are indicated in survey results.
The issues involved in the development of pioneer programs in nontraditional vocational training are examined by Amande Smith and Charlotte Farris (ED 185 423). They offer excellent suggestions for exploring nontraditional options, helping students with culture shock on the job, and obtaining parental support. They also provide helpful background information about the changing workforce and family structure. For a comprehensive overview of the ways to increase sex fairness in vocational education and recruit students for nontraditional courses, refer to the article by Louise Vetter et al., written for the National Center for Research in Vocational Education (ED 173 603).

Strategies for incorporating sex equity into vocational guidance at a statewide level are described by Aiken and Tarasuk with Connecticut as an example (EJ 202 649). Hohenshil and Maddy present a survey of model projects throughout the state of Virginia (ED 185 478). A statewide report on the educational status of women in Minnesota is also available (ED 188 345). It focuses on the extent to which that state's educational systems are responding to the recognized needs of women.

ERIC offers a true feast of resource guides and bibliographies on the subject of sex equity in vocational education and guidance. Sex equity objectives for career education in elementary and junior high schools are outlined for teachers and counselors by Southeastern Massachusetts University (ED 179 723). Michele Harway reviews the literature pertaining to sex discrimination in educational and vocational counseling (EJ 221 158). Louise Vetter et al. provide an excellent overview of the literature...
on nontraditional students in vocational programs and highlights the special services which are needed (ED 181 326).

The Whole Person Book: Toward Self-discovery and Life Options by Liggett et al. is a resource book made available by the Nebraska Commission on the Status of Women (ED 185 357). Providing information and exercises for both facilitators (counselors, teachers, etc.) and learners (students, parents, etc.), this workbook encourages an exploration of personal values, decision-making methods and life planning activities.

Annotated bibliographies offer a means of discovering further information and materials. In addition to books and articles, most of these bibliographies contain descriptions of staff training materials, research reports, project descriptions, audiovisual materials, and listings for national organizations. The Virginia Polytechnic Institute and State University in Blacksburg has compiled two bibliographies which are particularly relevant. One is a resource guide specifically for sex equity in vocational counseling (ED 186 800), and the other is a collection of materials on sex equity in vocational education in general (ED 173 732). JoAnn Brooks from Indiana University has gathered together 300 annotated citations of resources in sex equity for vocational educators and counselors (ED 176 173). Susan Miller (ED 183 230), Patricia Richardson et al. (ED 185 395), Valerie Wheat (ED 169 409) and the Georgia State Department of Education (ED 178 754) have all made important contributions in organizing comprehensive bibliographies on materials promoting sex fair vocational education and
counseling. Additional bibliographies are included in a number of training manuals and guidebooks (ED 174 778, ED 173 603, ED 167 782).

**VOCATIONAL TESTING**

In response to the growing awareness of sex role stereotyping and bias in educational materials, career interest inventories and other forms of vocational testing are being reassessed. Janice Birk reviewed the research in this area as early as 1974 and called for major revisions in career inventory materials at that time (ED 095 367). She found the measurements to be particularly detrimental to women. More recently, Prediger and Johnson summarize the present research on interest assessment procedures as it relates to sex restrictiveness (ED 186 480). As an alternative to traditional vocational interest measurements, they discuss the Unisex Act Interest Inventory (UNIACT). In another study, Prediger and Lamb compare two popular procedures for reporting interest inventory scores (EJ 215 669). They call into question the validity of those reports which are limited to sex stereotypic career suggestions.

Issues of sex fairness and sex bias in occupational interest measurement are the focus of a book edited by Tittle and Zytowski (ED 166 416). This comprehensive collection of articles includes current developments in sex equity in testing, gender based research studies, and guidelines for assessing sex bias in career interest inventories. Jo Ann Harris evaluates computer based guidance systems and discusses the...
implications of subtle sex bias (ED 095 363). Lawrence Jones at North Carolina State University designed a research study to test the sex fairness of a variety of career interest inventories such as Occu-Sort (O-S), Self Directed Search (SDS), Vocational Preference Inventory (VPI), and the Student Opinion Form (SOF) (ED 189 485). Questioning the emphasis which interest measurements place on predicting career interests rather than exploring them, Carol Kehr Tittle discusses the restrictive impact these measurements have had on women (ED 170 372).

**SPECIAL FOCUS ON GIRLS & WOMEN**

Women now constitute the largest under-utilized and untapped human resource in the United States (ED 186 714). The large number of ERIC references on this topic reflect the increasing interest in the educational and counseling needs of girls and women. Special programs are being developed in response to a heightened awareness of the barriers girls and women face, both in school and out. Research indicates that female students actually decrease in academic ability and self-esteem as they progress through school (ED 155 257). Greater knowledge about the needs and problems of these students is resulting in specific counseling strategies and female-oriented resources.

Project CHOICE (Creating Her Options In Career Education) is an example of the specialized programs being designed. Its Resource Manual, developed by Case Western Reserve University, presents an excellent career development program for high school
young women (ED 185 321). It includes information on career planning, decision-making, assertiveness and coping with success. An evaluative report on the goals of Project CHOICE has been prepared by Fleming and Hollinger (ED 179 902).

Sharon Lord's guidebook, *The Female Experience in America: Development, Counseling and Career Issues*, provides a model for a sex fair graduate training program for counselors. It integrates the knowledge of female development with feminist approaches to counseling (ED 185 493). Hood and Butler's report on a paraprofessional training program for supportive counseling with women suggests a creative organizational structure in providing specialized services (ED 188 058).

In the article "Toward Full Equality: More Job Education for Women," Pamela Roby discusses the barriers female students face in vocational education (ED 157 976). One of the special needs she identifies for adult women is the challenge of combining school with family and child care responsibilities. Alden and Seiferth address the lack of career information women and minority students receive on the full range of occupations (EJ 227 204). They view counselors as playing an important role in changing this situation.

Special issues affecting adult women students have been highlighted in a collection of articles entitled "Equity Counseling for Community College Women" by Carol Eliason (ED 187 369). This five-part monograph examines the role of the counselor, institutional commitments, special needs of target populations, counseling techniques and model programs. Grace Mitchell reports on extensive testimony on the needs of community college women which
was presented to the Commission on Women of the California Community and Junior College Association (ED 178 112). Stressing the need for sex equity in the counseling of adult women students, Delores Parker outlines the development of such an approach and makes specific recommendations for enhancing the opportunities for women in higher education (ED 181 399).

Counselors need to be sensitive to the impact of discrimination on women's personal and work experience in order to offer effective support and guidance. ERIC provides specific examples of the discrimination women face in a variety of areas. Jonah Churgin has done an extensive study of the barriers academic women must contend with in the book *The New Woman and the Old Academe: Sexism and Higher Education* (ED 176 667). Counseling and supportive services are presented as an important strategy for change. Maija Blaubergs looks at the way in which sex role stereotyping has been detrimental to the educational development of gifted girls (EJ 223 904). Recognizing the double discrimination faced by lesbians, Riddle and Sang examine the implications in the context of counseling (EJ 195 573). Carole Rayburn describes the experience of female seminary students within male oriented programs (ED 188 969), and Sakre Oller highlights the barriers that discourage women from entering public school administration (ED 173 932). An in-depth study of women entering the predominantly male business world can be found in an article by Kanter and Stein entitled "The Gender Pioneers: Women in the Industrial Sales Force" (AR).
The development of specialized strategies and resources for counseling girls and women continues to expand. A handbook by Shirley Majchrzak on career counseling strategies for intermediate and high school women serves as a good example of the progress in this area (ED 177 389). The guide offers a wealth of ideas in addition to an extensive resource section. Peggy Motsch describes the use of peer social modeling as a way of helping girls explore traditional and nontraditional careers (EJ 223 182). "Recognizing and Combatting Sexist Job Interviews" by Laura Garrison is designed as a self-help guide to prepare women for the discrimination they may encounter when applying for jobs in nontraditional fields (EJ 227 414).

In addition to the references in the ERIC system, the book Psychotherapy for Women: Treatment Towards Equality (AR), edited by Rawlings and Carter, is a comprehensive resource for working with women. This collection of articles discusses women's groups, assertiveness training, counseling strategies for lesbians and minority women, and a feminist approach to counseling. The illustrated guide to the dynamics of tokenism by Kanter and Stein, A Tale of "O": On Being Different in Organizations (AR), is a helpful resource for women entering nontraditional occupations.

Both the illustrated manual How to Decide for Women (AR) by Scholz et al. and Womanpower: A Manual for Workshops in Personal Effectiveness (AR) by Laura Manis offer information and exercises pertaining to values, decision-making, assertiveness, career planning and sex discrimination. An excellent guide for teaching assertiveness is the
book *Responsible Assertive Behavior* (AR) by Lange and Jakubowski, which also includes a chapter on the special needs of women.

Sexual harassment has recently received attention as a problem for women in both traditional and nontraditional occupations. Counselors can learn more about this issue with books such as *Sexual Shakedown: The Sexual Harrassment of Women on the Job* (AR) by Farley and *Stopping Sexual Harrassment: A Handbook* (AR) by Clark.

Further resources and bibliographies specifically for girls and women are also available. Rita Costick et al., of the Far West Laboratory for Educational Research and Development in California, have compiled an extensive annotated bibliography on nonsexist career counseling for women (ED 158 213, ED 158 212). The first part includes a section of references on minority women. A wide range of materials on women and nontraditional programs has been submitted by Sonja Evésiage (EJ 227 233). *The Women's Action Almanac* (AR), published by the Women's Action Alliance, offers an extensive range of resources on numerous topics of concern to women. "A Knowledge Base for Counselors of Women" (AR) by Johnson and Scialato is primarily a reading list of relevant books and articles on women.

**STAFF DEVELOPMENT**

It is essential to introduce counselors to the concepts of sex equity in a positive, nonjudgmental atmosphere. The focus on the negative impact of sex role stereotyping and
discrimination needs to be balanced with strategies for change which include the staff themselves in problem solving. An approach which combines consciousness raising with factual information has usually been most effective in working with ingrained attitudes and bias. The ERIC collection of materials on staff development is extensive, including workshop packets and instructions.

For an overview of staff development in the area of sex equity and vocational education, the National Center for Research in Vocational Education has an article by Mary Ellen Verheyden-Hilliard (ED 173 538). Martin and Terry recommend guidelines for sex equity in preparing educational personnel for career education activities (ED 177 332).

In terms of counselor renewal in sex equality, Sundal-Hansen and Watt outline both the rationale and relevant programs (EJ 204 288).

Reviewing reports of actual inservice training programs can be helpful in obtaining ideas and discovering effective models. Charlotte Farris reports on a staff development program to reduce sex role stereotyping which was implemented in four New York state locations (ED 182 430). BORN FREE, described by Sunny Hansen, uses a collaborative training model with university counseling psychologists and field site teachers, counselors, and administrators (ED 150 493). Sheryl Barta's report on Project SE'VES in Ames, Iowa stresses the importance of raising counselors' sensitivity to stereotyping and involving them as facilitators of change (ED 181 213). A training manual for a sex equity workshop is included along with surveys on staff attitudes and training needs.
ERIC offers a number of workshop modules to choose from. The ASPIRE program (Awareness of Sexual Prejudice is the Responsibility of Educators) from Livonia, Michigan is one of the most extensive (ED 185 421, ED 185 420, ED 185 419, ED 185 418). This four-part module includes workshops in sex role socialization, sexism in education, evaluating instructional materials and strategies for change. Instructional materials are provided, and each workshop contains a number of participant activities.

"Achieving Sex Equity at Community Colleges: An In-Service Training Module on Recruiting and Retaining Students in Courses that are Nontraditional for their Sex" by Susan Miller contains worksheets and exercises throughout the workbook (ED 183 232). Nancy Taylor's workshop model is geared specifically to the fundamentals of sex fair counseling (ED 174 893). Further training guides for workshops on sex equity in vocational education and counseling have been developed by Deanna Chitayat et al. (ED 177 447) and Joyce Kaser et al. (ED 170 542). Learning how to facilitate the free choice of careers and behaviors based on a broad range of options is the objective for Janice Birk's module on "Providing Life/Career Planning for Women and Girls" (ED 140 206, ED 140 205). Pamela Colby's module shares the same objective, directed more specifically to young women of junior and senior high school age (ED 140 201).

In tune with the experiential learning approach, ERIC also supplies the instructions and materials for two simulated games that can be used for staff development. The MOVERS Game (Maximum Support for Vocational Enrollment by Removing Stereotypes) is
intended for a group of twelve to fifteen participants (ED 183 736). The other simulated
game, "CESSHEE: Conflicts in Eliminating Sex Stereotyping in Home Economics Education"
by Charlotte Farris, is intended for the same size group (ED 182 535). Beyond Sex Roles
by Alice Sargent (AR) is an excellent manual for training facilitators. It combines
group exercises in sex role awareness with theoretical articles for further information.
Additional resources on inservice training for sex as well as race equity can be found
in an extensive annotated bibliography compiled by Marylin Hulme (ED 162 024). It
contains articles, films, sample writings and guidelines and a special section on
counseling.

**ASSESSMENT AND EVALUATION**

A number of instruments have been designed and used for assessing counseling,
vocational guidance and educational programs in terms of sex bias and sex fairness.
Such assessments can be helpful in determining the areas which need to be targeted for
staff training and change. They also serve as a means of recognizing the positive
efforts already being made toward sex equity.

In 1978, a congressionally mandated study was conducted to assess nationwide the
nature and extent of sex stereotyping and discrimination in vocational programs.
Harrison and Dahl present the final report of this comprehensive study, which also
investigated the efforts being made to reduce or eliminate inequities (ED 177 319).
An overview of the 1977 reports from the State Advisory Councils on Vocational Education includes a discussion of special programs for both women and sex equity (ED 166 548). Jack Kaufman et al. report on a 1979 study conducted in Idaho which assessed the degree of sex discrimination within vocational programs throughout the entire state (ED 171 968). All of these studies have included counseling and guidance when assessing the entire program.

In addition to national and state assessments, ERIC offers guidelines and instruments for assessing local programs. Zamost and Feldman from the Department of Education have devised a checklist of 125 questions, based on the federal and state regulations concerning equal educational opportunities for males and females (ED 170 307). An excellent replication handbook, prepared by Peter Dahl et al., describes procedures and questionnaires for conducting local research studies to assess sex equity (ED 177 318). Taking into account the needs of small rural school districts, Kathryn Scotten et al. have developed a tool for institutional self-evaluation, including a section on sex fair counseling and guidance (ED 173 905).

After newly designed sex fair approaches have been introduced into a program, evaluation measurements serve as a means of feedback to determine their impact and effectiveness. Gilbert and Waldroop, for example, describe their method of evaluating a procedure for increasing sex fair counseling (EJ 220 896). Patricia Romero conducted a field study evaluation of the learning materials developed by the Counselors Expanding...
Career Options (CECO) project (ED 179 895, ED 159 528). The actual assessment instruments used to evaluate the effectiveness of Project MOVE (Maximizing Options in Vocational Education) are available from the State University of New York in Utica (ED 186 670).

**IMPLICATIONS FOR COUNSELING AND GUIDANCE**

The commitment to sex equity has received nationwide attention during the past decade. With federal legislation leading the way, many counseling and educational programs at state and local levels have examined their attitudes and practices. We can be encouraged by the progress made and inspired by the sex fair resources and projects developed thus far.

The present is a crucial time in the transition from sex discrimination to sex equity. Counselors and educators must move beyond the stage of awareness to the integration of the principles of sex equity with their practice. They also need to continue to examine the effects of sex bias. There is a tendency, with challenges to our ideal image of fairness, to move too quickly toward the feeling of "resolution." By attending a workshop series on sex equity or initiating a sex fair program, we may feel that we have dealt with the problem. "I used to be biased, but I'm not anymore." Some also feel that whether or not the issue has been resolved, it has been exhausted and it's time to move on to other topics.
Genuine change, however, involves an ongoing process of growth and can be expected to produce times or stages of discomfort (ED 181 213). If we choose to avoid the discomfort involved in dealing with our prejudices by moving to quick "solutions," we also avoid the opportunity of making effective progress in these areas both socially and personally. We also have a responsibility to the students now exploring nontraditional fields, and to those presently participating in sex fair career education, to continue our work so that their expanding aspirations can be realized and supported.

Counselors and educators in some settings are still in the position of initiating sex fair practices. In other situations, they have the task of establishing programs and procedures which will endure beyond the "novelty" stage. In both cases, the sex fair counselor plays an important role as change agent (EJ 178 219, ED 186 714). At a practice level, counselors can be instrumental in expanding and supporting a range of career options beyond traditional boundaries of gender. With an increasing awareness of both women's and men's issues, counselors can be providers of resources and non-judgmental support during this time of changing roles and behaviors. Through the use of skill building, counselors can teach decision-making and assertiveness, which have been neglected in the sex role socialization process. In the larger institution, counselors can participate in sensitizing parents, employers, teachers and administrators to the impact of sex discrimination and include them in the strategies for change.
The process of developing sex equity in guidance and counseling has begun. The wealth of material available through ERIC reflects the resources and programs this issue has already generated. The next step is to integrate the knowledge with our practice and maintain an ongoing commitment.
ADDITIONAL RESOURCES (AR)


Clark, E. *Stopping sexual harassment: A handbook*. 1980. Available from Labor Education and Research Project, P. O. Box 20001, Detroit, MI 48220 ($2.50).


Johnson, M., & Scarato, A. M. A knowledge base for counselors of women. *Counseling Psychologist*, 1979, 8(1), 14-17. Also available from the Counseling Center, University of California/Irvine, Irvine, CA 92717.


