AN EVALUATION OF THE EFFECTIVENESS OF A COURSE
IN SEX ROLE STEREOTYPING AND THE
SOCIALIZATION PROCESS

by

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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

in

THE FACULTY OF GRADUATE STUDIES
Department of Education

We accept this thesis as conforming to the required standard

THE UNIVERSITY OF BRITISH COLUMBIA
April, 1979
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This research study was designed to evaluate the effectiveness of a course in sex role stereotyping in terms of increased awareness and attitudinal changes of the participants. Sex role stereotypes are pervasive and restricting to individuals in Canadian society. As powerful socializing agents, schools can be important facilitators in changing societal notions of sex role standards. This study describes the effects of an interdisciplinary course in socialization and sex role stereotyping for Grades 10 and 11. The study concludes that the course was effective in achieving its stated objectives. The participants increased their awareness of the stereotyping process and perceived the restricting effects of narrowly defined sex roles. The results also showed that the participants perceived the roles of males and females in a more socially androgynous context as compared to the control group.
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CHAPTER 1

Introduction

Sex role stereotypes can be defined as the sum of socially designated behaviors that differentiate between males and females (Broverman, Vogel, Broverman, Clarkson and Rosenkrantz, 1972). Traditionally, parents, the media, educators and other societal groups have accepted these roles as essential to personality development and function. Until recently, the positive value of sex role stereotypes has rarely been questioned.

However, during the last decade, educators and social scientists have expressed concern over the possible detrimental effects of sex role stereotypes on the development of both males and females (Bem, 1974; Horner, 1970, 1972; Maccoby and Jacklin, 1975). Groups in our society such as the Canadian Status of Women, The Canadian Teachers Association and the Canadian Psychological Association have also questioned the effect of traditional notions of masculinity and femininity upon the social, economic and political life of Canada.

An examination of the content and influence of sex role stereotypes on individual and collective behavior has been undertaken in recent years. Both the nature and the effects of sex role stereotyping in contemporary society have been
investigated. These investigations have led to the broad conclusions that characteristics ascribed to men are more positively valued than characteristics ascribed to women and that men and women incorporate both the positive and negative traits of their appropriate stereotype into their self-concepts. Since more feminine traits are negatively valued than masculine traits, women tend to have more negative self-concepts than men (Broverman, et al., 1972). Repeatedly, males and females alike have agreed that masculine attributes are regarded more highly than feminine qualities suggesting the pervasive influence of sex role stereotypes in our society (Hahn, 1975; Rosenberg and Simmons, 1975; Rosenkrantz et al., 1968).

Although sex role stereotypes exist and influence the socialization process in North American society, some social scientists and educators believe that androgynous behaviors can replace stereotyped behaviors. Sandra Bem, a social psychologist, has done extensive research in this area. From her research, she is very aware of the pervasiveness of sex role stereotypes and concludes that socializing and educating males and females to incorporate rigid, sex appropriate behaviors into their behavior repertoire is not only maladaptive but also dysfunctional. Bem believes that by teaching and encouraging androgynous or situationally appropriate behaviors our society will produce more adaptable and less role-locked individuals.
Matina Horner is also a psychologist and researcher in the area of sex role stereotyping and she developed the concept of fear of success. Horner became aware of the vast differences between males and females on measures of achievement motivation. She developed and researched the "Fear of Success" theory as a means of explaining the lower achievement motivation of females. Bem's research on androgyny and Horner's theory and subsequent research are discussed in more detail in Chapter 2.

The role of the educational system in promoting and perpetuating traditional stereotypes has also been questioned and criticized. However, schools can be instrumental in facilitating social change regarding the appropriate and healthy behavior of males and females. One of the ways the school system can be instrumental in facilitating sexual equality is to introduce new curricula at all levels of education to examine the socialization and stereotyping process. The basic objectives of these curricula would be to promote equal opportunities and to teach non-stereotyped behavior. These courses would help students to examine narrowly defined sex roles and also to become aware that behavior can be situationally determined rather than gender or role specific.

Rationale

Courses have been developed to examine both the
stereotyping process and sex role socialization as well as to expand the knowledge of the study of women. These courses can be divided into two categories. The first category includes resource guides and examples of materials that can be used in the study of sex role stereotyping. The second category is much smaller and includes courses with outlines and lesson plans. The course evaluated in this study belongs in this second category.