Revitalizing the Career Information Service
Reardon, Robert C.; Minor, Carole W. Personnel and Guidance Journal: 54; 3; 169-171 Nov 75
Descriptors: Vocational Counseling/ Information Dissemination/ Educational Planning/ Job Placement/ Career Planning/ Program Descriptions/ Guidance Services/ Higher Education/ Information Sources/ College Students
The authors describe the Curricular-Career Information Service (CCIS), which is an outreach, self-help, multimedia-based and preprofessional-staffed career guidance service. CCIS consists of five instructional modules which relate to the following student problems: uncertainty about major, relationship of major to jobs, finding a job and information on occupations. (Author/SE)

Journal articles are available only in the journals cited. The articles are not on microfiche.
Overall results of a meta-analysis of studies of sex bias in counseling or psychotherapy showed no bias against women or against nonstereotyped roles for women. (Author/DB)

Descriptors: *Adults/ *Counseling/ Counselor Attitudes/ Counselor Characteristics/ Counselor Client Relationship/ Counselor Evaluation/ Counselor Role/ *Evaluation/ *Psychotherapy/ Research Problems/ *Sex Bias/ Sex Stereotypes

Identifiers: Critical Analysis

This is a self-help guide for women in occupations in which sexism has occurred. The career counselor can help a woman client prepare for a job interview with the sexism-recognition skills outlined. Counselors can work with employers to lower sexism barriers. (Author/BEF)

Descriptors: *Career Counseling/ Employment Counselors/ Employment Interviews/ Equal Opportunities (Jobs)/ *Females/ *Job Applicants/ *Sex Bias/ Sex Discrimination

A wide range of resource material is available which explores various aspects of the problem of sex-role stereotyping. Much of this literature has applications in attracting women into nontraditional vocational-technical education programs. Readings are recommended concerning sexism in education, administrator resources, counseling material, and developer guides. (CT)
A review of the literature indicates that many parents, teachers, and counselors of the gifted continue to express sex stereotypes and reflect attitudes that are detrimental to the development of the abilities of gifted girls. (PHR)

Descriptors: Elementary Secondary Education/ Females/ Gifted/ Literature Reviews/ Performance Factors/ Sex Bias/ Sex Role/ Sex Stereotypes/ Teacher Attitudes

Perceptions of a Sex-Fair Counselor and Her Client.
Holms, Janet E
Journal of Counseling Psychology, v26 n6 p504 13 Nov 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Results indicated that women anticipated they would feel more comfortable with counselors who facilitated nontraditional career exploration than did men. Women evaluated traditional and nontraditional clients similarly. Men evaluated the traditional client more favorably regarding academic achievement. (Author/BEF)
Descriptors: College Students/ Counselor Client Relationship/ Helping Relationship/ Racial Differences/ Sex Bias/ Social Background/ Social Class/ Student Attitudes
Identifiers: Preferences

Peer Social Modeling: A Tool for Assisting Girls with Career Exploration.
Motsch, Peggy
Vocational Guidance Quarterly, v28 n3 p231 40 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
This study provides information to assist counselors in helping girls with career exploration. Peer social modeling, reinforcement, and practice of modeled behavior can help girls explore traditional and nontraditional careers and learn decision making. (JAC)
Descriptors: Career Counseling/ Career Education/ Counseling Techniques/ Education Work Relationship/ Females/ Group Counseling/ Nontraditional Occupations/ Peer Influence/ Secondary Education/ Sex Bias
Identifiers: Peer Modeling
Discusses research project by Donahue and Costar suggesting counselors evaluate and remedy bias toward women. Comments on possible problems with research imply the recommendation is unwarranted. (JC)


Examined effects of written vs videotaped presentations and effects of model's sex on counselor trainee's production of counselor reacting response leads. Significant differences for qualitative measures were found for videotaped and written models over control. No differences between videotaped and written models or between model's sex were found. (Author/BFF)

Descriptors: *Counselor Training/ *Counselors/ *Multimedia Instruction/ *Sex Bias/ *Skill Development/ *Teaching Methods/ *Teaching Models

Literature pertinent to sex discrimination in educational and vocational counseling is reviewed. Among factors contributing to inequitable counseling are sex role socialization that clients bring to counseling, sex role attitudes and biases of counselors, deficiencies in counselor training, and shortcomings of tests used in counseling practice. (Author)

Descriptors: *Career Counseling/ *Counselor Attitudes/ *Counselor Training/ *Educational Counseling/ *Females/ *Sex Bias/ *Sex Discrimination/ *Social Bias

Reviews research on sex bias in psychological evaluation and psychotherapy. The experimental analogue continues to dominate the literature and to return a resoundingly negative verdict. This evidence is often discounted on the grounds of the analogue's transparency and clinical impoverishment. (Author)

Descriptors: *Clinical Diagnosis/ *Counselor Attitudes/ *Counselors/ *Evaluation/ *Females/ *Psychological Studies/ *Research Problems/ *Sex Bias

Past studies indicated preference for male therapists. To test for changes since these studies, applicants for counseling and nonclient undergraduates completed university counseling service application that included question regarding preference for sex of therapist. More clients than nonclients expressed preferences. Results indicated a decrease in male counselor preferences. (Author/BFF)

Descriptors: *College Students/ *Counselor Characteristics/ *Counselor Client Relationship/ *Counselors/ *Psychotherapy/ *Sex Bias/ *Student Attitudes
Multivariate analysis of female sex bias.

Effectiveness of procedures to increase liberal attitudes toward women's roles, greater sensitivity to counseling.

Self-disclosures of Black or White counselors were compared.

Students were assigned to treatment or control sections of a counseling course to evaluate the effectiveness of procedures to increase sex-fair counseling.

Female counselors rated themselves as more empathic than did males. Females were rated as angrier than males. Results are discussed in terms of methodology.

Descriptors: Counselor Attitudes/ Counselors/ Depression (Psychology)/ Emotional Response/ Empathy/ Patients/ Sex Bias/ Sex Differences

The Validity of Sex-Balanced and Sex-Restrictive Vocational Interest Reports: A Comparison.

The validities of two popular procedures for reporting interest inventory scores, one of which provides sex-stereotypic career suggestions, are compared in a longitudinal study of employed college graduates. Results of the study bear directly on the question of whether sex-restrictive interest reports can be justified on the basis of superior validity.

Descriptors: Adults/ Career Choice/ Counselor Counseling/ Comparative Analysis/ Interest Inventories/ Sex Fairness/ Sex Role/ Vocational Interests

Can schools and counselors eradicate ingrained bias and fight superstitions? Sexism is alive and well in education and counseling, but changes can be made. The process might be long and slow but once educators disregard sex as a key in the assessment of ability, changes will come.

Descriptors: Attitude Change/ Bias/ Change Strategies/ Counselors/ Elementary Secondary Education/ Higher Education/ Sex Bias/ Sex Discrimination/ Students

Influence of Counselor Gender on Reactivity to Clients.

Explored male and female counselors' responses to male and female clients who expressed anger and depression. Multivariate analysis of variance produced two significant effects.

Descriptors: Counselor Attitudes/ Counselors/ Depression (Psychology)/ Emotional Response/ Empathy/ Patients/ Sex Bias/ Sex Differences
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (O80): RESEARCH REPORT (143)
Examines effects of sexist curriculum materials in the classroom and challenges educators to encourage attitude changes regarding sex roles among teachers, counselors, administrators, and students. Also discusses a survey of elementary school students' attitudes toward sex role orientations. (Author/DB)
Descriptors: Educational Needs/ Educational Practices/ Elementary Secondary Education/ Females/ Males/ Sex Bias/ Sex Role/ Sex Stereotypes/ Socialization/ Student Attitudes/ Surveys

Reprint: UMI
Language: ENGLISH
Continued research into the sex role expectations which therapists hold toward clients is an issue of particular relevance to the gay community. The training of psychotherapists should pay attention to both sex role expectations and homosexual stereotypes as potential sources of bias in therapists' perceptions and evaluations of homosexual clients. (Author)
Descriptors: Bias/ Counselor Attitudes/ Homosexuality/ Psychological Evaluation/ Psychotherapy/ Sex Bias/ Sex Role/ Sex Stereotypes/ Sexuality/ Social Values

Reprint: UMI
Language: ENGLISH
Psychotherapeutic work with lesbians is confounded by both sexist and heterosexist factors. In this paper, three aspects of women's socialization—self-concept, feminine sex role behavior, and sexuality—which have particular implications for lesbians, are discussed in terms of their implications in therapy. (Author/WI)
Descriptors: Bias/ Counselor Attitudes/ Females/ Homosexuality/ Interpersonal Relationship/ Psychotherapy/ Sex Bias/ Sex Role/ Sex Stereotypes/ Sexuality/ Socialization

Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (O80): PROJECT DESCRIPTION (141)
After a brief overview of vocational education, vocational guidance, and career education the authors examine the state department of education framework as a unit for coordinating career education and sex equity efforts in vocational education and counseling. Connecticut's strategy is described as an example (MF)
Descriptors: Career Education/ Career Guidance/ Coordination/ Educational Cooperation/ Government School Relationships/ Non-Commercial Education/ Program Descriptions/ Sex Fairness/ State Departments of Education/ State Programs/ Vocational Education
Identifiers: Connecticut

Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (O80): REVIEW LITERATURE (170)
Discusses sex equality, and documents continuing significance of sex bias issues and their relevance for counseling personnel. This article also presents a rationale for counselor renewal in sex equality, competency areas for renewal efforts, and programs relevant for each area of competency. (Author)
Descriptors: Behavior Change/ Counselor Attitudes/ Counselor Training/ Counselors/ Professional Continuing Education/ Psychological Patterns/ Sex Discrimination/ Sex Fairness

Reprint: UMI
Language: ENGLISH
Continued research into the sex role expectations which therapists hold toward clients is an issue of particular relevance to the gay community. The training of psychotherapists should pay attention to both sex role expectations and homosexual stereotypes as potential sources of bias in therapists' perceptions and evaluations of homosexual clients. (Author)
Descriptors: Bias/ Counselor Attitudes/ Homosexuality/ Psychological Evaluation/ Psychotherapy/ Sex Bias/ Sex Role/ Sex Stereotypes/ Sexuality/ Social Values

Reprint: UMI
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Descriptors: Bias/ Counselor Attitudes/ Females/ Homosexuality/ Interpersonal Relationship/ Psychotherapy/ Sex Bias/ Sex Role/ Sex Stereotypes/ Sexuality/ Socialization

Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (O80): RESEARCH REPORT (143)
Examines effects of sexist curriculum materials in the classroom and challenges educators to encourage attitude changes regarding sex roles among teachers, counselors,
EJ184655 CG514758
Toward a Model for Counseling the Culturally Different
Meadows, Ferguson, B. Jr.
Journal of the NAWDAC, 41, 4, 153-5 1978
Reprint Available (See p viii) UMI
Language: ENGLISH
Purpose of the author's comments is threefold: assessing appropriateness of counseling process regarding culturally different clients, discussing several models of racism/sexfism awareness training; addressing "recognition of real differences" counseling approach, and developing counseling model for culturally different persons/groups.

Descriptors: *Counseling* / *Cultural Awareness* / *Models* / *Racial Attitudes* / *Sex Bias* / *Sex Role* / State of the Art Reviews

EJ178219 RC502774
Sex-Affirmative Counseling: The Counselor as Change Agent
McLaughlin, Mary Ellen; Scott, Nan E.
Tennessee Education, ? 3, 21-7 1978
Reprint Available (See p viii) UMI
Language: ENGLISH
Sex-affirmative counseling requires counselor self-exploration re his/her mind set toward sex-role stereotyping, awareness of the sex-role attitudes of the counselor re perceived available alternative s, content analysis of counseling material re bias w/ subtle sex-bias, and affirmative moves by the counselor to explore discarded life options based on sex-role stereotypes (vC)

Descriptors: *Affirmative Action* / *Drug Use* / *Change Agents* / *Counseling Effectiveness* / *Counselors* / *Gender* / *Sex Bias* / *Sex Role* / *Sex Stereotypes*
Identifiers: *Sex Affirmative Counseling

EJ169324 CG513278
Does Counselor Response to Occupational Choice Indicate Sex Stereotyping?
Borgers, Sherry B.; And Others
Journal of the NAWDAC, 41, 1, 17-20 1977
Reprint Available (See p viii) UMI
Language: ENGLISH
The purpose of this study was to determine if high school counselors exhibited vocational female/male sex role stereotyping of high school students in traditional occupational fields. No overt sex bias was found. (Author)

Descriptors: *Career Choice* / *Counselor Attitudes* / *Helping Relationship* / *Research Projects* / *School Counseling* / *Secondary Education* / *Sex Bias* / *Sex Role* / *Sex Stereotypes

EJ16594 CG512896
Blaming the Mother: An Experimental Investigation of Sex-Role Bias in Countertransference
Abramowitz, Christine V
Psychology of Women Quarterly, 2, 1, 24-33 1977
Reprint Available (See p viii) UMI
Language: ENGLISH
Male and female therapists read bogus case descriptions of families in which a boy or girl was depicted as athletically failing, brilliant, sensitive and unattractive, and rendered judgments of mother versus father blame and treatment need. Mothers were implicated in children's psychopathologies slightly more than fathers, but less than expected. (Author)

Descriptors: *Bias* / *Counselor Attitudes* / *Interaction Process Analysis* / *Parent Child Relationship* / *Parent Role* / *Psychopathology* / *Research Projects* / *Role Perception* / *Sex Bias* / *Sex Differences* / *Sex Role*
Identifiers: *Countertransference

EJ154751 CG51986
Counseling and Values in a Time: respective
Smith, Darrell; Peterson, James A
Personnel and Guidance Journal, 55, 6, 309-317 1977
Language: ENGLISH
Smith and Peterson answer the question, "What are the common values and ethics that influence our practice?" Their research reporting extends for beyond professional beliefs and extends the influence of issues such as the space race, sexism, race relations, Viet Nam, and Watergate. (Author)

Descriptors: *Counseling Objectives* / *Futures (Of Society)* / *Helping Relationship* / *Sex Bias* / *Social Influences* / State Of the Art Reviews / *Time Perspective* / *Values
Women's Studies Programs: Successful Input to Nonsexist Learning
Osborn, Ruth H.
Language: English
Descriptors: Career Opportunities/ Females/ Feminism/ Graduate Study/ Group Counseling/ Higher Education/ Sex Bias/ Sex Role/ Social Values/ Women's Education/ Women's Studies

Attitudes of Counselor Trainees toward Three Client Groups
Riggs, Ronald C.
Rehabilitation Counseling Bulletin, 18(2), 78-82, 1974
Language: English
Blases which may affect counseling relationship have been found among rehabilitation personnel. The hiring of counselors from various minority groups is recommended as an interim solution. (Author/EK)
Descriptors: Attitudes/ Bias/ College Students/ Counselor Attitudes/ Counselor Evaluation/ Rehabilitation Counseling/ Research Projects/ Sex Bias/ Sex Differences/ Trainees

The Vocational Counseling Effects of the Occu-Sort on Junior and Senior High School Students.
Jones, Lawrence K.
North Carolina State Univ., Raleigh, 1979, 52p
EDRS Price: MFO1/PC03 Plus Postage
Language: English
Document Type: RESEARCH REPORT (1-3)
Geographic Source: U.S./ North Carolina
Journal Announcement: RIE/ECO
The impact of an occupational card sort, the Occu-Sort (0-S), on the thoughts and activities of rural, suburban, and urban junior/senior high school students was assessed to determine the sex bias/fairness of that card sort as a career interest inventory, as well as the reliability and validity of the occupational code structure. Participants were assigned to one of three groups: control, 0-S activity, and SDS (Self Directed Search) activity. Subjects also completed the Vocational Preference Inventory (VPI), the Student Opinion Form (SOF), the Occu-Sort "Plus 3 Level" cards and Vocational Guidance Questionnaires 1, 2, and 3 (VQD 1, 2, and 3). Results indicated that the 0-S suggested more nontraditional occupations to the girls; there were no real differences between the 0-S and SDS for boys. There was no difference between the 0-S and SDS students in their ability to recall their three-letter code, but the 0-S students could name the letters better and evidenced a better understanding of Holland's theory over time. 0-S occupational codes and concurrent and construct validity remained moderately stable. (Author/HLM)
Descriptors: Adolescents/ Career Counseling/ Career Exploration/ Comparative Analysis/ Interest Inventories/ Occupational Information/ Secondary Education/ Sex Fairness/ Test Validity/ Vocational Interests
Identifiers: Occu Sort/ Self Directed Search
Exemplary Career Resource Center for Grades 6 Through 9 in Pennsylvania.
Publ. Date: 30 Jun 74 Note: 27p.
EDRS Price MF -$0.03 HC $2.06 Plus Postage
Descriptors: 'Career Education/ Educational Programs/ Elementary Secondary Education/ Information Dissemination/ Paraprofessional Personnel/ Program Descriptions/ Program Planning/ Program Proposals/ Resource Centers
Following a discussion of the need for the service the document presents a proposal for the establishment of a career resource center in order to properly utilize and disseminate career information to students in Grades 6-9 in selected Pennsylvania schools. The career resource center will be involved with the following activities: (1) collection, synthesis, and placement of career information resources available from commercial and other sources; and (2) institution of an organized system for the dissemination of career information to students. The individual responsible for the organization, administration, and implementation of these services will be the career resource specialist who is a paraprofessional employed and trained by the local district. The career resource specialist will work cooperatively with the professional guidance staff in the school. Other staff members include the counselor and supporting staff (community volunteers and students). The paraprofessional will also be responsible for collecting data for the evaluation of project objectives. Necessary information for the planning of the career resource center includes suggestions for the budget and costs and amount of particular equipment and materials. A bibliography is included. (Author/E)
How to... Strategies for Sex Equity. "The Role of the Counselor."
Stiegler, C. B.
Northern Kentucky Univ., Highland Heights.
1980. 77p. For related documents see CE 026 161-162
Sponsoring Agency: Kentucky State Dept of Education.
Frankfort, Bureau of Vocational Education
EDRS Price - MF01/PC04 Plus Postage
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S. Kentucky
Journal Announcement: RIE DEC80
This monograph is designed to motivate and assist Kentucky guidance counselors in fulfilling their role in achieving sex fair vocational education. Section 1 describes the status of vocational education in Kentucky and the United States. These areas are covered: changing roles of men and women, composition of the labor force, undersupply of qualified workers for nontraditional occupations, enrollment figures, and summary of a sex bias analysis. The focus of section 2 is the counselor's role in sex fair vocational education. These responsibilities are discussed: (1) knowing and complying with the law, (2) examining personal attitudes and counseling practices, (3) screening tests for sex bias, and (4) developing and collecting materials and resources. Section 3 presents eight strategies and techniques relating to various facets of sex equity in guidance and counseling work. Analysis of Sex Equity in Counseling: Checklists for Selection of Sex Fair Measurement Devices, Evaluating Career Interest Inventories, Evaluation of Counseling Materials, and Evaluation of Grievance Procedures: Techniques for Recruitment of Nontraditional Students: Grievance Form; and Suggested Action Steps for Counselor's Support of Sex Fair Education. Section 4 summarizes legislation concerning sex fair employment and vocational education. A list of sources for sex equity resource materials is appended. (YLB)

Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ Michigan
Journal Announcement: RIF DEC80
This paper reports research to discover causes of sex stereotyping in the school. Part 1 sets forth the major goals of the research. In part 2 are summarized state and local projects, curriculum, inservice, research reports, and organizations which formed the theoretical basis of the research. All have resulted in successful improvement strategies for sex fairness in vocational classes. Part 3 reviews research and professional literature dealing with (1) understanding attitudes of students who are or are not entering vocational classes and (2) the role of the counselor in directing students into vocational classes. Part 4 is a summary of the review. It also sets forth these positive steps toward reducing and/or eliminating sex role stereotyping in vocational-technical courses: vocational guidance and counseling, programming and course selection, inclusion of career guidance in the curriculum of the school at all grade levels, equality of opportunity to learn about the world of work, and cultural democracy in classroom management and teaching. (YLB)

Descriptors: Career Counseling, Career Guidance, Classroom Techniques, Counselor Role, Cultural Awareness, Educational Research, Equal Education, Females, Nontraditional Occupations, Program Improvement, Secondary Education, Sex Bias, Sex Fairness, Sex Role, Sex Stereotypes, Student Attitudes, Teaching Methods, Technical Education, Vocational Education

Cohen, Jerry
.7198. 32p.
EDRS Price - MF01/PC04 Plus Postage.
Language: English

ED189428 CE026064

72

73
Some Reflections of a Female Seminarian: Woman, Whither Goest Thou?

Rayburn, Carole A.
1 Sep 1979
8p : Paper presented at the American Psychological Association Convention (New York, NY, September 1, 1979)

ED188969 S0012660

Some Reflections of a Female Seminarian: Woman, Whither Goest Thou?