Many of the original courses in women's studies were developed at universities and colleges. Gradually, educators in elementary and secondary schools became aware of the need for curricula in this area in order to promote equality and be effective in combating sexism.

Often these curricula are locally developed by teachers who perceive a need for such courses. Although this need may be real and the courses developed to meet this need may be effective in achieving their stated objectives, evaluation procedures and empirical evidence are rare. It is the author's contention that such empirical evaluation is necessary to determine the effectiveness of new curricula.

Purpose

The purpose of this study was to examine and evaluate the effectiveness of a course in sex role stereotyping in terms of attitudinal and behavioral changes of the participants. This course was developed and has been taught for
the past three years by J. Godwin, a Social Studies teacher at Burnsview Junior Secondary School in Delta, B.C. It is an interdisciplinary course in socialization and sex role stereotyping that can be incorporated into existing Guidance, English, Social Studies or related humanities courses at the Grade 10, 11 and 12 levels. The basic goals of the course are:

1. To increase the students awareness of the socialization process, especially with regards to sex role stereotyping.

2. To make students aware of traditional stereotypes and encourage them to evaluate the effects of these stereotypes on themselves.

3. To make students more aware of the restricting effects of narrowly defined sex roles.

4. To have students perceive the roles of males and females in a socially androgynous context.

This study attempted to translate these stated goals into behavioral objectives that could be evaluated using objective measures and process measures.

The following two questions were posed:

1. Will participation in a course in sex role stereotyping result in a decrease of traditional attitudes toward women?
2. Will participation in a course in sex role stereotyping result in increased acceptance and tolerance of non-stereotyped, androgynous behavior?

**Definition of Terms**

**Androgyny** - The word androgyny means both male and female in one. In the context of this study, the word androgynous defines a person who exhibits both male and female characteristics, attitudes and behaviors as the situation demands. It allows males and females to freely engage in both masculine and feminine behaviors.

**Sex role stereotypes** - This term can be defined as the sum of socially designated behaviors that differentiate between males and females.
CHAPTER 2

Related Literature

Introduction

In the last decade it appears that progress has been made toward the achievement of sexual equality. The functional benefits of sex role stereotyping are being questioned by many influential groups and institutions in our society. The rigid and inflexible stereotypes of the 1950's and early 1960's are no longer promoted by the media, educational institutions or the society generally.

Although progress has been made, there is still a long way to go before sexual equality is a reality. There is much evidence to support the fact that sex role stereotypes still exist and influence individuals in our culture. The stereotyping process is not as blatant as it once was but the stereotypes are still present, albeit in subtle and non-conscious forms.

The following review of literature examines the process of sex role stereotyping and the effects and influence of these stereotypes on individuals, society and the educational system. The review also includes an examination of the intervention strategies developed to combat sexism and sex role stereotyping in education.
Evidence of Sex Role Stereotyping

The psychological processes whereby sex role identification takes places have occupied the attention of psychologists and researchers for many years. Research and theories have been generated in an attempt to understand the developmental process whereby boys become "masculine" and girls become "feminine." Underlying the research and the theories were the implicit assumptions that sex role identification was a desirable process and therefore sex role stereotyping was a desirable outcome. That such stereotypes of "appropriate" masculine and feminine behavior exist in our North American culture has been documented many times. These stereotypes are widely held, persistent and highly traditional. Despite the apparent changes in the roles of men and women and the seeming fluidity of sex role stereotypes in the last decade, many studies confirm the existence and pervasiveness of sex role stereotypes (Bem, 1972; Broverman et al., 1972; Mednick and Weismann, 1975; Tresemer and Pleck, 1974).

Smith (1973) conducted a study to explore the existence of sex role stereotyping among an adolescent population. He concluded that sex differences occurred over a wide variety of areas and these differences were fairly consistent with research on concepts of masculinity and femininity and sex role stereotypes. In general, female adolescents scored higher than males on scales involving dependency, concern
with personal appearance, acceptance of authority, lack of self-confidence and lack of achievement motivation. This study also supported the conclusions of Broverman et al. (1972) that women tend to have a more negative self-concept than men.