Rayburn, Carole A.
1 Sep 1979
8p : Paper presented at the American Psychological Association Convention (New York, NY, September 1, 1979)

ED189348 CE025717


Mook, Corena; Legg, Marilyn
Kansas State Univ., Manhattan Coll of Education
32p ; Not available in paper copy due to colored paper. For related documents see CE 025 705 706 (student instructional packets); CE 025 707 716 and CE 025 719 722 (Inservice packets); and CE 025 729 (outreach packet). Not all packets in this series are in ERIC, for full listing available from the publisher see any packet

Sponsoring Agency Kansas State Dept of Education Topeka Div of Vocational Education

Available from: Dr. Frank Slapar, Director, Kansas Curriculum Materials Dissemination Center, 207 Whitesill Hall, Pittsburg State University, Pittsburg, KS 66762 ($5.50 per packet: $45.00 for set of thirty)

EDRS Price - MPO1 Plus Postage PC Not Available from EDRS

Language English

Document Type TEACHING GUIDE (052)

Geographic Source U S / Kansas

Journal Announcement RIEDEC80

One of a series of instructional packets to aid schools in reducing sex stereotypes, this inservice guide for use with school personnel is designed to reiterate for guidance counselors the requirements of sex fairness legislation in education and to reaffirm the necessity for making young people aware of the expanding options open to them in choosing careers. Materials are included for self-checks by counselors of their own attitudes in responding to typical counseling situations. Contents include a leader's script (materials to be presented), three transparency masters, five handout masters, answer sheets, and a class discussion guide for use with two counseling case studies. Topics covered include work life expectancy, Education Amendments of 1972 and 1976 (Title IX and Title II), responsibilities of counselors employed in educational settings, and recognizing sexist and nonsexist behavior. The packet is designed for use alone, in combination with other packets (see Note), or to supplement existing inservice units (JL).

Descriptors *Career Guidance/ *Counselor Role/ Counselor Training/ Educational Legislation/ Federal Legislation/ Inservice Education/ Legal Responsibility/ Lesson Plans/ Postsecondary Education/ Secondary Education/ *Sex Fairness/ *Sex Stereotypes

Identifiers Education Amendments 1972/ Title II Education Amendments 1976
Factors Influencing Choice of Technical Careers by Women and Minorities.

Alden, Elaine F.; Selferth, Berniece B.
EDRS Price MF01/PC01 Plus Postage
Language English
Document Type RESEARCH REPORT (143): CONFERENCE PAPER (150)
Geographic Source U S./ Minnesota
Journal Announcement ERINOV80

According to recent studies, occupational sexism is as common today as it was at the turn of the century. A major cause may be long-standing stereotypes of role expectation, which teach students that many economic and social roles are differentiated by gender alone. In order to determine those factors having the most influence in career decision-making, a questionnaire was administered to 1470 students at 16 Illinois community colleges. Of the respondents, 58.9% were from urban or suburban areas and 42.1% from a rural area or small town; 53.4% were under 21 years of age; 65.6% had been in the upper half of their high school class; and 79.7% were White. Of the technical majors, 59.7% were Male and 78.6% were White. The majority of the respondents had acquaintances in their chosen career field, and high percentages of the White and Male sub-groups had role models of their sex and race. When asked to classify occupations as male/female or white/minority, respondents tended to classify few occupations along racial lines, but many according to sex. When asked to rank order persons having the most influence on their career choice, the total population and most of the sub-groups ranked Parents as the most influential, followed by Friends/Classmates, Teachers, Counselors, and Siblings. As expected, Whites and Males preferred vocational courses to a greater extent than Females and Non-whites. The implications of these findings for community colleges are discussed (AYC).

Descriptors: Age; Career Choice; Community Colleges/Family Influence; *Female; Male; Minority Groups/Nontraditional Occupations/Parent Influence; Peer Influence; Role Models/ Sex Bias/ Sex Role; Social Influences; Teacher Influence/ Technical Occupations/ Two Year Colleges/ Two Year College Students/Vocational Education/ White Students

ED188656 JC800195
Minnesota Women & Education.
Council on the Economic Status of Woman, St Paul, Minn
Nov 1979. 31p.; Sixth in a series.
EDRS Price MF01/PC02 Plus Postage.
Language English
Document Type RESEARCH REPORT (143): STATISTICAL MATERIAL (110)
Geographic Source U S./ Minnesota

Journal Announcement ERINOV80

This report examine the educational status of Minnesota women in all public institutions, with emphasis on the effect of education on women's economic status. It addresses the amount and kind of education women receive and to what extent educational systems are adapting to the changing needs of women. The book is divided into discussions of women on three educational levels: elementary, secondary, higher education, and vocational education. Survey results are used throughout to point up the place of females as compared to males in the educational system. A brief discussion is offered of older students, many of whom are women. Among many recommendations offered by the book is that state and federal laws prohibiting sex discrimination, sex bias, and sex stereotyping be vigorously enforced. Also, explicit recognition of the changing roles of women and economic implications of educational and employment choices should be provided in recruitment, admissions, counseling, and educational materials (Author/ID).

Descriptors: Economic Status; Educational Status Comparison/Elementary Secondary Education; *Equal Education; *Female; Higher Education; *Higher Education; *Groups/ School Statistics/ *Sex Bias/ Sex Discrimination; *School Statistics/ *Sex; *Sex stereotyping/ Sex Values/ *Women; *Women Education
Identifiers: *Minnesota
ED180058 CG014454


Hood, Kay E.; Butler, Robert R.
Nebraska Univ., Omaha
31 Aug 1977 34p
Sponsoring Agency: Office of Education (DOE), Washington, D.C.

These instructor lesson plans and teaching guides and student study guides for a secondary-postsecondary-level course for equal opportunity and treatment personnel are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. A pose stated for the 13-hour public service course is to provide basic skills and technical knowledge work effectively in entry-level positions. The course contains two blocks of instruction--Introduction to Social Actions and Problem Recognition. Section 1 covers Personal Growth and Professional Development (20 hours), Personality Theory (12 hours), Psychology of Prejudice (6 hours), and Cross-Cultural Differences and Difficulties (28 hours). Section 2 covers Group Management (14 hours), Values Clarification (5 hours), Support Systems (3 hours), Interviewing Techniques (23 hours), Problem Solving/Decision Making Process (12 hours), and Conflict Management (11 hours). Lesson plans outline objectives, suggested aids, and instructional guidance. The teaching guides contain topic outlines for class presentation along with behavioral objectives, assignments, and group exercises. Contents of the study guides include text materials with some exercises (YLB)


Identifiers: Group Managers/Military Curricula

ED187935 CE025636


Ohio State Univ., Columbus National Center for Research in Vocational Education
30 May 1978 735p: Parts of this document will not reproduce well due to broken type. For a related document see Chi 025 635
Sponsoring Agency: Bureau of Occupational and Adult Education (DOE), Washington, D.C.

EDRS Price: MF04/PC02 Plus Postage
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051): TEACHING GUIDE (052)
Geographic Source: U.S./Ohio
Journal Announcement: RENOV80

These instructor lesson plans and teaching guides and student study guides for a secondary-postsecondary-level course for equal opportunity and treatment personnel are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. A pose stated for the 13-hour public service course is to provide basic skills and technical knowledge work effectively in entry-level positions. The course contains two blocks of instruction--Introduction to Social Actions and Problem Recognition. Section 1 covers Personal Growth and Professional Development (20 hours), Personality Theory (12 hours), Psychology of Prejudice (6 hours), and Cross-Cultural Differences and Difficulties (28 hours). Section 2 covers Group Management (14 hours), Values Clarification (5 hours), Support Systems (3 hours), Interviewing Techniques (23 hours), Problem Solving/Decision Making Process (12 hours), and Conflict Management (11 hours). Lesson plans outline objectives, suggested aids, and instructional guidance. The teaching guides contain topic outlines for class presentation along with behavioral objectives, assignments, and group exercises. Contents of the study guides include text materials with some exercises (YLB)


Identifiers: Group Managers/Military Curricula
A study was conducted to identify barriers and develop programmatic strategies necessary to overcome those barriers that deter both male and female students from enrolling in vocational education programs of their choice. The study utilized a modified delphi technique to collect the perceptions of the target groups included students, parents, teachers, counselors, administrators, and employers. Group ranking of the barriers revealed the following: the highest ranked barriers were: (1) loss of femininity or masculinity; (2) parent pressure; (3) peer pressure; (4) tradition; and (5) inhibition due to being in the minority sex. (Results of a two-day seminar with nationally recognized experts in the field of educational sex bias are reported along with suggested strategies for overcoming selected barriers. The survey instruments are appended.)

Descriptors: Administrator Attitudes/ Counselor Attitudes/ Educational Research/ Employer Attitudes/ Females/ Males/ Parent Attitudes/ Sex Bias/ Sex Role/ Sex Stereotypes/ Student Attitudes/ Teacher Attitudes/ Vocational Education

Identifiers: Oklahoma
Article written by women educators and counselors are provided with accompanying resource information in this five-part monograph which focuses on the need for and the implementation of sex equity vocational counseling at community colleges. Part I examines the role the counselor can play in eliminating the effects of sex stereotyping on the occupational decisions made by women and in making occupational training available to women in areas traditionally dominated by men. Part II discusses the institutional commitment needed to provide sex equity counseling in terms of programs and services, and Part III examines the special needs of various target populations, including minorities, middle-aged women re-entering the job market, displaced homemakers, and welfare recipients. Part IV explores various techniques that can be used in implementing sex equity, including group counseling, workshops, awareness training, life/work planning, community activities and clubs, computerized career counseling, and granting college credit for homemaking and volunteer work experience. Part V describes the exemplary counseling programs and services for women students at six community colleges. A bibliography of materials of interest to students, counselors, and administrators is appended. (UP)

Descriptors: Adult Students/Allied Health Occupations Education/Career Counseling/Career Planning/College Credits/College Role/Community College/Community Counseling Techniques/Community Development/Displaced Homemakers/Engineering Technology/Equal Opportunities/Experiential Learning/Females/Group Counseling/Minority Groups/Nontraditional Occupations/Reentry Students/Sex Equity/Sex Stereotypes/Two Year Colleges/Welfare Recipients

Kaser, Joyce; And Others

The Vocational Educator's Role: Outlines and Participants' Materials for Application Sessions for Vocational Educators, Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators. Bulletin No. 0187.

Virginia Polytechnic Inst and State Univ, Blacksburg.

Sponsoring Agency Virginia State Dept. of Education.

Richmond. Div of Vocational Education.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type BIBLIOGRAPHY (131)

This handbook presents management techniques, program ideas, and student activities for building comprehensive secondary career guidance programs. Part 1 (Chapter 1) traces the history of guidance to set the stage for the current emphasis on comprehensive programs. It summarizes four representative models for designing comprehensive programs, and cites additional models. Part 2 (Chapters 2-7) identifies specific student practices for building a comprehensive program. Each chapter is organized into (1) narrative, with definition, rationale for use, summary appraisal of practices, and full description of an illustrative practice; (2) ten abstracts of practices, showing range, types available, costs; (3) additional practices, and (4) references. Chapter 2 focuses on curriculum-based practices-a broad approach to delivering career guidance practices. Chapters 3-5 present individual practices geared primarily to one developmental area. Titles are: Self-Understanding and Occupational Knowledge Practices; Career Exploration and Decision-Making Practices; and Placement, Follow-Up, Follow Through, and Employability Skills Practices. Chapter 6 addresses the needs of women and special sub-populations. Chapter 7 concerns computer-based career guidance practices. Part 3 (chapters 8) discusses the implementation of programs and practices under these topics, change agent roles for counselors, a seven-step strategy for effecting change, and a review of roadblocks to change.


Campbell, Robert E.; And Others

Ohio State Univ., Columbus National Center for Research in Vocational Education.


Sponsoring Agency National Inst of Education (DOE).

Washington, D.C.

Contract No.: 400-77-020

Available from National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1060 Kenny Rd., Columbus, OH 43210 ($11.80)

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type NON CLASSROOM MATERIAL (055): BIBLIOGRAPHY (131)

Geographic Source: U.S./ Ohio

Journal Announcement RIEOCT80

This handbook presents management techniques, program ideas, 39
An expanded analysis of factors related to sex-role stereotyping in New York State (which were identified in phase 1) was conducted in the second (final) phase of the project. (See Note for report on phase 1.) Data were collected by surveying occupational education students—generally 11th and 12th graders—in selected programs in the trade, industrial, and service areas: 10th graders in general high school courses; parents; teachers; and counselors. Tenth grade survey results indicated that 33% of boys and 55% of girls considered (although few actually planned to take) nontraditional courses, and ways to encourage nontraditional course choice differed for girls and boys. Surveys of occupational education students showed that girls were more helpful to boys than girls in traditionally male programs. Parents perceived teachers toward programs. Counselor-teacher survey findings indicated all but one of forty-six teachers were in fields traditional for their sexes; most teachers and counselors had not attended sex-equity workshops. 30% felt boys and girls should be encouraged to take nontraditional courses, and a positive association existed between a teacher’s personal efforts to increase nontraditional enrollment and presence of nontraditional students in the instructor’s classes. (Survey instruments are appended.) (Yib)

Descriptors: *Career Choice/ Counselor Attitudes/ Enrollment Influences/ Enrollment Trends/ Nontraditional Occupations/ Parent Attitudes/ Secondary Education/ Sex Discrimination/ Sex Fairness/ Sex Stereotypes/ Social Discrimination/ Student Attitudes/ Surveys/ Teacher Attitudes/ Vocational Interests

Identifiers: New York

ED166761 CE025188
The Identification of Factors Associated with Sex-Role Stereotyping in Occupational Education.
Ott, Mary Diederich; And Others
Cornell Univ., Ithaca, NY Inst for Research and Development in Occupational Education.
Mar. 1980. 196p.: For related documents see ED 163 198 and ED 166 410.

Sponsoring Agency: New York State Education Dept., Albany.
Div. of Occupational Education Supervision
Grant No.: VEA-79-3A-755GS
EDRS Price - MF01/PC03 Plus Postage
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U S / New York
Journal Announcement: RIENTR80

This packet contains assessment instruments used to evaluate the effectiveness of Project MOVE (Maximizing Options in Vocational Education) graduate-level courses. (Courses are offered over a two-semester period to vocational educators, administrators, and counselors.) An introduction discusses evaluation methods and presents a chart listing sources of data collection. The chart also indicates the use of each source of data in respect to summative evaluation of course effectiveness, formative evaluation of teaching and materials, and initial assessment of classes' and class members' implementation of the evaluation component of course content. Each instrument is preceded by an explanatory sheet that describes the instrument, gives its purpose, and may discuss reliability and validity. Answer sheets, scoring keys, and examples are provided as necessary. Contents include pre- and post-attitude measures (What Do You Feel, Class Participants' Questionnaire), behavior measures (checklists for student, counselor, and administrator), knowledge measures (Quick Quiz on Title IX, Title IX or Title II Quiz, Changing Work Force and Family Quiz), Youth Group Survey (Attitudes and Knowledge), Evaluation Activities Performed by Class Members, Learning Packet Logs, Learning Packet Self Assessment, and Assessment of Course Materials (Project Status Report, Group Growth Evaluation Form, Class Evaluations, Course Evaluation, Follow-up School Progress Report, and Enrollment Figures). (YLB)

Descriptors: Attitude Change/ Attitude Measures/ Behavior Change/ Check Lists/ Enrollment/ Evaluation Methods/ Females/ Formative Evaluation/ Graduate Study/ Higher Education/ Instructional Materials/ Males/ Measures (Individuals)/ Outcomes of Education/ Pretests/ Posttests/ Professional Development/ Program Effectiveness/ Questionnaires/ Self Evaluation (Individuals)/ Sex Fairness/ Sex Role/ Sex Stereotypes/ Summative Evaluation/ Surveys/ Teacher Improvement/ Vocational Education

Identifiers: Project MOVE

ED188670 CE025144
Methods and Instruments Used for Evaluating Project MOVE Courses. Project MOVE (Maximizing Options in Vocational Education).
State Univ of New York, Utica.
1980. 70p: For related documents see CE 023 593, CE 023 40.
ED 186635 CE024881

Buffington (Thomas) and Associates, Washington, D.C.
1979 231p.; Not available in paper copy due to small print, for a related document see ED 178 721.
Sponsoring Agency: Office of Career Education (DHEW/DE),
Washington, D.C.
Contract No.: 300-78-0237
EDRS Price MF01/PC02 Plus Postage PC Not Available from EDRS.
Language English
Document Type TEACHING GUIDE (052); NON-CCLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source U.S./ District of Columbia
Journal Announcement RIENWBO

This catalog of materials collected from projects funded for fiscal year 1978 by the Office of Career Education includes ideas and information for educational practitioners and others interested in career education development in elementary, secondary, and postsecondary schools as well as various adult populations. Ninety articles are divided into these major sections: Classroom (26), Community Resources (24), Counseling and Guidance (21), and Management (19). The narrative section of each article describes the project/program and/or materials and ideas developed and may present representative or sample activities, instructional materials, or unit plans. An "indicator" at the end of the narrative identifies the sources, cities, and states from which the subject matter was taken. "Locator pages" at the end of the catalog list alphabetically by state the names and addresses of all fiscal year 1978 project directors and the titles of each project. An index is provided to allow quick reference to a specific topic (YLB).

Descriptors: Adult Education/ Apprenticeships/ Career Awareness/ Career Counseling/ Career Development/ Career Education/ Career Exploration/ Competency Based Education/ Cooperative Programs/ Coordination/ Disabilities/ Elementary Secondary Education/ Exceptional Persons/ Experiential Learning/ Federal Programs/ Fused Curriculum/ Inservice Teacher Education/ Internship Programs/ Parent Participation/ Postsecondary Education/ Program Administration/ Program Improvement/ School Business Relationship/ School Community Relationship/ Self Concept/ Sex Fairness/ Work Experience
Identifiers Unisex Act Interest Inventory

ED 186640 IMB00700
Alternatives to Sex-Restrictive Vocational Interest Assessment.
Prudiger Dale J.; Johnson, Richard W.
American Colli Testing Program, Iowa City, Iowa Research and Development Div.

May 1979 45p.; The table on pages 36-41 contains small print.
Report No. ACI RR-79
Available from: ACI Publications, P.O. Box 168, Iowa City, IA 52243 ($1.00)
EDRS Price MF01/PC02 Plus Postage
Language English
Document Type RESEARCH REPORT (143); REVIEW LITERATURE (070)

Geographic Source U.S./ Iowa
Journal Announcement RIENWBO

Recent research is summarized on interest assessment procedures as it bears on the issue of sex restrictiveness. Studies documenting sex restrictiveness in widely used interest inventories are cited, and alternatives to sex-restrictive interest assessment are suggested. Separate consideration is given to basic interest scales and to occupational scales for basic interest scales, results are summarized for 15 recent validation studies which support the use of interest scores that are not sex restrictive. Such scores can easily be obtained for traditional scales that assess basic interests. Alternatives to traditional sex-restrictive occupational scales are reviewed, including the use of cross-sex scales, combined-sex scales, cluster scales, and sex-balanced scales. Normal and correlational data are presented as aids in mitigating sex restrictiveness in existing occupational scales, and the value of placing greater emphasis on basic interest scales is illustrated, for both basic interest scales and occupational scales, primary attention is given to the possibility that interest inventories can consist entirely of items that elicit similar responses form males and females and provide males and females with similar vocational suggestions. Reliability and validity for the Unisex Act Interest Inventory (UNIACI) are summarized (Author/BW)

Descriptors Career Counseling/ Higher Education/ High Schools/ Interest Inventories/ Sex Fairness/ Sex Stereotypes/ Test Interpretation/ Test Validity/ Vocational Interests
Identifiers Unisex Act Interest Inventory

ED 186641 RAB00010
Alternatives to Sex-Restrictive Vocational Interest Assessment.
Prudiger Dale J.; Johnson, Richard W.
American Colli Testing Program, Iowa City, Iowa Research and Development Div.

May 1979 45p.; The table on pages 36-41 contains small print.
Report No. ACI RR-79
Available from: ACI Publications, P.O. Box 168, Iowa City, I A 52243 ($1.00)
EDRS Price MF01/PC02 Plus Postage
Language English
Document Type RESEARCH REPORT (143); REVIEW LITERATURE (070)

Geographic Source U.S./ Iowa
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Descriptors Career Counseling/ Higher Education/ High Schools/ Interest Inventories/ Sex Fairness/ Sex Stereotypes/ Test Interpretation/ Test Validity/ Vocational Interests
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ED 186641 RAB00010
Alternatives to Sex-Restrictive Vocational Interest Assessment.
Prudiger Dale J.; Johnson, Richard W.
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EDRS Price MF01/PC02 Plus Postage
Language English
Document Type RESEARCH REPORT (143); REVIEW LITERATURE (070)

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Recent research is summarized on interest assessment procedures as it bears on the issue of sex restrictiveness. Studies documenting sex restrictiveness in widely used interest inventories are cited, and alternatives to sex-restrictive interest assessment are suggested. Separate consideration is given to basic interest scales and to occupational scales for basic interest scales, results are summarized for 15 recent validation studies which support the use of interest scores that are not sex restrictive. Such scores can easily be obtained for traditional scales that assess basic interests. Alternatives to traditional sex-restrictive occupational scales are reviewed, including the use of cross-sex scales, combined-sex scales, cluster scales, and sex-balanced scales. Normal and correlational data are presented as aids in mitigating sex restrictiveness in existing occupational scales, and the value of placing greater emphasis on basic interest scales is illustrated, for both basic interest scales and occupational scales, primary attention is given to the possibility that interest inventories can consist entirely of items that elicit similar responses form males and females and provide males and females with similar vocational suggestions. Reliability and validity for the Unisex Act Interest Inventory (UNIACI) are summarized (Author/BW)

Descriptors Career Counseling/ Higher Education/ High Schools/ Interest Inventories/ Sex Fairness/ Sex Stereotypes/ Test Interpretation/ Test Validity/ Vocational Interests
Identifiers Unisex Act Interest Inventory
The OPTIONS Project was undertaken at Piedmont Virginia Community College (PVCC) to identify and eliminate sex stereotyping in vocational guidance. As part of this effort, a series of workshops was held that resulted in a heightened awareness of the problem in the college at large. Another component of the project resulted in the evaluation of career resource materials at the career library and the development of a procedure for assessing new materials as they are added to the collection. Additionally, the project sought to investigate the causes of math anxiety and explore ways of eliminating it. Efforts in this area included a one day workshop and two seminars for counselors and instructional staff that focused on reducing math anxiety, as well as the piloting of an open math lab and the development of support materials. Finally, in order to achieve objectives related to the planning and implementation of programs and the development of materials responding to the needs of PVCC women, visits were made to model programs at other colleges. Four seminars on sex bias and stereotyping were conducted for students, and career materials designed for women were purchased. The project report is appended by materials related to project activities, including questionnaires, survey results, descriptive materials and time-tables (AYC).

Descriptors: Adult Development/ Career Counseling/ Change Strategies/ Counseling Techniques/ Crisis Intervention/ Females/ Graduate Study/ Higher Education/ Sex Fairness/ Sex Role/ Women's Studies
Exemplary Vocational Guidance Projects in Virginia, 1979-80
Project Abstracts.
Hohenshil, Thomas H; Maddy, Carolyn
Virginia Polytechnic Inst and State Univ, Blacksburg
Dept. of Education.
Sponsoring Agency Virginia State Dept of Education.
Richmond Div of Vocational Education
EDRS Price - MF01/PC02 Plus Postage
Language: English
Document Type GENERAL REFERENCE (130): PROJECT DESCRIPTION (141)
Geographic Source: U.S./Virginia
Journal Announcement: RIESEP80

Thirty exemplary vocational guidance and counseling projects funded in Virginia through Title II (Vocational Education) are described. Ten of the projects were designed to increase sex equity in vocational guidance, counseling and education programs. Eleven were designed to encourage business/guidance exchange of personnel and information. The remainder were developed to increase vocational guidance and counseling services for the handicapped. Each summary includes the project's objectives, methodology, and the name, address, phone number and institutional affiliation of the project director. (JAC)

Descriptors: +Career Guidance/ Career Planning/ Counseling Objectives/ Demonstration Programs/ +Disabled/ Employment Opportunities/ +Guidance Programs/ +School Business Relationship/ +Sex Fairness/ Vocational Education
Identifiers: Virginia

Pioneering Programs in Sex Equity: A Teacher's Guide
Smith, Amanda J; Farris, Charlotte J.
American Vocational Association, Washington, D.C.
1980 64p.
Available from Special Publications, American Vocational Association, 2020 N. 14 St., Arlington, VA 22201 (Order No. 10100, $6.00; Discounts for quantity orders)
EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S./District of Columbia
Journal Announcement: RIESEP80

Background information and suggested activities or classroom strategies on sex equity are presented for use by teachers in various settings. Suggested applications include use by vocational or academic teachers, counselors, and teacher educators with students, parents and advisory or community groups. Adaptation to a district plan or staff development inservice training are also suggested. (*Pioneering* is defined as entering fields previously identified with the other sex) Chapter titles and selected sub-topics are Twentieth Century Pioneers (What is Sex Equity?), Overcoming Barriers: The Teacher's Role in Sex Equity, Sex Bias in Well-Intended Behavior: Sex Bias in Language, Sex Bias in Instructional Materials: The Changing Work Force and Family: A Quiz, Family Structure and Values: Discussions and Projects: Case Studies: A Teaching and Discussion Technique: Encouraging Enrollment of Pioneering Students: Successful Pioneering (Culture Shock on the Job, Expanded Courteous and Humor): Reaching the Community (Seeking Parental Support, Supporting Pioneer Graduates): and Development Your Personal Plan (Identifying Opportunities to Build Trust, Measuring Success). (MEK)

Descriptors: +Attitude Change/ Career Education/ Equal Education/ Instructional Materials/ Learning Activities/ Postsecondary Education/ +Program Development/ Secondary Education/ +Sex Bias/ Sex Discrimination/ Sex Fairness/ Social Change

43
This third of four workshop modules in the Project ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) series deals with analyzing and developing procedures for dealing with sexual stereotypes and biases reflected in learning and counseling materials with the schools. (See Note about other modules.)

The module helps workshop participants (1) develop criteria for evaluating instructional and counseling materials in terms of sexual and cultural bias, (2) examine currently used materials to determine if they include evidence of bias, (3) examine current procedures and criteria for the selection of counseling and instructional materials, (4) examine the flexibility of the curriculum in order to determine the potential for change, and (5) develop supplemental activities to assist in working with biased instructional materials. The module provides workshop facilitators with instruction guidelines, participant activities, and supplemental reading materials.

Examples of the fourteen participant activities include "Who's Who?" (2) and "Differential Treatment." Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, and process (and variations). It is recommended that at least two activities be chosen to treat each module objective. An appendix contains seven readings to support specific activities. (YLB)


Identifiers: Project ASPIRE

Livonia Public Schools, Mich. 1979 72p.: For related documents see CE 025 182-183 and CE 025 185.


Available from: EDC/WEEAP Distribution Center. 39 Chapel St., Newton, MA 02160 ($1.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)

Geographic Source: U.S./ Michigan

Journal Announcement: RIEWS80

This third of four workshop modules in the Project ASPIRE (Awareness of Sexual Prejudice Is the Responsibility of Educators) series deals with analyzing and developing procedures for dealing with sexual stereotypes and biases reflected in learning and counseling materials with the schools. (See Note about other modules.)

The module helps workshop participants (1) develop criteria for evaluating instructional and counseling materials in terms of sexual and cultural bias, (2) examine currently used materials to determine if they include evidence of bias, (3) examine current procedures and criteria for the selection of counseling and instructional materials, (4) examine the flexibility of the curriculum in order to determine the potential for change, and (5) develop supplemental activities to assist in working with biased instructional materials. The module provides workshop facilitators with instruction guidelines, participant activities, and supplemental reading materials.

Examples of the fourteen participant activities include "Who's Who?" (2) and "Differential Treatment." Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, and process (and variations). It is recommended that at least two activities be chosen to treat each module objective. An appendix contains seven readings to support specific activities. (YLB)


Identifiers: Project ASPIRE
Inservice Teacher Educational contexts participant readings and one facilitator reference to activities, provided logistics, materials, time required, process. Each suggested activity is presented in this format: reference to objective, awareness level, purpose, logistics, materials, time required, process, and variations. It is recommended that at least two activities be chosen to treat each module objective. An appendix contains ten participant readings and one facilitator reference to support specific activities, an index for educators, and a preliminary guide to the assessment and evaluation of sexism in educational contexts.


Identifiers: Project ASPIRE
An Analysis of Sex-Role Stereotyping and Sex Bias in Secondary Vocational Education in Kentucky. Final Report.

Richardson, Patricia B. ; And Others

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Education.

Sep 1979 17p.; Some of the appendix materials will not reproduce well due to small print. For a related document see CE 025 043.

Sponsoring Agency: Kentucky State Dept. of Education.

Frankfort, Bureau of Vocational Education.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); STATISTICAL MATERIAL (110); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S. / Kentucky

Journal Announcement: RIESEP80

Government: State

Using an opinion questionnaire with students, parents, and school personnel and personal interviews with secondary students, a Kentucky research study examined the extent of sex bias in vocational programs, the factors contributing to the enrollment of nontraditional students, and the barriers or problems affecting the enrollment of nontraditional students in the state's vocational education programs. Additional objectives were (1) to determine the effects of socioeconomic status, attitudes toward education, and the culture of the geographic area upon enrollment in nontraditional programs, (2) to make basic recommendations for the elimination of existing stereotyping and bias, and (3) to compile a sex-fair comprehensive bibliography of vocational education materials. Selected conclusions include these: all respondents felt vocational teachers exhibited sex-fair behavior; students and their parents are unsure as to how nontraditional students were treated by counselors; all groups except the principals were unsure as to whether principals saw the need to eliminate sex bias in the community; and students do not feel that they are adequately prepared for the possible problems and barriers to nontraditional students in education. The final section of the bibliography contains a list of publishers. (LRA)

Descriptors: Audiovisual Aids/ Bibliographies/ Books/ Career Education/ Careers/ Citations (References)/ Doctoral Dissertations/ Females/ Guidance/ Instructional Materials/ Males/ Nontraditional Occupations/ Reference Materials/ Reports/ Sex Bias/ Sex Discrimination/ Sex Fairness/ Sex Stereotypes/ Vocational Education

A Bibliography for Sex-Fair Vocational Education.

Richardson, Patricia B. ; And Others

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Education.

Aug 1979 120p.

Sponsoring Agency: Kentucky State Dept. of Education.

Frankfort, Bureau of Vocational Education.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131); DIRECTIVE (132)

Geographic Source: U.S. / Kentucky

Journal Announcement: RIESEP80

Government: State

This bibliography was compiled in an attempt to provide resources for vocational educators to use in understanding, interpreting, and incorporating methods for the total elimination of sex discrimination, sex bias, and stereotyping in their daily classroom activities. The bibliography is organized into eight topic areas: (1) Developing Sex-Fair Vocational Education, (2) Eliminating Sexism in Language and Instructional Materials, (3) How Sex Bias Affects Men, (4) Men and Women in Nontraditional Careers, (5) Reference Materials, (6) Sex Equality Organizations, (7) Sex Fair Counseling in Guidance and Career Education, and (8) Ways of Eliminating Sexism in Schools. Within each topic area, the entries are alphabetized by title under the following categories: audio-visuals, books, dissertations, periodicals, reports, and miscellaneous. The final section of the bibliography contains a list of publishers. (LRA)

Descriptors: Audiovisual Aids/ Bibliographies/ Books/ Career Education/ Careers/ Citations (References)/ Doctoral Dissertations/ Females/ Guidance/ Instructional Materials/ Males/ Nontraditional Occupations/ Reference Materials/ Reports/ Sex Bias/ Sex Discrimination/ Sex Fairness/ Sex Stereotypes/ Vocational Education
The Whole Person Book: Toward Self-Discovery & Life Options
Liggett, Twila Christensen; And Others
Document Type: INSTRUCTIONAL MATERIAL (051); TESTING, QUESTIONNAIRE (160)
Geographic Source: U.S./ Nebraska
Journal Announcement: RIESEP80

This resource book provides curriculum materials for increasing awareness of sex bias and promoting more positive attitudes and participation in sex-fair career education and counseling. The book provides information in four parts for facilitators (teachers, counselors, administrators, or parents) and learners (students, parents, school staff members, or school board members). In the first part, a facilitator's guide includes a nontraditional career/life planning quiz to assist in understanding the guide's intent and discusses the philosophy, methodology, and implementation of nontraditional career education. In the second part, student activities are organized around three major areas related to career exploration. Self-Exploration provides activities to help students explore personal values, interests, and talents influencing career choices. Decision Making activities provide opportunities for making simulated and actual decisions as participants examine various decision-making methods and their resulting outcomes. Life Planning activities encourage learners to match personal qualities with occupational skills, identify educational alternatives and examine potential life styles relevant to career interests. Each activity is discussed in terms of goal, activity focus, directions for facilitators, and suggestions for learner discussion. The third section, Learner Materials, includes supplemental activities suggested for use with specific activities. Included in the fourth part, Resources, are an Attitudes Toward Nontraditional Careers scale, bibliography, and index. (YLB)

Descriptors: Adult Education/ Attitude Change/ Career Choice/ Career Counseling/ Career Education/ Career Exploration/ Career Planning/ Decision Making/ Females/ Instructional Materials/ Interests/ Job Skills/ Learning Activities/ Life Style/ Nontraditional Occupations/ Secondary Education/ Self Evaluation (Individuals)/ Sex Bias/ Sex Fairness/ Teaching Guides/ Values Clarification/ Vocational Interests/ Women's Education

Project CHOICE: Creating Her Options in Career Education.

Aquila, Frank D., Ed.
Indiana Univ., Indianapolis, School of Education.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: USOE-OS-77-0154
EDRS Price - ME01/PC01 Plus Postage.

Language: English
Document Type: TEACHING GUIDE (OS2): PROJECT DESCRIPTION

Geographic Source: U.S./ Indiana
Journal Announcement: RIEAUG80

The purposes of this book are (1) to provide a description of the Indiana University School of Education Training Institute's project for training school personnel to address the issues of racial and sexual desegregation, and (2) to supply educators with classroom exercises and activities that focus on racism and sexism and encourage non-prejudiced attitudes and behaviors among students. First, the historical perspective under which the Institute was developed is discussed. A description of the Institute's structure, project design, selection of participants, project objectives, staff, and program activities follows. The results of an evaluation designed to assess individual and Institute success in achieving the goals of the race and sex desegregation program are reviewed. A series of sexism, multicultural, and multietnic classroom exercises are then provided. Finally, appended to the volume are a list of Institute participants, copies of Institute newsletters, comments of program participants, and a glossary of terms. (Author/GC)

Descriptors: Administrators/Class Activities/ Counselors/Elementary Secondary Education/ Inservice Education/Multicultural Education/ Program Descriptions/ Racial Bias/School Desegregation/ Sex Bias/ Student Attitudes/ Teacher Attitudes/ Teachers

Identifiers: Indianapolis Public Schools IN/ Indiana University Teaching Institute

A Quest for Equality: Title IX, The Second Year. Proceedings (Indiana University, Indiana, January 19-20, 1977)

Aquila, Frank D., Ed.; Hummel, Judy, Ed.
Indiana Univ., Indianapolis.

May 1977, 102p: Not available in paper copy due to small print. Proceedings of a Conference on Title IX
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: 305-76-0011
EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS

Language: English

Murphy, Jody
Jefferson County Public Schools, Lakewood, Colo.
Oct 1979 89p.: For related documents see ED 162 226 and ED 167 775.

Sponsoring Agency: Office of Career Education (DHEW/OF), Washington, D.C.
Grant No.: 0007802030
EDRS Price: MF01/0C04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141): EVALUATIVE REPORT (142)

Geographic Source: U.S./ Colorado
Journal Announcement: RIEAUG60

A model career decision-making program to reduce the effects of sex-role stereotyping in career choices of senior high school students was conducted at Columbine High School (Lakewood, Colorado). Project goals included the following (1) to provide students with self-awareness and career-decision-making activities designed to broaden options these students see for themselves; and (2) to provide parents, teachers, and community members with techniques and activities by which they can broaden, through their contact with students, the options that all students see for themselves. These goals were accomplished by teaching two careers classes for the students and by in-service programs for the "influence groups." The program directly affected approximately sixty seniors, the entire counseling, library media, and administrative staffs, two parent groups, a teacher group, and a steering committee. An evaluation revealed very little difference between the two classes in terms of attitude toward sex-role stereotyping. Parents were found to be less concerned with their own learning and more concerned with the opportunities available to their children. Community members saw themselves as facilitators for realistic career planning for the students; and teachers expressed positive feelings about their in-service activities but wanted more time and information. A teacher resource manual and project brochure were made available for dissemination. (Author/BM)

Descriptors: *Attitude Change/ *Career Choice/ Career Education/ Community Involvement/ Decision Making Skills/ Employment Opportunities/ Equal Opportunities (Jobs)/ High Schools/ High School Seniors/ Inservice Teacher Education/ Parent Participation/ Program Effectiveness/ *Sex Fairness/ *Sex Stereotypes

Identifiers: Colorado (Lakewood)/ Education Amendments 1974

State Univ. of New York, Utica.
EDRS Price: MF01/PC01 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051): TEACHING GUIDE (052)

Geographic Source: U.S./ New York
Journal Announcement: RIEAUG60

Intended for a group of twelve to fifteen people with one facilitator (chairperson), this game includes materials and instructions for a simulation activity for individuals concerned with how stereotyping of vocational-occupational education and sex role stereotyping can limit enrollment in vocational and occupational programs. Eight group members role play people from the community and public school system serving on a special committee which is to make a recommendation to the administration and school board on whether or not a proposal of a consultant group will be implemented (their recommendations include required home economics and industrial arts courses and providing vocational courses or occupational programs for non-college bound students). The roles include a male business and industry representative, female PTA president, president of teachers' union, district director of counseling, district curriculum director, female high school senior, district chairperson of Unified Practical Arts-Home Economics and Industrial Arts, and BOCES (Board of Cooperative Educational Services) Occupational Education director. Other group members are observers. The game simulation proceeds from committee member position statements and discussion to observer responses, general discussion, and brainstorming. Role descriptions and directions for observers are provided (ZLB)

Descriptors: Career Exploration/ Core Curriculum/ Educational Games/ *Enrollment Influences/ Home Economics/ Industrial Arts/ Perception/ Perspective Taking/ Program Development/ Role Perception/ *Role Playing/ Secondary Education/ *Sex Discrimination/ Sex Fairness/ Sex Role/ *Sex Stereotypes/ Simulation/ *Vocational Education

Identifiers: Project MOVE

Wingers, Nancy; And Others


.7196
39p.; For related documents see UO 020 156 and UD 020 158

Sponsoring Agency Office of Education (DHEW), Washington, D.C.