Mednick and Weismann in a report in the Annual Review of Psychology (1975) discussed and summarized research on the existence of sex role stereotypes in North American society. They pointed out that stereotypic thinking and adherence to traditional role expectations are found in school settings, in children's literature and textbooks, the mass media and in language styles. The occupational world is sex-typed; specific job-sex patterns vary but prestige and economic value are always higher for those occupations which are male dominated.

Tresemer and Pleck (1974) proposed the idea that the dichotomization of gender and the resulting sex role stereotyping is the easiest and most powerful differentiation to which people in our culture cling. There is a tendency on a large number of abstract bipolar dimensions to associate one pole with one sex, the other pole with the other sex. Female behaviors tend to cluster around the warmth-affect dimension, male behaviors tend to cluster around a competency dimension. Tresemer and Pleck pointed out that the widespread use of the concept "the opposite sex" indicates the way in which masculinity and femininity are seen to be
unalterably opposed in our society. Depending on one's sex label, there are different norms of behavior, demanding conformity to two distinct, coherent social roles delineated by sex role stereotypes.

Virginia O'Leary (1974) summarized research that demonstrated the existence of sex role stereotypes and also showed that norms governing the approved masculine and feminine image are clearly defined and consensually endorsed. However, she went on to state that the question of the extent to which sex role stereotypes influence the self-concepts of men and women cannot be resolved on the basis of empirical evidence to date. While the sex difference literature does suggest a high degree of correspondence between male and female self-concepts and their concepts of ideal self and opposite sex stereotypes, it is difficult to assess the relationship between self-concept and differentially valued sex role stereotypes. Although the manner in which sex role stereotypes with their associated values influence the self-concepts of individuals has not been empirically documented, it is clear that the prevalence of such consensually endorsed stereotypes will substantially affect women's self-perceptions and influence their behavioral responses based on these perceptions.

There is some controversy among researchers as to whether an alteration or change in sex roles and attitudes is taking place. Some evidence suggests that changes have
occurred (Oliver, 1975). Van Dusen and Sheldon (1976) also state that some changes in the roles and status of American women have resulted in changes in the perception of women's roles. They state that the reality of the situation has been at odds with the notions of appropriate roles and activities for women and now the social definitions of women's roles are catching up with reality.

Van Dusen and Sheldon cite several examples to prove that such changes are taking place. Economic factors are encouraging the female's return to the labor force. Marital and child bearing patterns also appear to be changing, females are marrying later and postponing childbearing. Therefore, the numbers of women in the work force are increasing and there seems to be a concomitant shift in the perception of female roles.

Steinmann and Fox (1966) also examined the male and female perception of the female role. The results of their study indicated that women shared a set of values and their self-perceptions were balanced between family and self-realization and achievement. Their ideal woman was similar to their self-perceptions. However, their perception of man's ideal woman was a strongly family oriented woman. When men were questioned they stated that their ideal woman was a balance between intra-family and extra-family interests. The writers concluded that men and women in our society do not understand each others' perceptions concerning
what role a woman should assume. There was a conflict between men's and women's perceptions and also the men's responses showed an internal contradiction. The data suggested that men took a liberal position on global, non-specific items and a traditional position on specific items dealing with their own wives and children.

This inconsistency and ambivalence in men's view of women's roles often appears in the popular media as well. It would appear that men accept a dual role or an achievement/success oriented goal for women generally, as long as it doesn't involve their own wives. Six years after Steinmann and Fox's research, Carol Tavris reported similar results on a survey conducted by Psychology Today (1972) which showed that a majority of the 890 male respondents supported women's liberation as long as the ideas of liberation stayed outside their homes and did not affect their personal lives in any significant way. Thus, it would appear that at this time both men and women are questioning their own and others' perceptions of what roles they should assume and what changes should take place.

Debate continues over whether there is any change regarding sex labelling or sexual desegregation of occupations. There seems to be little decrease in income differentials between men and women. The stereotyping of jobs, the occupational segregation of women and the consequent income differentials have been remarkably persistent in the face of
dramatic demographic and socioeconomic changes. However, Van Dusen and Sheldon (1976) conclude that changes in these areas appear to be taking place.