EDRS Price MFOI/PCO2 Plus Postage.

Language English

Document Type CLASSROOM MATERIAL (050):

Geographic Source U.S./ Massachusetts

Journal Announcement RIEJUL80

Government State

Title IX is a Federal law prohibiting discrimination in education on the basis of sex. This booklet was written to introduce students to the Law and its implications. Topics covered include: (1) schools affected by the regulations; (2) admissions to schools; (3) entrance to courses; (4) counseling and guidance; (5) extracurricular activities; (6) athletics and competitive sports; (7) marital and parental status; (8) school rules and regulations; (9) student services and benefits; (10) financial aid; (11) curricular materials; (12) facilities; (13) employment; and (14) self-evaluation and affirmative action. Appended to the booklet is information about types of schools, a resource bibliography, and a guide to HEW regulatory offices.

Descriptors: Civil Rights Legislation/ Elementary Secondary Education/ Federal Aid/ *Federal Regulation/ *Guides/ Higher Education/ School Law/ *Sex Discrimination/ *Sex Fairness/ *Student Rights

Identifiers *Title IX Education Amendment, 1972

Achieving Sex Equity at Community Colleges: An In-Service Training Module on Recruiting and Retaining Students in Courses That Are Nontraditional for Their Sex.

Miller, Susan W.

Los Angeles Community Coll District, Calif

8190, 42p

EDRS Price MFOI/PCO2 Plus Postage.

Language English

Document Type: NON-CLASSROOM MATERIAL (055):

Geographic Source: U.S./ California

Journal Announcement RIEJUL80

An in-service training module is presented that is designed to assist community college vocational instructors in recruiting and retaining students in courses that are non-traditional for their sex. The workbook first presents a rationale for the implementation of sex affirmative programs in vocational education, discussing gender stereotypes and the inequitable position of women in the labor force. This is followed by a list of terms and definitions needed to familiarize educators with the terminology of sex equity in education. Relevant legislation is then identified and discussed to provide a working knowledge of the legal aspects of sex discrimination in educational and work settings. Administrative and curricular practices which retard sex equity at community colleges are then identified and specific steps to promote sex equity in vocational programs are enumerated. These steps include the active recruitment of students, the elimination of sex bias in course content and materials, and the provision of non-biased vocational counseling and job placement services. Worksheets and exercises are provided throughout the workbook.

Descriptors: Career Counseling/ Community Colleges/ Compliance (Legal)/ Curriculum Problems/ Definitions/ Faculty Development/ Federal Legislation/ Females/ *Inservice Education/ *Job Placement/ *Nontraditional Occupations/ *Sex Discrimination/ *Sex Stereotypes/ Student Recruitment/ *Two Year Colleges/ *Vocational Education/ *Vocational Education Teachers/ *Workbooks
ED183230 JC800236

Resources for Achieving Sex Equity: An Annotated Bibliography.

Millner, Susan W. Comp.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ California
Journal Announcement: RIEJUL80

This annotated bibliography provides a list of resources dealing with sex equity in vocational education. The bibliography first provides operational definitions of "sexism," "sex fair," "sex affirmative," "sex bias," and "affirmative action." It then lists resources under the following topics and/or bibliographic forms: (1) sex role definition, (2) sex equity and the law, (3) sex equity and career guidance, (4) career options for women, (5) historical and ethical perspectives of working women, (6) journal articles, (7) newsletters, (8) films, (9) filmstrips/cassettes, (10) records and tapes, (11) learning kits and games, (12) posters and displays, (13) non-print, audio-visual, and human resources, and (14) organizations and projects dealing with sex equity. The bibliography concludes with information on the availability of the enumerated resources. (JP)

Descriptors: Affirmative Action/ Annotated Bibliographies/ Audiovisual Aids/ *Career Counseling/ Career Planning/ Community Colleges/ Community Organizations/ Compliance (Legal)/ Employed Women/ Equal Education/ Equal Opportunities (Jobs)/ *Females/ Learning Modules/ Minority Groups/ Nontraditional Occupations/ Private Agencies/ Public Agencies/ Resource Materials/ *Sex Discrimination/ Sex Equity/ Sex Role/ Social Values/ State Agencies/ *Two Year Colleges/ *Vocational Education

ED187535 CE024114

General Directions for the Game of CESSHEE: Conflicts in Eliminating Sex Stereotyping in Home Economics Education.

Project MOVE.
Farris, Charlotte J.
State Univ. of New York, Utica.
1979 13p.
Available from: C. J. Farris. State University of New York College of Technology, Department of Vocational and Technical Education, 811 Court Street, Utica, NY 13502 ($1.00).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051): TEACHING GUIDE (062)
Geographic Source: U.S./ New York
Journal Announcement: RIEJUL80

Intended for a group of twelve to sixteen people with one facilitator. CESSHEE (Conflicts in Eliminating Sex Stereotyping in Home Economics Education) includes materials and instructions for a simulation game for individuals concerned with how sex discrimination, stereotyping, and bias may influence the enrollment of both sexes in home economics courses. Objectives are to identify and clarify beliefs and issues related to (1) how sex stereotyping and bias limit possibilities of both males and females enrolling in home economics. Seven group members role play people from the community and public school system serving on a special committee which is to make a recommendation to the school board about a one-semester required home economics course on independent and family living. The roles include a recent male graduate, young working mother, female PTA president, male director of counseling, male curriculum director, female high school senior, and female home economics teacher and department chairperson. The game simulation proceeds from committee member position statements, discussion, and rebuttal to entire group discussion and voting. Role descriptions, directions for observers (the remaining group members), and voting lists are provided. (YLB)

Descriptors: Core Curriculum/ *Enrollment: Influences/ Family Life Education/ Games/ *Home Economics Education/ Perception/ Perspective Taking/ Role Perception/ *Role Playing/ *Sex Discrimination/ Sex Fairness/ Sex Role/ *Sex Stereotypes/ Simulation
An in-service program to reduce sex-stereotyping was conducted in four western New York locations for teams of vocational teachers, guidance counselors, and administrators. Designed to have maximum impact on eliminating sex-stereotyped attitudes, behaviors, and expectations of school personnel and adolescents, four major areas of knowledge were incorporated into two sequential courses (1) topics and issues related to sex stereotyping and biased evaluation, (2) strategies for change, and (3) communication and facilitory leadership skills to minimize the cost of delivery, yet maximize possibility of participants working together, a delivery system combining ten class meetings and nine learning packets was developed. Participants planned and, wherever possible, conducted programs or workshops on sex stereotyping; evaluated individual school district plans for meeting sex equity legislative mandates; planned, implemented, and evaluated a project; and developed a proposal for funding. A variety of program evaluation methods were used including increases in non-traditional enrollment areas, number of new sex equity contacts made by participants, programs conducted, learning packet logs, individual class and final evaluation, and several group growth evaluations. Initial evaluation results appear to be positive and varied. However, since two teams had not yet completed the course, only tentative conclusions were made. (Thirteen appendixes contain sample announcements, forms, assignments, reports, and evaluation used.) (MEK)

Descriptors: Administrator Education/ Career Guidance/ Counselor Training/ Higher Education/ Inservice Education/ Inservice Teacher Education/ Program Development/ Sex Discrimination/ Sex Equity/ Sex Fairness/ Team Training/ Vocational Education

Identifiers: New York

Parker, Delores A.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
7198 67p.
Available from ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109; Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 ($4.50).
EDRS Price - MFO1/PC04 Plus Postage PC Not Available from EDRS
Language: English
Document Type: PROJECT DESCRIPTION (141); LEGAL MATERIAL (090)
Geographic Source: U.S./ Michigan
Journal Announcement: RIEJUN80

A discussion of the role of the student personnel worker in counseling adult students, identification of the needs of women students and the reasons they return to college, and a review of research regarding women's utilization of a student personnel department are presented. Other areas of concern addressed in this monograph include (1) admission requirements for adult students; (2) workshops for counselors that promote sex equity; (3) existing programs which promote sex equity; and (4) legislation prohibiting sex discrimination in educational programs. Specific recommendations for change that will enhance opportunities for women in higher education are also provided. (Author)

Descriptors: Adult Counseling/ Adult Students/ Counselor Role/ Educational Legislation/ Equal Education/ Nontraditional Students/ Postsecondary Education/ Sex Discrimination/ Student Needs/ Student Personnel Services/ Student Personnel Workers

Identifiers Information Analysis Products
Factors Influencing Nontraditional Vocational Education Enrollment Choices: A Literature Review Research and Development Series No. 150

Vetter, Louise, And Others
Ohio State Univ., Columbus. National Center for Research in Vocational Education

1979 168p.
Sponsoring Agency: Office of Education (OHEW), Washington, D.C.

Available from National Center Publications, the National Center for Research in Vocational Education, the Ohio State University, 1960 Kenny Road, Columbus, OH 43210 ($8.75)

EDRS Price MF01/PC07 Plus Postage
Language: English

Document Type REVIEW LITERATURE (070)

Geographic Source: U.S./Ohio

Journal Announcement: RIEJUN80

The literature on factors influencing nontraditional enrollment choices may be approached in this order: background information on the labor force and vocational education; factors influencing nontraditional enrollments; and strategies for increasing nontraditional enrollments. Despite an increase in women in nontraditional occupations, differences in sex-role socialization of students reveal interest and ability as influential enrollment factors. Parents are the most important other people involved. The literature on sex role socialization indicates that family members, the mass media, and all elements of public education influence vocational choices. All have been criticized for perpetuating rigid sex roles. The order of influence of "significant others" on occupational preference is parents, peers, teachers, and counselors. Personal factors to be considered in nontraditional choices are ability and interest. An extensive literature on strategies for increasing nontraditional enrollments provides suggestions for programming from the prevocational level to the recruitment of high school students. At the postsecondary level, much information is available in the area of information, policy planning and implementation, occupational awareness, self-awareness, sex fair counseling/curriculum development, in-service programming, and collaborative efforts (YLR)

Descriptors: Academic Ability/ Career Choice/ Educational Research/ Employed Women/ Enrollment Influences/ Family Influence/ Literature Reviews/ Mass Media/ Nontraditional Occupations/ Parent Influence/ Peer Influence/ Sex Discrimination/ Sex Fairness/ Sex Role/ Sex Stereotypes/ Socialization/ Student Characteristics/ Student Interests/ Student Recruitment/ Teacher Influence/ Vocational Education/ Work Attitudes

A Team Approach to Develop and Implement an In-School Cluster Structure Designed for Occupational Exploration and Initial Job Preparation. Final Evaluation Report.
Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education

Oct 1979 45p.; Not available in paper copy due to light print
Sponsoring Agency Bureau of Vocational and Adult Education (BVEA/DE), Washington, D.C.

Bureau No. 502A000094
Grant No. GA 76-000966502
EDRS Price MF01/PC07 Plus Postage PC Not Available from EDRS.
Language: English

Document Type PROJECT DESCRIPTION (111)

Geographic Source: U.S./Arkansas

Journal Announcement: RIEJUN80

Government State

Three project teams, with three teachers, a counselor, and a school/community coordinator on each, developed sex fair experience-based career education programs and activities for junior and senior high school students in three Arkansas schools. Team members visited community learning sites, offered orientation and exploratory courses to students, and provided cooperative education program. A multimedia center and two career exploration laboratories (one of which was mobile) were set up. Counseling and placement services were made available. Evaluative data, tabulated and discussed in the report, showed: (1) little improvement in basic academic skills; (2) improvement in work habits and positive student attitudes toward work; (3) improvement in decision making skills and career awareness; (4) greater awareness of post-high school educational opportunities; (5) greater gains in choices of non-stereotyped occupations by participants than non-participants; (6) positive employer response, which rated students very high on sixteen work characteristics; and (7) good placement and follow up services for students (the evaluation design summary chart is appended). (CP)

Descriptors Academic Achievement/ Career Awareness/ Career Counseling/ Career Development/ Career Exploration/ Career Opportunities/ Cooperative Education/ Experiential Learning/ Junior High School Students/ Nontraditional Occupations/ Prevocational Education/ Program Effectiveness/ Programs/ School Community Relationship/ Secondary Education/ Sex Fairness/ Student Attitudes/ Students/ Work Attitudes

Identifiers Arkansas/ Experience-Based Career Education
ED181213 CE023657
Barta, Sheryl; And Others
Amos Public Schools, Iowa.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/DEIE), Washington, D.C.
Bureau No.: 496AH70149
Grant No.: G007701990
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055): BIBLIOGRAPHY (131): PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Iowa
Journal Announcement: RIEJUN80

The Amos, Iowa, experience in reducing sex-role stereotyping in vocational education is described in this report of a project which involved staff development work with thirty-five teachers and twelve counselors affecting approximately 2,800 students. The report stresses raising teacher and counselor sensitivity to stereotyping and involving them as facilitators of change. Lists of training needs for educators and of facilitators of sex equity in vocational education which resulted from two consciousness-raising workshops are given. Two other workshops which allowed the trainees to put their new knowledge, skills, and commitment to work toward curriculum change are also described. Barriers to reducing sex-role stereotyping as perceived by vocational education staff who were surveyed are listed and evaluated. Available instruments and guidelines for evaluation of sexism in instructional materials are contained in an annotated listing. The results of surveys of staff and student attitudes are followed by a list of instruments to measure attitudes toward sex roles. A training manual for a sex equity workshop is included which contains objectives, agenda, trainer notes, and a selected bibliography of films and resources. Faculty and student attitude surveys, participant interview form, and a multicultural non-sexist committee survey are appended. (YLB)


ED181181 CE022871
A Demonstration Model of the National Institute of Education's Experience Based Career Education Program. Final Report.
Fayette County Public Schools, Lexington, Ky.
Jun 1979. 183p.; For a related document see ED 147 534

Sponsoring Agency: Office of Education (DOE), Washington, D.C.
Bureau No.: 502AH60002
Grant No.: GO7603002
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S./ Kentucky
Journal Announcement: RIEJUN80

Four schools in Kentucky were chosen as sites for EBCE (Experience-Based Career Education) program implementation for eleventh and twelfth graders. School staff and over 300 community resource contacts in businesses were given inservice education; students were recruited, and bias-free materials and resources were made available. Credit was awarded for completion of community-based experience. Individualized learning plans were made to encourage student acquisition of life, career, and occupational skills, and evaluation plan was developed. Accomplishments were substantial, as the (appended) third-party evaluation noted. Students acquired career knowledge and exhibited more positive attitudes to work than did non-participants. Overall, EBCE student attitudes in several areas--towards education in general, school counseling, and the total learning environment--as well as general career maturity were significantly more positive than those of other students. While curriculum and instructional activities appeared adequate, however, there were deficiencies noted in interrelating career exploration activities and academic requirements. Furthermore, no significant gains were made in reducing sex role stereotyping or increasing students' internal locus of control when compared to non-participant students. Parent and employer attitudes were generally very favorable. (CP)

Descriptors: Academic Achievement/ *Career Awareness/ *Career Exploration/ Community Involvement/ Experience Learning/ High Schools/ Programs/ *Sex Fairness/ Skill Development/ *Student Attitudes/ Vocational Maturity/ Work Attitudes
Identifiers: *Experience Based Career Education/ Kentucky
ED179902 CG014047


Fleener, Elyse S.; Hollinger, Constance L.

Case Western Reserve Univ., Cleveland, Ohio

28 Feb 1979 154p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div of Grant and Procurement Management

Bro. No. 55SA861346

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); RESEARCH REPORT (143)

Geographic Source: U.S./ Ohio

Journal Announcement: RIEMAY80

Program goals of Project CHOICE were evaluated in terms of their ability to develop procedures to identify educational, family, and racial barriers to fulfillment of potential in sophomore girls, to design and use strategies for removing internalized and institutional barriers, and to be validated as effective intervention measures. Results of the program outcomes indicated that (1) talent identification is feasible, particularly for large high schools, through use of the Talent Inventory and Rating Sheet; (2) in all socioeconomic sectors, parents demonstrate a growing receptivity to career education; (3) social context is a powerful determinant of talent manifestation; (4) talented young women tend to be multiply talented; (5) critical differentiating features appear to lie in the value domain but not as a function of school control per se; and (6) individual and school differences seem to be far more prevalent for pinpointing career guidance needs than are family background factors per se. There is an underlying need of female adolescents, particularly among the affluent, to express their independence from their parents. Extensive data tables are appended (Author/HLM)


Identifiers: Project CHOICE

ED179895 CG014040

Expanding Career Options: Non-Stereotyped Career Counseling.

Romero, Patricia L.

California Univ., Irvine, Career Planning and Placement Center.


ED179723 CE023229
Sex Equity in Career Education (K-8). Resource Guide. 
Southeastern Massachusetts Univ., North Dartmouth. Div. of 
Continuing Studies and Special Programs 
EDRS Price - MF01/PC01 Plus Postage. 
Language: English 
Document Type: NON CLASSROOM MATERIAL (055) 
Geographic Source: U.S./Massachusetts 
Journal Announcement: RIE May 80 

Pursuing the overall goal to reduce sex stereotyping in vocational education and career choice, this resource guide presents classroom activities to encourage nonsexist career research, myths, and eventual consequences of statistics regarding sex stereotyping, as presented during an Institute which involves the roles of men and women in the work force in 1979 and to promote sex-affirmative career planning. A product of the Institute, the guide presents a series of objectives with corresponding sex educational awareness, career awareness, economic awareness, and self-awareness, decision-making skills, skill awareness, employability skills, and appreciation and attitudes. Following these are summaries of activities developed from the Southeastern Massachusetts sex equity goals, listed sequentially by grade level (K-8). Each activity includes objectives, procedures, materials appended. (FP) 

Descriptors: *Career Education/ Career Planning/ 
*Educational Objectives/ *Educational Resources/ *Elementary 
Education/ Instructional Materials/ *Learning Activities/ 
Resource Materials/ *Sex Fairness/ Sex Role/ Sex Stereotypes 
Identifiers: Southeastern Massachusetts University 

ED178337 CG013950 
Attaining Sex Equity in Counseling Programs and Practices. 
Application Booklet for Counselors. 
Stebbins, Linda; Ames, Nancy L. 
National Foundation for the Improvement of Education, 
Washington, D.C. Resource Center on Sex Roles in Education. 
Sep 1978. 80p. 
Sponsoring Agency: Office of Education (OIEW). Washington, 
D.C. Women's Educational Equity Act Program. 
Contract No.: 300-76-0456 
Available from Superintendent of Documents, U.S. Government 
Printing Office, Washington, D.C. 20402 
EDRS Price - MF01/PC04 Plus Postage. 
Language: English 
Document Type: NON CLASSROOM MATERIAL (055) 
Geographic Source: U.S./District of Columbia 
Journal Announcement: RIE Apr 80 

Government: Federal 
This application booklet was designed to assist elementary-secondary education counselors to gain an understanding of the manifestations and effects of sex discrimination and bias in education, to gain an understanding of Title IX, and to attain skills and capability for the development and implementation of programs and policies designed to ensure educational quality. The materials are presented in the following: (1) consequences of sex discrimination and stereotyping; (2) regulations and requirements of Title IX; (3) recommendations for a comprehensive sex-fair guidance program; and (4) recommendations for administering and interpreting career guidance inventories. A bibliography and resource guide concludes the body of the booklet. Appendices include a table of federal laws and regulations prohibiting sex discrimination, a questionnaire for rating career guidance programs and a checklist for evaluating career interest inventories. (Author/BER) 

Descriptors: *Career Choice/ Career Exploration/ Counseling 
Effectiveness/ Elementary Secondary Education/ *Guidance 
Programs/ Guides/ *Interests/ Nondiscriminatory Education/ 
School Counselors/ *Sex Fairness/ Workshops
An Annotated Bibliography of Resources for Eliminating Sex Bias and Role Stereotyping in Vocational Education.
Georgia State Dept. of Education, Atlanta. Office of State Schools and Special Services
173 79p.
EORS Price - MF01/PC' Plus Postage.

Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ Georgia

Developed to aid vocational educators and counselors in securing resources for eliminating sex bias and role stereotyping, this bibliography contains references organized by the following topics: role stereotyping; textbook-curriculum bias; women in the labor force; careers and occupations; males in nontraditional roles; vocational education resources; guidance and counseling resources; parental involvement; in-service equity training materials; teacher resources; legislation; statistics; current resources (journals and newsletters); current resources (organizations and agencies); and audio-visual materials available for loan to school systems. Wherever possible, the references have been annotated. (BM)

Descriptors: Annotated Bibliographies/ Audiovisual Aids/ Career Counseling/ Curriculum Development/ Educational Legislation/ Employed Women/ Nondiscriminatory Education/ Nontraditional Occupations/ Occupational Information/ Parent Participation/ Program Improvement/ Resource Materials/ Sex Fairness/ Sex Stereotypes/ Statistical Data/ Teacher Education/ Vocational Education
The New Majority: The Educational Needs of Present and Future Women Students of the California Community Colleges.

Mitchell, Grace N.
California Community and Junior Coll. Association.
Sacramento.
26 Apr 1979
22p.

EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141)

In March, 1979, the Commission on Women of the California Community and Junior College Association held two hearings to determine the needs of present and potential women students in the California community colleges. Of the more than 125 individuals in attendance, 48 presented approximately ten hours of testimony. Throughout the hearings there was a clear call for such special services as child care; adequate financial aids; instructional offerings which develop marketable and academic skills as needed; and strong support services including career counseling, emotional support groups, resource information and referral, transitional programs, and assistance in job placement. Problems of sex bias and stereotyping were shown to prevent women from entering training programs for male-dominated and better paying jobs. The Commission strongly recommended that the colleges provide services to meet the expressed needs of this group that in 1978 accounted for 53.1% of the total community college enrollment. Numerous facts about women also emerged from the hearings, including information about increasing numbers of families headed by women, average earnings of females as opposed to males, the increasing proportion of women in the work force, and their lack of educational and job skills. Additionally, the characteristics of and needs specific to re-entry women students and young adult women were determined. (AYC)

Descriptors: Community Colleges/ *Educational Needs/ Employment Patterns/ Enrollment Trends/ *Females/ Hearings/ Reentry Students/ Sex Discrimination/ Sex Fairness/ Statewide Planning/ *Student Needs/ *Student Personnel Services/ *Two Year Colleges/ *Womens Education

Identifiers: *California


Chitayat, Deanna; And Others
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Oct 1978 160p.; Best copy available

Sponsoring Agency: New York State Education Dept., Albany.
Office of Occupational and Continuing Education.

Monograph Number S.

Majchrzak, Shirley

Sponsoring Agency: San Mateo County Board of Education, Redwood City, Calif.

Available from: California Personnel and Guidance Association, 654 East Commonwealth Avenue, Fullerton, California 92631 (Members, $4.24; others, $5.83)

EDRS Price - MF01/PC03 Plus Postage

Language: English

Document Type: NON CLASSROOM MATERIAL (055)

Geographic Source: U.S./California

Journal Announcement: RIEMAR80

This guide focuses on the needs of high school women students. It attempts to help counselors develop open attitudes and non-discriminatory policies and practices in educating and training women for satisfying, non-stereotyped careers and life-roles. The manual provides separate, creative program strategies that vary in importance, difficulty, commitment to policy change, traditional nature, and pre-implementation planning: none is prerequisite to another. Strategies are offered to initiate a vocational readiness program, to expand career options for women, to involve women students in career guidance policy-making, to organize student career awareness groups, to introduce more diversity in role model activities, to encourage mentoring, to locate sex-fair guidance inventories, to remediate the curriculum with women's studies, to develop school-community cooperative activities, to provide in-service training for staff, and to obtain current and specific career resource material for young women students. To aid the final strategy, seven separate resource lists suggest a basic book collection, films, miscellaneous program materials, other publications and resources national women's professional organizations, national women's organizations, and national organizations for job discrimination and women's rights. (Author/LS)

Descriptors: *Career Choice/ Career Counseling/ *Counseling Services/ Employment Opportunities/ *Equal Opportunities (Jobs)/ *Females/ Feminism/ Guides/ High School Students/ Resource Materials/ Secondary Education/ Sex Fairness/ *Sex Stereotypes/ *Social Bias/ Women's Studies


EDRS Price - MF01/PC03 Plus Postage

Language: English

Document Type: NON CLASSROOM MATERIAL (055)

Geographic Source: U.S./Oregon

Journal Announcement: RIEMAR80

This document recommends guidelines for sex equity in teacher education programs. Following a brief review of the literature documenting sex bias in public schools, guidelines are presented in eight areas: (1) policies. (2) staffing. (3) scholarly activity. (4) instruction. (5) curriculum. (6) counseling. (7) Institutional and Interinstitutional leadership. And (8) community outreach. In addition, suggestions for the implementation strategies. Appended material includes three self-quizzes for teachers and teacher educators and a guide for student teaching. (LRA)

Descriptors: Career Education/ Guidelines/ Higher Education/ *Nondiscriminatory Education/ *Program Improvement/ Sex Differences/ *Sex Discrimination/ *Sex Fairness/ Sex Stereotypes/ *Teacher Education Identifiers: *Oregon
A congressionally mandated study was conducted to assess the nature and extent of sex discrimination and stereotyping in all vocational programs and of efforts which are being made to reduce or eliminate such inequities. Seven major study objectives were developed. Two of these include the following:

1. Identify and analyze the various practices and activities at the state and local levels which may facilitate or hinder equal opportunities for both sexes to have equal access to and preparation for a broad range of occupational fields; and develop criteria by which federal, state, and local administrators can measure progress in reducing sex discrimination and stereotyping.

2. In addition, a school sample of 100 schools was selected on the stratified random basis, using the stratification variables of region of the country, city size, and type of school. The types of schools included in the sample are comprehensive high schools, vocational high schools, vocational centers, technical institutes, and community/junior colleges. From each school, four counselors, eight teachers, and thirty-five students were sampled, including sufficient numbers of nontraditional and ethnic minority students to determine if their responses differ from those of other students. (A summary of findings for each of the seven objectives is included in this document.)

Descriptors: Data Collection/ Federal Legislation/ National Surveys/ Program Evaluation/ Research Reports/ Program Evaluation Questions/ Research Design/ Research Methodology/ Sex Discrimination/ Sex Fairness/ Sex Stereotypes/ Vocational Education

Dahl, Peter R.; And Others
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Mar 1979 238p.: For related documents see CE 022 751-754
Sponsoring Agency: Office of Education (DHEW), Washington, 60
Discrimination against women in U.S. society and the academic world is detailed in the eight chapters of this book. Inconsistencies in American society, and arbitrary societal standards that have perpetuated discriminatory behavior toward women are examined. Part I focuses on the socialization process that women undergo as Americans and as women students. It is suggested that historically women who have come from the lower class have not had the funds or parental encouragement to pursue a college degree. Women from middle class backgrounds have been confronted with a homemaker role model they were expected to emulate. The major portion of the volume, Part II, deals with sexism on campuses and the role of women in academe. Arguments concerning single sex colleges and the need for changes in higher education to meet the challenges of a modern world are presented. The arguments are illustrated with reports from Vassar College and Smith College. Alternative course offerings and women's studies programs are also investigated. Women in traditionally male-dominated professions, specifically law and medicine, are also discussed. Although altering curricula and changes in teaching technique will be important strategies for change, the need for a strong commitment to counseling and support services for women students is emphasized. Programs such as affirmative action and external degrees for women are discussed as possible mechanisms to alleviate some of the traditional problems that women students must face. (SF)

Descriptors: Access to Education/ Admission (School)/ Affirmative Action/ Ancillary Services/ Books/ Coeducation/ Curriculum Development/ Employed Women/ External Degree Programs/ *Females/ Feminism/ Graduate Study/ *Higher Education/ History/ Professional Education/ *Sex Discrimination/ Sex Fairness/ Single Sex Colleges/ *Social History/ Socialization/ *Womens Education/ Womens Studies

Identifier: Smith College MA/ Vassar College NY
Effects Attributable To Counselor-Client Sex Differences: Perspectives on Sex-Fair Counseling.
Faherty, John K.
.7198. 26p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S./ Illinois
Journal Announcement RIEJN80
This review of the literature on effects attributable to the sex variable in counselor-client interactions is designed to identify situational and contextual factors which may be detrimental in establishing and maintaining the counselor-client relationship as well as provide understanding and assistance in alleviating attitudinal and behavioral dispositions on the part of both counselors and clients. The materials reviewed address the following areas of concern. (1) differences in male and female behavior; (2) sex role stereotypes; (3) sex bias effects due to stereotypes held by counselors and clients; and (4) the effects of sex bias on vocational counseling. A comprehensive bibliography is also provided. (Author/HLM)
Descriptors: *Bias/ *Counselor Client Relationship/ *Counselors/ *Helping Relationship/ Interaction Process Analysis/ Literature Reviews/ Sex Discrimination/ Sex Fairness/ *Sex Stereotypes/ *Social Influences

Taylor, Nancy P.
Kent State Univ., Ohio
Oct 1976 48p; Best copy available
Contract No.: 305-75-0005
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ Ohio
Journal Announcement RIEJN80
This guide is designed to assist those helping professionals responsible for the development and implementation of sex-fair counseling services and programs within their particular educational setting. Two designs for workshops are described with samples of all materials included. One is a full-day session which is both awareness- and action-oriented while the other, of approximately two hours in length, is for awareness only. Each workshop is detailed as a model to be adapted to the needs and interests of a specific group. The workshop format includes objectives, time allotments, materials, group structure, and techniques. It is assumed that the workshop facilitator has a high level of awareness of sex discrimination and Title IX as well as group facilitation skills. (Author/HLM)
Descriptors: *Counselor Attitudes/ *Counselors/ Elementary Secondary Education/ Group Instruction/ Guides/ Models/ *Sex Discrimination/ *Sex Fairness/ *Skill Development/ *Social Bias/ *Training Methods/ Workshops
Moving toward Sex Equity in Vocational Education. A Study in Five Parts.

Nazarlo, Nancy
Dec 1978 60p.; Document prepared through the California Occupational Information Coordinating Committee; Best copy available
EDRS Price - MF03 Plus Postage; PC Not Available from EDRS
Language: English

Document Type: RESEARCH REPORT (143): NON CLASSROOM MATERIAL
Descriptors: Administrator Role/ Affirmative Action/ Annotated Bibliographies/ Check Lists/ Comparative Analysis/ Counselor Role/ Enrollment Trends/ Equal Education/ Females/ Glossaries/ High School Students/ Males/ Postsecondary Education/ Research/ Research Projects/ Research Reports/ Secondary Education/ Sex Discrimination/ Sex Stereotypes/ State Surveys/ Student Interests/ Teacher Role/ Two Year College Students/ Vocational Education/ Vocational Interests

ED174789 CE022290
Fostering Sex Fairness in Vocational Education. Final Report.
Houser, Betsy Bosak; And Others
30 Jun 1979 279p.
EDRS Price - MFO1/PC12 Plus Postage
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ California
Journal Announcement: RIEJAN80

This report summarizes the activities taken to aid the California State Department of Education Vocational Education Unit, and the California Community Colleges Chancellor's Office in their efforts to eliminate sex bias, stereotyping, and discrimination from vocational education programs throughout the state. Activities described include the following: the establishment of a statewide network for information on sex equity issues; the provision of information, counseling, and general assistance to local personnel, parents, students, and the community at large on issues relevant to sex equity and on redress of sex equity grievances; the review of the California Five-Year State Plan to identify the extent to which it reflects the letter and spirit of the law mandating it; the completion of an evaluation of activities and services provided by the state for the purpose of fostering sex equity in vocational education; and the development of an evaluation model to examine the extent to which sex equity has been fostered by the end of the current Five-Year Plan. Findings and recommendations are presented in the report. (JH)

Descriptors: Evaluation Methods/ Federal Legislation/ Grievance Procedures/ Information Networks/ Models/ Postsecondary Education/ Program Evaluation/ Research Reports/ Secondary Education/ Sex Discrimination/ Sex Fairness/ Sex Stereotypes/ Statewide Planning/ Vocational Education
Identifiers: California/ Public Law 94 443

ED174778 CE022146
Grievance recommendations are presented in the report. (JH), the extent to which sex equity has been fostered by the end of the current Five-Year Plan. Findings and recommendations are presented in the report. (JH)
Differential Experiences of Male and Female Aspirants in Public School Administration: A Closer Look at Perceptions Within the Field.

Oller, C. Sakre


Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type. RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S./ Oregon

This thesis explores the idea that aspirants in the field of educational administration, particularly females, may be remiss in assessing both the capabilities they bring to the field and their individual chances of finding work there. Perceptions of the subjects were studied via survey research in three main areas: graduate school experiences, career building issues, and experiences within the field. Results show that some women perceive they may not receive the same kind of encouragement in graduate school that male students enjoy and also believe they lack access to the kinds of financing men in administration fields receive. As for career building issues, women look to family members as role models in childhood. They perceive themselves as receiving less career counseling, suspect they do not have the same kinds of degrees that men do, perceive a lack of mentors for themselves, and believe they experience career interruptions more often than men. The major barriers women experience in the field include sex role stereotyping, socialization, and sex discrimination. The paper closes by advocating that women pursuing careers in educational administration be encouraged to realistically assess their skills as well as their chances of finding positions within the field.

Descriptors: *Career Development/ *Educational Administration/ *Elementary Secondary Education/ *Equal Opportunities (Jobs)/ *Females/ *Feminism/ *Mentors/ *Role Perception/ *Sex Discrimination/ *Sex Fairness/ *Sex Role/ Surveys

Achieving Sex Equity: Assessing and Implementing Compliance with Title IX in Public Schools.

Scatten, Kathryn; And Others


Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No. 405A070003

Grant No.: G10-77-00035(405)

EDRS Price - MF01/PC09 Plus Postage.
This partially annotated bibliography is one of a series designed to help educational personnel increase sex equality in vocational guidance and counseling programs. Its purpose is to help counselors and other educators to identify and eliminate sex bias and sex stereotyping, both factors which constrict career options and consequently the choice process.

It includes a combination of relevant articles, books, research reports, project reports, audio-visual materials, staff training materials, organizations and directory lists. The selected references were collected from a variety of sources, including a comprehensive computer-assisted ERIC literature search, other bibliographies prepared on the subject, federal and state research and training projects, and various private and governmental agencies. Where possible, the ordering addresses and cost of the materials are given, as well as brief descriptions.

This is not an exhaustive listing of every available resource; materials were selected because they seemed to be representative of categories of materials found to be especially helpful in a variety of sex equality programs. (Author)
One of a series of sixteen knowledge transformation papers, this paper reviews that state-of-the-art of professional development as it relates to sex equity in vocational education. First, the problem of sex discrimination is presented with statistics showing the number of women currently working and the number who are heads of their households. Next, the extent of bias among counselors and teachers is discussed since various studies have shown that most counselors have conservative attitudes towards the idea of the working mother and are not informed about the roles of women in the work force. That schools generally use biased guidance materials; and that most women pursuing nontraditional vocational education are faced with problems such as harassment that teachers do not know how to control. Methods for implementing change among vocational education teachers, counselors, and administrators are summarized for both preservice and inservice. Also covered are suggestions for helping students overcome sex stereotyping in their occupational choices. At the end, the results of a survey of sex equity coordinators are given. Based on the responses of coordinators from one states, it is concluded that the focus of the coordinators’ efforts in professional training varies from state to state and that planning for the training is as important as the training itself. (ELG)

Descriptors: *Career Counseling/ Coordinators/ Counselor Attitudes/ Counselor Training/ Educational Planning/ Employed Women/ Federal Legislation/ Professional Education/ Program Development/ *Sex Discrimination/ Sex Stereotypes/ State of the Art Reviews/ State Programs/ Statewide Planning/ Vocational Education

Identifiers: *Sex Equity Personnel
Occupation Simulation Packet. Grades 5th-6th.

Kennedy, Helena
Highline Public Schools, Seattle, Wash.
51p.; Illustrations in this document will not reproduce well: For related documents see CE 019 959-964; Not available in paper copy due to colored background
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English
Document Type: INSTRUCTIONAL MATERIAL (051)
Geographic Source U.S./ Washington
Journal Announcement: RICEV79

This teacher's guide contains simulated work experiences for 5th and 6th grade students using the isolated skill concept - measuring. Teacher instructions include objectives, evaluation, and sequence of activities. The guide contains pre-tests and post-tests with instructions and answer keys. Three pre-skill activities are suggested, such as "define the words joh, work, skill and measuring in preparation for the simulated skill activity". One skill activity is listed: measuring such objects as patterns, desks, and shoe sizes. Student instruction sheets for such jobs as garment maker, employment counselor, and shoe salesperson are supplied, along with optional related projects. A teacher evaluation sheet is included. Appended are (1) a list of materials needed to assemble the occupational simulation packet; and (2) pictures of water color posters: employment counselor, garment maker, and grocery store manager. (GT)

Descriptors: *Career Awareness/ Grade 5/ Grade 6/ *Job Skill Is/ *Learning Activities/ *Measurement/ *Sex Fairness/ *Simulation/ Teaching Guides

Fostering Sex Fairness in Vocational Education: Strategies for Administrators. Information Series No. 147.
Steiger, JoAnn M.; Schlesinger, Sue H.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
1979 31p.: For related documents see CE 019 603-618
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Language: English
Document Type: RESEARCH REPORT (143): NON CLASSROOM MATERIAL (055); SERIAL (022)
Geographic Source: U.S./ Ohio
Journal Announcement: RIEDEC79

One of a series of sixteen knowledge transformation papers, this paper gives an overview of sex equity issues and suggests alternative strategies for administrators in vocational education to use in reducing sex segregation and fostering sex fairness. In the first section the nature of the problem is discussed: occupational sex stereotyping and segregation are recognized as major factors. Next, the relevant federal laws are summarized, including Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1963, Title II of the Education Amendments of 1976, and Executive Order 11246 (1965). The third section deals with a variety of strategies aimed at different aspects of the problem. For students, three areas are identified as targets: (1) recruitment measures to increase nontraditional enrollment, emphasizing career education programs; (2) guidance and counseling to improve the retention rate of nontraditional students; and (3) placement programs to overcome occupational sex bias focusing on cooperative education programs. Sex stereotyping is also recognized as affecting special population students (displaced homemakers, minorities, the handicapped, and the disadvantaged), and strategies for change are offered in each case. On the staff level, two types of activities are discussed: inservice training and affirmative action programs. Additional communication efforts are recommended at the community and parent levels. (ELG)

A study was conducted to determine the degree, if any, of sex discrimination resulting from sex bias within vocational programs in the state of Idaho. The following three objectives were developed: (1) to determine the proportion, by sex, of administrators, teachers, counselors, and students making up the population of participants in vocational programs presently being funded in the state; (2) to assess the degree of sex bias of administrators, teachers, and counselors of vocational programs in the state; and (3) to collect and assess data from leaders in the sex equity movement which might be used by the Idaho State Division of Vocational Education to develop guidelines for enrollment proportions for reimbursed vocational programs within the state. The study resulted in achievement of the first two objectives, but insufficient returns from the limited number of identified leaders in sex equity precluded attainment of the third objective. The study found that Idaho vocational educators feel more overall dissatisfaction with student male/female proportions than with teacher proportions. For those vocational areas in which disparity by sex exists in student enrollments, vocational educators felt that the disparities were neither satisfactory nor ideal. The enrollments were, however, considered both practical and satisfactory to the community.

**Descriptors:** Administrator Attitudes/ Counselor Attitudes/ Enrollment/ Enrollment Influences/ Postsecondary Education/ Secondary Education/ Sex Discrimination/ Sex Fairness/ Surveys/ Teacher Attitudes/ Teacher Employment/ Vocational Education/ Vocational Education Teachers

**Identifiers:** Idaho

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**Steps Toward Sex Equity in Vocational Education: An Inservice Training Design.**

Kaser, Joyce; And Others


ED170428 UO19385
Southeastern Massachusetts Univ., North Dartmouth. Div. of Continuing Studies and Special Programs.
Aug 1978 85p: For a related document, see UD 019 384
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S./ Massachusetts
Journal Announcement: RIESEP79

ED10307 TM007857
Zamost, Judith G.; Feldman, Sylvia D.
Apr 1976 27p
EDRS Price - MF01/PC02 Plus Postage
Language: English
Document Type TEST, QUESTIONNAIRE (160)
Geographic Source U.S./ New Jersey
Journal Announcement: RIESEP79

ED170372 TM008967
Exploration Validity in Interest Measurement.
Title: Carol Kehr
EDSR Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150): REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: U.S./ North Carolina
Journal Announcement: RIESEP79

This overview of women in the work force indicates the need for increased attention to the career development of women and their attainment of equal status in the world of occupations and work. Continuing occupational segregation and salary differentials, sociological analysis of the male bias in occupational status analyses, psychological evidence on barriers for women, and limited relationships between expressed and inventoried interest, all argue for a focus on exploration validity rather than predictive validity for interest inventories. Further, this focus views interest inventories as part of an intervention (treatment), and suggests additional criteria for studies of the effects of interventions. Recent studies of effects and the criteria used in them are reviewed. Additional criteria are needed to provide for the articulation of educational, occupational, marriage, parenthood and homemaker roles. (Author/Mil)

Descriptors: Career Counseling/ Career Exploration/ Career Opportunities/ Employed Women/ Equal Opportunities/ Females/ Interest Inventories/ Intervention/ Research Reviews (Publications)/ Sex Fairness/ Sex Role/ Test Interpretation/ Test Validity/ Vocational Interests
This report identifies the degree to which high school students consider choosing nontraditional occupations. If youths are aware of sex stereotypic influences, and what strategies they would offer to promote educational equity. Chapter 1 reviews the literature and defines the problem and objectives. Chapter 2, on procedures, describes the sample, interview techniques, and qualitative analysis. Chapter 3 reports the students' occupational choice, influences on occupational choice, rejection of nontraditional occupations, sex stereotypic influences, and strategies for counteracting sex stereotyping. Some findings are that 80% planned to enter occupations traditional to their sex, that five factors were primary career plan influences, and that students had suggestions for counteracting these influences and achieving occupational sex equity. Chapter 4 reports the study's conclusions that awareness is not reflected in most occupational choices: among students choosing nontraditional occupations there are more females than males; most choices require at least a four-year college degree; and class experience is the most influential factor in occupational choice. The annotated bibliography for educators/counselors provides resources on sex bias in education/work: strategies to achieve sex equity: sex fair materials, inservice training to promote sex equity: assistance for returning women students, and resources for sex education. (Author/CSS)

Descriptors: Annotated Bibliographies/ Career Choice/ Change Strategies/ Educational Needs/ Educational Opportunities/ Equal Education/ Equal Opportunities/ Female/ Inservice Teacher Education/ Instructional Materials/ Interviews/ Justice/ Male/ Occupational Aspiration/ Secondary Education/ Sex Discrimination/ Sex Fairness/ Sex Roles/ Sex Stereotypes/ Student Attitudes/ Vocational Education/ Women's Education

ED167782 C0020209
Richards, Diane S.; Brooks, JoAnn
Indiana Univ., Bloomington, Vocational Education Information Services.; New Educational Directions, Crawfordsville, Ind.
Jan 1979 89p: Vocational Education and Information Services, Indiana University Library, W501, Bloomington, Indiana 47405 ($2.00 prepaid; single copies free to Indiana residents)
Sponsoring Agency: Indiana State Board of Vocational and Technical Education, Indianapolis.
EDRS Price - MF01/PC02 Plus Postage ER Not Available from EDRS
Language English
Document Type BIBLIOGRAPHY (131); SERIAL (022)
Geographic Source U.S./ Indiana
Journal Announcement: RIEAUG79
This report identifies the degree to which high school students consider choosing nontraditional occupations. If youths are aware of sex stereotypic influences, and what strategies they would offer to promote educational equity. Chapter 1 reviews the literature and defines the problem and...
Political and Programmatic Impact of Affirmative Action Policy: The Case of Title IX.

Bird, Patrick J.
Phi Delta Kappa, Bloomington, Ind.
Available from: Not available separately--see EA 011 280
Document Not Available from ERRS.
Language English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.
Journal Announcement: RIEJUL79

Title IX legislation has had a widespread impact on institutions of higher education. Similar laws and regulations including Title IX are the Comprehensive Health, Manpower and Nurse Training Act, and the Equal Employment Opportunity Act. The pervasive influence of Title IX is indicated in its provisions concerning admissions, recruiting, and programs and activities such as course offerings, counseling, financial assistance, and athletics. To comply with Title IX, an institution must evaluate its current policies, appoint a compliance officer, establish grievance procedures, and notify all interested parties that it does not discriminate. During the development of Title IX regulations, several suggested requirements were supported by the Women's Equity Action League and Representative Bella Abzug and opposed by other organizations. These requirements concerned textbooks, single-sex courses and scholarships, part-time employment, fringe benefits, retirement plans, and maternity leaves. The two suggestions incorporated were single-sex courses and maternity leaves. The magnitude of Title IX coverage presents serious questions concerning administration, finance, implementation, and enforcement.

Descriptors: Education Administration/ Educational Policy/ Federal Legislation/ Political Influencer/ Political Issues/ Postsecondary Education/ Program Costs/ Program Development/ Retirement Benefits/ Sex Fairness
Identifiers: Title IX Education Amendment 1972

Annual reports of the State Advisory Councils on Vocational Education. Most of the summaries, arranged in alphabetical order, address the effectiveness of vocational education programs, services, and activities in meeting the objectives as set forth in the state plan and recommend changes warranted by the evaluations. Some reports note council activities and special projects or studies commissioned by the councils. Preceding the summaries, two overview sections highlight the topics covered and the recommendations made in all the reports, focusing on the statutory requirements for evaluating the attainment of goals and for recommending changes based on the evaluation. Seven areas which are addressed must frequently in the recommendations are briefly discussed, including the following funding, coordinating with CETA programs, women/sex equity, and guidance on counseling. (The 1976 report is available as ERIC document ED 149 057.)

Descriptors: *Advisory Committee Annual Reports/ Coordination/ Educational Cooperative/ Educational Policy/ Educational Problems/ National Survey/ Program Effectiveness/ Program Evaluation/ State Agencies/ Statewide Planning/ Vocational Education
Identifiers: United States
Sex-Fair Interest Measurement: Research and Implications.

Tittle, Carol Kehr; Ed.; Zytowski, Donald G., Ed.
National Inst. of Education (DHEW), Washington, D.C.
Apr 1978 169p.; The abstracts, bibliographies, and some tables for each article may not reproduce well due to small print.

Contract No.: 400-76-0026
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: COLLECTION (020); RESEARCH REPORT (143)
Geographic Source: U.S./ District of Columbia
Journal Announcement: RIEdUL79
Government: Federal

This book of readings for counselors, researchers, faculty, graduate students, and policy-makers provides information regarding issues on sex-fairness and sex bias in occupational interest measurement. The papers are presented in three sections, with each section prefaced by introductory comments by the editors. The first section, on issues of sex bias and sex-fairness in career interest measurement, contains two papers: Issues of Sex Bias and Sex Fairness in Career Interest Measurement: Background and Current Status.

The next section, on research on sex-fairness of interest inventories, presents studies grouped according to the type of scale construction method used: (I) homogenous scales, (2) occupational scales, and (3) interests of special groups. Some representative titles included under each of these three groupings are, respectively, as follows: (1) Neutralizing Sexist Titles in Holland's Self Directed Search: What Difference Does It Make?, and Validity of Sex-Balanced Interest Scales; (2) Strong Vocational Interest Blank: One Form or Two?, and Validity Generalization of the Men's Form of the Strong Vocational Interest Blank with Academically Able Women; and (3) Measuring the Vocational Interests of Women.

The last section, on implications of recent developments, contains two papers: Implications of Recent Developments for Research in Career Interest Measurement, and Selection and Use of Career Interest Inventories. Appended materials include NIE guidelines for assessing sex bias and fairness in career interest inventories, and illustration and interpretation of those guidelines.

Identifiers: Career Interest Inventory (Thomas)/ United States.
The materials included in this annotated bibliography include films, slide shows, informal sessions, guides, evaluation materials, sample workshop formats, and guidelines for sex-fair and race-fair materials and group activities. The bibliography is divided into four sections: (1) "General Resources," including readings in sex role stereotyping, curriculum review, laws on equal education and affirmative action, and general handbooks on how to combat sexism in the educational system; (2) "Materials and Media," which lists works for evaluating textbooks and supplementary materials for sexism and racism, guidelines on how to create more positive images, and critical reports on texts and supplementary materials currently available in classrooms and libraries; (3) "Affirmative Action," which includes works on writing and monitoring affirmative action plans, on assessing employment practices, on conducting a workshop on employment practices, and on where to find resources on affirmative action; and (4) "Counseling and Human Relations," which lists materials which will assist counselors in reexamining their attitudes toward male and female roles, the changing family structure and work world, and in developing counseling procedures free of sex and race bias with an emphasis on sex-fair career information.


ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill., 1978. 14p.; For related document, see CS502211

EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ Illinois
Journal Announcement: RIEJAN79

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following:
- An informal communication process with implications for information retrieval;
- A rhetorical approach to the nonsexist language controversy;
- A validation study of communication apprehension scales; factors influencing teacher credibility, speaker credibility, and listener comprehension; the communication between the University of Minnesota and the 1975 Minnesota State Legislature; mathematical models of communication and belief change; the effects of confidence and utility on information seeking and processing; procedures used to assign students to remedial oral communication instruction; the effects of presenting an intercultural communication unit in the basic speech course; a comparison of results of a communication skills scale, a dogmatism scale, and a behavioral assessment of a counseling simulation; doctor/patient communication problems; verbal correlates of instructional effectiveness with young children; factors affecting evaluation of a belief-discrepant message by religious fundamentalists; and the measurement of interpersonal communication satisfaction.

Descriptors: Annotated Bibliographies/ Attitude Change/ Communication (Thought Transfer)/ Communication Problems/ Counseling/ Credibility/ Doctoral Dissertations/ Elementary Secondary Education/ Higher Education/ Information Seeking/ Interpersonal Relationship/ Models/ Organizational Communication/ Physicians/ Public Speaking/ Religious Differences/ Sex Fairness/ Sociometric Techniques/ Speech Communication/ Student Evaluation/ Student Teacher Relationship/ Teacher Effectiveness/ Written Language

Identifiers: Communication Research/ Intercultural Communication/ Minnesota

Contract No.: 300-77-0535
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.
Journal Announcement: RIEJAN79

This two-part bibliography on nonsexist career counseling for women is designed to provide resources for counselors, counselor educators, teachers, and others desiring to facilitate positive, nonstereotyped career awareness and development of women at secondary and postsecondary educational levels. Adolescent and adult women seeking career counseling resources should also find specific sections useful. Materials were selected primarily for their direct relevance to women's educational equity in the realm of career counseling, for their recency, and for their accessibility to potential users. The second part, presented here, provided resources on women and work, women in specific occupations and professions, and programs related to women's career preparation/training.

Descriptors: Annotated Bibliographies/ Career Counseling/ Career Education/ Curriculum Development/ Educational Programs/ Employed Women/ Females/ Job Training/ Professional Personnel/ Professional Training/ Sex Fairness

Contract No.: 300-77-0535
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.
Journal Announcement: RIEJAN79

This two-part bibliography on nonsexist career counseling for women is designed to provide resources for counselors, counselor educators, teachers, and others desiring to facilitate positive, nonstereotyped career awareness and development of women at secondary and postsecondary educational levels. Adolescent and adult women seeking career counseling resources should also find specific sections useful. Materials were selected primarily for their direct relevance to women's educational equity in the realm of career counseling, for their recency, and for their accessibility to potential users. The second part, presented here, provided resources on women and work, women in specific occupations and professions, and programs related to women's career preparation/training.

Descriptors: Annotated Bibliographies/ Career Counseling/ Career Education/ Curriculum Development/ Educational Programs/ Employed Women/ Females/ Job Training/ Professional Personnel/ Professional Training/ Sex Fairness
This two-part bibliography on nonsexist career counseling for women is designed to provide resources for counselors, counselor educators, teachers, and others desiring to facilitate positive, nonstereotyped career awareness and development of women at secondary and postsecondary educational levels. Adolescent and adult women seeking career counseling resources should also find specific sections useful. The materials were selected primarily for their direct relevance to women's educational equity in the realm of career counseling, for their recency, and for their accessibility to potential users. The first part, presented here, contains information on counselor training and professional development, counseling resources, career interest measurements, and minority women. The section on minority women is primarily a compilation of the entries related to minority women found in other sections throughout the two-part bibliography on career counseling.

Descriptors: Annotated Bibliographies, Career Choice, Counseling, Counselor Training, Educational Resources, Females, Feminism, Minority Groups, Occupational Aspiration, Sex Fairness, Sex Stereotypes, Women's Education
Update on Title IX and Sports.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
Sponsoring Agency: Carnegie Corp. of New York, N.Y. Ford Foundation, New York, N.Y.
Available from: Project on the Status and Education of Women, Association of American Colleges, 1818 R Street N.W., Washington, D.C. 20009
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type - RESEARCH REPORT (143)
Journal Announcement: RIEDEC78

The Title IX transition period for athletics and physical education ends on July 21, 1978. Three documents are included here to assist institutions in their efforts to implement Title IX: (1) a summary of the regulation as it affects athletics; (2) a news release and an option issued by the general counsel of the Department of Health, Education, and Welfare, reaffirming the applicability of Title IX to revenue-producing intercollegiate athletics, and a summary of congressional attempts to exempt revenue-producing sports; and (3) a memorandum to the secretary of HEW from the Secretary's Advisory Committee on the Rights and Responsibilities of Women on the importance of equal athletic opportunity for women.

Descriptors: Athletics/ Federal Legislation/ Federal Regulation/ Females/ Intercollegiate Cooperation/ Sex Discrimination/ Sex Fairness/ Women's Education
Identifiers: Title IX Education Amendments 1972

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education. Sep 1977 153p.; For related documents see CG 012 439-448; Best copy available
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Document Type - CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV78

This notebook is a collection of materials designed to support the workshops implemented under the Council of Chief State School Officers (CCSSO) Title 9 Equity Workshops Project for elementary-secondary personnel. It contains a collection of background readings and reference materials relevant to Title 9 and sex equity in education as well as the worksheets to be used by participants during workshops. This participant's notebooks has been prepared by the Resource Center on Sex Roles in Education as one component of a multicomponent training model developed under a subcontract with CCSSO. The training model is designed to assist education personnel and interested citizens in the implementation of Title 9 and the attainment of sex equity in education. The training model will be utilized and tested in the 20 regional workshops of the CCSSO's Title 9 Equity Workshops Project.

Identifiers: Sex Equity/ Title IX Education Amendments 1972
Implementing Title IX and Attaining Sex Equity. Application Materials for Counselors.


The materials included in this booklet are designed for use by participants in Application Sessions A and B for Vocational Education Personnel working with elementary-secondary schools. These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. The materials are organized within two sections: (1) Overcoming Sex Bias and Discrimination in Vocational Education Personnel: Rationale and Legal Requirements, and (2) Overcoming Sex Bias and Discrimination in Vocational Educational Awareness and Action Planning. These participant materials are one component of a multicomponent training model developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized in 20 regional workshops of the CCSSO's Title IX Equity Workshops Project. (Author)

Implementing Title IX and Attaining Sex Equity. Application Materials for Counselors. Postsecondary Materials.

National Foundation for the Improvement of Education, Washington, D.C., Resource Center on Sex Roles in Education.

Oct. 1977 49p: For related documents see CG 012 439 449:

Best copy available


Contract No. 300-76-0456

EDRS Price - MF01/PC02 Plus Postage

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (OSO)

Journal Announcement, RIENOV78

The materials included in this booklet are designed for use by participants in Application Sessions A and B for counselors in postsecondary institutions. These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. The materials are organized within two sections: (1) Counseling for Sex Equity: A Context for Assessing Sex Equity in Counseling and Counseling Programs, and (2) Counseling for Sex Equity: Combatting Bias in Counseling Materials and Designing Affirmative Programs. These participant materials are one component of a multi-component training model developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized and tested in the 20 regional workshops of the CCSSO's Title IX Equity Workshops Project. (Author)

Descriptor: Athletics/ Career Counseling/ Facility Guidelines/ Grievance Procedures/ Postsecondary Education/ Program Administration/ Program Development/ Sex Discrimination/ Workbooks/ Worksheets

Identifiers: Sex Equity/ Title IX Education Amendments 1972
Sex Equity In Education. A Reference Sampler.
Robbins, Natalie
7197. 20p.
EDRS Price - MF01/PC01 Plus Postage
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEOCT78
Standardized, oversimplified conceptions of behaviors that are appropriate to males and females are called sex role stereotypes. Expectations are formed on the basis of these stereotypes. Traditional notions of sex role are changing as a result of new trends in technology, social organization, and economics. Research indicates that female students seem to indicate a loss of academic ability and self esteem as they progress through school. Schools have previously functioned to transmit traditional sex role assumptions through educational socialization. School personnel behavior, counseling, and guidance, sex segregated schools, grouping, extracurricular activities, academic or classroom maintenance assignments, textbooks and instructional materials, and sex stereotyped assignments of roles in the education profession have all contributed to this kind of socialization. There are ways to combat sexism. Teachers can reduce sexism by making students aware of sex stereotypes, by clarifying students' feelings, and by instructing students to take action to change their behavior and that of society. (Author/AM)
Descriptors: Academic Achievement/ Females/ *School Role/ Self Esteem/ *Sex Discrimination/ *Sex Role/ *Sex Stereotypes/ *Socialization/ *Teacher Role
Identifiers: *Title IX Education Amendments 1972

Sex Role Stereotyping In the Schools. Revised Edition.
Hansen, L. Sunny
EDRS Price - MF01/PC01 Plus Postage
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJU178
BORN FREE is a collaborative training and development effort of university-based counseling psychologists and field site teachers, counselors, and administrators. Its purpose is to reduce career-related sex role stereotyping in educational institutions from the elementary through the post-high years. This presentation describes the assumptions, conceptual models, and principles which undergird BORN FREE, and the strategies and methods used to structure and implement the plan. (Author)
Descriptors: Administrators/ Bias/ *Career Choice/ Counselors/ *Decision Making/ *Educational Facilities/ Elementary Secondary Education/ Program Descriptions/ Program Development/ Sex Bias/ *Sex Stereotypes/ *Socialization/ *Staff Development
Identifiers: *Project BORN FREE
ED150288 08 CE013955
Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.
15 Oct 1977 64p.; For a related document see CE 013 959;
Parts of appendix may be marginally legible due to print quality.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Bureau No.: 502AH60027
Grant No.: G310-76-0052
EDRS Price - MF01/PC03 Plus Postage
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL78

Evaluation was conducted of the first-year operations of a project conducted with the Cranston and Central Falls School Departments (Rhode Island) which allowed eleventh and twelfth grade students to participate in experience-based career education (EBCE) as an alternative to the regular school program. Project objectives (and evaluation) focused on students, selected instructional staff of the two sending vocational technical high schools, selected guidance counselors of the high schools, and the economic community. Project procedures included the implementation of the components of career development, career guidance, and basic academics, and use of the Academic Resource Center (ARC) to further expand the integration of English and mathematics skills into a career education context. The ARC used an instructional management system based on performance objectives and available curriculum materials. It was concluded that the program goals of the first year were successfully completed. Recommendations made included more skill development, active involvement in eliminating sex bias and sex stereotyping, and active recruitment of vocational students. (Appendices contain a description of the EBCE course, an EBCE program development packet, and a curriculum sequence for guidance classes. The third-party final evaluation of the first year is available separately.) (TA)


Identifiers: ACT Assessment, Career Planning Program

ED140242 CE014152
Lutz, John; Staber, Richard A.
Central Columbia School District, Bloomsburg, Pa
7 Dec 1977 15p
EDRS Price - MF01/PC01 Plus Postage
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUL78

Through a school-industry-community council strategies and procedures were developed and tested to identify the most cost effective method to provide selected students with opportunities for nontraditional counseling training and to determine the effect it had on career goal choices. The American College Testing (ACT) Career Planning Program test series was administered to 235 tenth grade students at one high school. Sets of ten matched pairs of students were chosen, the groups ranging from high to low ability. Each was then broken into a control group and a test group. Students in the test group became involved in various activities aimed at strengthening their values and attitudes toward self and work, strengthening occupational awareness, or building specific vocational skills. Geared to student needs and interests activities were pursued individually and in small groups under the direction of a vocational guidance paraprofessional. Findings of the first year included the following: (1) An analysis of variance on four measures revealed that each ability level was statistically different from the other two and that there was no systematic sex bias between levels; (2) ACT tests showed no significant differences between test and control groups on any measures; (3) the advisory committee was not effective to an acceptable degree (too large for the scope of the project), and (4) starting delay caused problems in properly training the paraprofessional. (JT)


Identifiers: ACT Assessment, Career Planning Program
Sex and Status: Influence on the Evaluation of Professionals.

Hood, Kay E.


Available from: Kay E. Hood, Director, Women's Support Programs, University of Nebraska-Omaha, P.O. Box 668, Omaha, Nebraska, 68101.

EDRS Price - MF01 Plus Postage PC Not Available from EDRS

The study investigated the acceptance of females in traditionally masculine professions. Subjects were 48 females and 58 males psychology students at the University of Nebraska-Omaha. Each read professional articles in the fields of business, dentistry, engineering and law; author sex and status were systematically manipulated. After reading each article, subjects evaluated the article, author, and profession on three semantic differentials. Multivariate analysis procedures were used to analyze the data. Results showed that neither male nor female, young nor older subjects discriminated against women authors. Perhaps the "women's movement" has had some impact on the attitudes and thinking of both men and women. Furthermore, the objective evaluation of women in traditionally masculine roles is limited by societal sex-role stereotypes. This model is presented in Section 2 under headings of certification requirements, characteristics of the woman, and time required to attain a broader range of programs. Implementation guidelines for implementation cover issues in planning (e.g., needs assessment, funding sources, and evaluation plan) as well as techniques and programs responding to special needs (e.g., selection of applicants for pilot programs, counseling, and support programs). (Author)

Descriptors: Sex Differences, Sex Stereotypes, Sex Roles, Social Status

A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs. Final Report.

Kane, Roslyn D.; And Others


Contract No.: 300-76-364

EDRS Price - MF01/PC06 Plus Postage

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Intended for use by vocational teacher educators, state administrators seeking to expand teacher education opportunities, and local school administrators who wish to employ women teachers in a broader range of programs. The model presented here is designed to facilitate the retraining of women teachers and skilled women to teach in nontraditional secondary vocational education programs. Focus is on the feasibility of retraining programs, identification of alternative approaches to meeting teacher qualifications, and constraints on teacher educators and school administrators. A list of demographic and labor market data is included. Recommendations include: development of guidelines for selecting programs; establishment of a broader range of programs focusing on the needs of women and minorities; development of alternative approaches to meeting teacher qualifications; and expansion of teacher education opportunities for women and minorities. (Author)

Descriptors: Agricultural Education, Occupational Education, Women Teachers, Women, Skilled Women, Skilled Occupations, Technical Education, Technical Occupations, Teacher Education, Teacher Qualifications, Teacher Supply and Demand, Vocational Education, Vocational Education Teachers, Women Faculty

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Intended for use by vocational teacher educators, state administrators seeking to expand teacher education opportunities, and local school administrators who wish to employ women teachers in a broader range of programs. The model presented here is designed to facilitate the retraining of women teachers and skilled women to teach in nontraditional secondary vocational education programs. Focus is on the feasibility of retraining programs, identification of alternative approaches to meeting teacher qualifications, and constraints on teacher educators and school administrators. A list of demographic and labor market data is included. Recommendations include: development of guidelines for selecting programs; establishment of a broader range of programs focusing on the needs of women and minorities; development of alternative approaches to meeting teacher qualifications; and expansion of teacher education opportunities for women and minorities. (Author)
Providing Life/Career Planning for Women and Girls.

Birk, Janice M

American Institutes for Research in the Behavioral Sciences,
Palo Alto, Calif.; National Consortium on Competency Based Staff Development

7196 87p ; For Coordinator's Guide, See CG 011 812 ; Not available in hard copy due to marginal legibility of the original document

Sponsoring Agency Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01 Plus Postage PC Not Available from EDRS
Language ENGLISH
Document Type CLASSROOM MATERIAL (050)

This module is directed toward personnel involved in women's life/career planning, including teachers, administrators, counselors, and paraprofessionals. The focus of the module is on teaching participants to facilitate free choice of careers and behaviors based on a broad range of options, both traditional and nontraditional. The module is designed for approximately 10 1/2 hours of workshop activities, including sections on Society's Influence on Sex Role Development, Sex Bias in Resource Materials, and legal Assistance for Women's Rights. A variety of games, activities, and information is included. The workbook is intended to be run by a coordinator, for whom a separate guide has been written. (Author/BP)

Descriptors: Career Counseling/ Career Planning/ Equal Opportunities (Jobs)/ Females/ Guidance Personnel/ Inservice Education/ Learning Modules/ School Counseling/ Sex Bias/ Sex Role/ Sex Stereotypes/ Workshops

Providing Career Guidance for Young Women. Coordinator's Guide

Colby, Pamela G.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency Based Staff Development

Dec 1976 16p ; For Participant's Workbook, see CG 011 809

Sponsoring Agency Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01 Plus Postage PC Not Available from EDRS
Language ENGLISH
Document Type CLASSROOM MATERIAL (050)

This module is directed at personnel working or planning to work in the areas of guidance, counseling, placement and follow-through in junior and senior high school settings, grades 7-12. The module topic is career guidance for young women of junior and senior high school age, and the focus will be on providing nonbiased career guidance which facilitates young women's consideration of the full range of career options. The module is designed as a six-hour workshop to be run by a coordinator. The guide defines the coordinator's role in four areas setting the tone, regulating the pace and facilitating the discussion. Specific suggestions on preparing for and conducting the workshop are given, as well as directions for carrying out the various activities provided in the module. Sections include Society's Influence on Sex Role Development, Sex Bias in Resource Materials, and Legal Assistance for Women's Rights. (Author/BP)

Descriptors: Bias/ Career Counseling/ Career Planning/ Career Guidance/ Females/ Guidance Personnel/ Inservice Education/ Leaders Guides/ Learning Modules/ School Counseling/ Secondary Education/ Sex Bias/ Sex Role/ Sex Stereotypes/ Workshops
An Evaluation of the Sex Stereotyping Effect as Related to Counselor Perceptions of Courses Appropriate for High School Students.
Borgers, Sherry B.; Price, Gary E.
Mar 1977 14p.; Tables are of marginal legibility, and may not reproduce well; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1976)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIE0CT77

This study compared the appropriateness of course choices by female and male counselors as rated by female and male counselors to determine the possibility of sex bias effect. The sex, grade, and ability level of rates were controlled in a four-way analysis of variance. The subjects were randomly selected and assigned to each counselor in order to insure equal numbers of males and females from each grade and each ability level. The counselors who rated each subject five times, were given achievement information, ability level data, courses previously taken, grades received, and information about future plans. While no significant differences were found between the ratings of the female and male counselors, significant differences were found in the following areas: (1) ability level and appropriate course selection; and (2) more appropriate course choice of females over males (using post hoc procedures the significant difference occurred at the junior year in high school). (Author/VG)


Sex-Role Stereotypes and Clinical Judgements: Negative Bias in Psychotherapy
Billingsley, Donna
.7195. 11p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIE0UG77

Sixty-four volunteer male and female psychotherapists from various disciplines with 5.87 average years experience and case loads of 17.66 hours per week were studied with the aid of a questionnaire to rate possible bias toward women counselors. Cultural expectations are examined along with response bias. The study found that personal agreement had a significant impact upon one group's differential perception of male and female role stereotypes. The finding that therapists differ in their conceptualization of sex-role stereotypes has theoretical, methodological and practical implications. (Author/CKU)

Descriptors: Bias/ Counselor Attitudes/ Counselor Client Relationship/ Females/ Interpersonal Relationship/ Psychotherapy/ Research Projects/ Sex Differences/ Sex Stereotypes

Does Counselor Response to Occupational Choice Indicate Sex Stereotyping?
Price, Gary; And Others
1977 IPp.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1977); Not available in hard copy due to marginal legibility of original document.
EDRS Price - MF01 Plus Postage PC Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAUG77

This research was designed to assess female and male counselor sex-role stereotyping in their perceptions of the appropriateness of female and male students' occupational choices. The following variables were controlled in a six-way analysis of variance: sex of counselor, sex of student, occupational status, occupational stereotype, ability of student, and interest of student. No overt sex stereotyping was found. There were significant differences between the female and male counselors, female and male occupational stereotypes, high and low status occupations, high and low interests. Fifteen of the 57 interactions were significant. Scheffé post hoc comparisons were computed, and it was determined that counselors viewed the interest level of student as the most important variable in rating the appropriateness of the occupational choice. (Author)


Counselor Response to Occupational Choice Indicate Sex Stereotyping?
Price, Gary; And Others
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIE0CT77

This study compared the appropriateness of course choices by female and male counselors as rated by female and male counselors to determine the possibility of sex bias effect. The sex, grade, and ability level of rates were controlled in a four-way analysis of variance. The subjects were randomly selected and assigned to each counselor in order to insure equal numbers of males and females from each grade and each ability level. The counselors who rated each subject five times, were given achievement information, ability level data, courses previously taken, grades received, and information about future plans. While no significant differences were found between the ratings of the female and male counselors, significant differences were found in the following areas: (1) ability level and appropriate course selection; and (2) more appropriate course choice of females over males (using post hoc procedures the significant difference occurred at the junior year in high school). (Author/VG)

In this scholarly work on black culture, the major contention is that black American culture derives from African culture, which is an oral culture, while white American culture derives from European culture, which is a written culture. This basic difference in cultures, when not considered carefully, makes it impossible to increase the educational performance of blacks over an extended period of time. Basic tenets of black culture are explained in terms of eleven criteria sociologists use to define culture. These criteria are: history, lifestyle, society within the culture, communications, work occupations, recreation, protection, criteria sociologists use to define culture, language, language, language, concepts such as good and evil, and middle class behavior. This study indicates that "If blacks are to be taught and educated it is imperative that methodology, processes and procedures that are buried in the cultural aspects of ones being be considered. If blacks cannot be educated and counseled within the vein of their culture, the Black community will retain its 15.9% dropout rate as contrasted with 6.7% for whites." (PR)

Descriptors: *Black Culture/ Black Education/ *Black Students/ *Child Rearing/ Communication Problems/ *Cultural Background/ *Cultural Influences/ *Culture Conflict/ *Educational Problems/ *Family Structure/ Sex Bias/ Social Structure

North Dakota The stratified random sample consisted of 396 vocational teachers, administrators, and counselors. Bem's Sex-Role Inventory was used to assess the subjects' sex-role perceptions. The testing of the hypotheses resulted in the following conclusions: (1) Vocational educators were highly consistent in the sex role perceptions; subjects in all subgroups perceived males as masculine-typed and females as feminine-typed, suggesting predominantly stereotyped views. (2) Female subjects viewed themselves as being significantly less sex-typed than did male subjects. (3) Both male and female subjects described males and females as more significantly sex-typed than they perceived themselves to be. (4) Androgynous subjects perceived a significantly smaller difference between males and females than did more sex-typed subjects, and (5) there appeared to be a tempering of the exaggerations of masculinity and femininity by androgynous individuals. In addition to a description of the procedures and presentation of the results, the report presents a review of the literature and a bibliography. The Bem Sex-Role Inventory is appended. (Author/NJ)

Descriptors: Administrator Attitudes/ Counselor Attitudes/ *Sex Bias/ Sex Differences/ *Sex Role/ *Sex Stereotypes/ Surveys/ Teacher Attitudes/ *Vocational Education

Identifiers: North Dakota
female counselors when interacting with female clients. Eight male and eight female graduate students trained in role-playing situations representing a typical and an atypical sex-role condition. Videotapes of the interviews were analyzed to assess reinforcement patterns of counselors. Paper and pencil inventories were filled out. Contrary to expectations, results indicated that counselors exhibited more behavioral bias with typical than with atypical clients. Further, counselors reacted more positively toward the typical than toward the typical clients. Female counselors appeared to be more reinforcing and less punishing than male counselors with female clients in both roles, as well as less behaviorally biased than the male counselors. The study concludes with a discussion of implications for counselor training and directions for further research. (Author/PC)

Descriptors: *Androgyny/ *Attitudes/ Counselor Attitudes/ *Females/ *Feminism/ High School Students/ Research Projects/ Sex Bias/ Sex Role/ Sex Stereotypes/ Social Bias/ Socialization/ Surveys/ Work Attitudes
Reducing Sex Bias--Factors Affecting the Client's View of the Use of Career Interest Inventories.

Birk, Janice M
Aries Corp, Minneapolis, Minn
Mar 1974 49p.; For related documents see CE 001 926-930 and CE 001 932-935. Draft
Contract No.: DEC-0-72-5240
EDRS Price - MF01/PC02 Plus Postage
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN75

Research related to the issues of sexual bias in the use of interest inventories is reviewed, particularly from the client's viewpoint of the career exploration process. Since counselors refer to manuals and interpretive materials to obtain norming information and guidelines for score interpretation, these sources are examined and found to contain both explicit suggestions and subtle implications which, if followed by the counselor, could have deleterious effects on their women clientele. Recommended changes for manuals and interpretive materials are aimed at maximizing the counselor's effective use of interest inventories on the client's behalf. It is a complex issue, since other factors interact with interest inventory results: corrective interventions suggested include: (1) alter prevocational experiences to maximize the range of interests and aspirations; (2) examine the development of interests, particularly women's vocational goals; (3) provide counselors with an awareness of sex roles and strategies to counter stereotypes, through workshops; and (4) revise interest measures. High priority is given to the immediate revision of inventory manuals. (Author/Ad)

Descriptors: Career Choice/ *Career Counseling/ Career Guidance/ *Career Planning/ Computer Oriented Programs/ Computer Programs/ Equal Opportunities (Jobs)/ Occupational Information/ *Sex Bias/ Sex Differences/ *Sex Discrimination/ *Sex Stereotypes/ Test Bias/ *Vocational Interests

Sex Bias and Computer-Based Guidance Systems.
Harris, Jo Ann
Aries Corp, Minneapolis, Minn
1973 55p.; For related documents see CE 001 926 and CE 001 928 through 935. Draft
Contract No.: DEC-0-72-5240
EDRS Price - MF01/PC02 Plus Postage
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN75

All materials which could be acquired from the five leading computer-based guidance systems were read and evaluated for sex bias or fairness. Such analysis was done within the framework of six categories: interactive dialogue, data files, the computer program, on and off-line interest inventories, audio-visual support materials, and printed support materials. Relatively little was found which indicates serious sex bias. The descriptive content of the data files seems to have high potential for problems the degree of sex bias or fairness which interest inventories have will have serious implications for the scope of a student's vocational exploration in systems which make use of such instruments to suggest or guide exploration. Supporting visual materials or community visitation programs can also be a source of subtle sex bias. (Author)

Descriptors: Career Choice/ *Career Counseling/ Career Guidance/ *Career Planning/ Computer Oriented Programs/ *Computer Programs/ Equal Opportunities (Jobs)/ Occupational Information/ *Sex Bias/ Sex Differences/ *Sex Discrimination/ *Sex Stereotypes
Identifiers: Computer Assisted Guidance
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Selected Documents in Higher Education

168.57

Manpower Research Inventory for Fiscal Year 1966 and 1967

57.50

Manpower Research Inventory for Fiscal Year 1968

48.78

Manpower Research Inventory for Fiscal Year 1969

63.38

Information Analysis Products Bibliography 1975-1977

114.00

1978

40.95

1979

29.18