Mason, Ezajka and Arbor (1976) observed that regardless of the sample considered, there has been considerable change in women's sex role attitudes since the mid-1960's. Both attitudes about family roles and work roles have changed over the past decade. Especially important in this evident attitude change is the sharp decline in the proportion of women believing that maternal employment is harmful to the well being of children. Both higher education and recent employment experience are factors associated with a less traditional outlook.

In conclusion, there is evidence to support the fact that sex role stereotypes still exist in our culture, although they are perhaps less rigid and more flexible than they were in past decades. Stereotypes are still accepted by large segments of society and there is evidence to support the theory that stereotypic traits are accepted as integral parts of male and female self-concepts.

However, there is also evidence that changes in the thinking and attitudes that produce sex role stereotyping in our culture are taking place. These changes in attitude can be attributed to a number of factors and it is expected that the impact of change will continue to affect our society and its institutions.
The Effects of Sex Role Stereotyping

The functional value for the individual of sex role stereotypes is associated with a number of traditional theories of personality development. Most of these theories emphasize the early learning of sex role differences. Until recently, sex roles have had clear boundaries in our culture. Osofsky and Osofsky (1972) summarized research stating that sex roles are the result of socialization. Children learn certain behaviors from parents and significant others. These behaviors are learned through identification with appropriate role models and through reinforcement modelling. They concluded that sex role stereotypes exist and are learned through the socialization process. Maccoby and Jacklin (1975) also believe social shaping to be of the utmost importance in children's acquisition of sex-typical behavior.

In the past, sex role stereotyping served the function of delineating appropriate sex role behaviors (Tresemer and Pleck, 1974). However, during the last decade, educators and social scientists have started to question previously accepted theories and practices. During this period, investigators have not only examined the evidence that such stereotypes exist but also have systematically examined the influence and effects that these stereotypes have on individual behavior.

There is much empirical evidence reporting the effects
and consequences of sex role stereotyping. The fact that stereotypic differentiation and role appropriate behaviors are accepted by large segments of North American society has already been summarized. Broverman, Vogel, Broverman, Clarksön and Rosenkrantz (1972) in an appraisal of sex role stereotypes discussed some of the effects. The results of a survey of mental health professionals revealed a double standard of mental health that bore a striking resemblance to the sex role stereotypes prevalent in our society. According to these professionals, they tended to see women as more healthy and mature if they were more submissive, less independent, less aggressive, more emotional and less competitive. This was exactly the same description which these clinicians used to characterize an unhealthy, immature adult male or unhealthy, immature adult, sex unspecified.

To the extent that these results reflect societal standards, women are placed in a double bind situation by the fact that different standards exist for women than for adults. If women adopt behaviors specified as desirable for adults, they risk censure for not being appropriately feminine; but if they adopt the behaviors that are designated feminine, they are necessarily deficient with respect to the general standards for adult behavior.

In looking at the consequences and effects of sex role stereotyping, Sandra Bem asked the question: Does sex-typing enhance general psychological and social development?
She concluded from a review of the literature that a high level of sex role development does not necessarily facilitate general psychological or social adjustment and may in fact be harmful.

A large scale study by Mussen (1966) and a study done by Harford, Willis and Deabler (1967) demonstrate that except during adolescence, when the male subculture values masculinity so highly, sex-typed behaviors do not necessarily enhance the male's psychological adjustment and in fact may even retard it. Although high masculinity in adolescence has been correlated with better psychological adjustment, in adulthood, high masculinity has been correlated with high anxiety, high neuroticism and low self-acceptance.

The picture for girls seems to be more consistent. High femininity in females consistently has been correlated with high anxiety, low self-esteem and low social acceptance. In general, high femininity seems to be associated with a lower self-concept and poorer psychological adjustment (Bem, 1975).

Bem concluded from the available evidence that a high level of sex-typed behaviors does not facilitate a person's general or psychological development. The literature reviewed by Maccoby and Jacklin (1975) seems to indicate that greater intellectual development is associated with cross sex-typing, i.e., with masculinity in girls and femininity in boys. Males and females who are less
sex-typed have been found to have higher overall intelligence, higher spatial ability and higher creativity.

In an article entitled "Sex Role Adaptability: One Consequence of Psychological Androgyny" Bem hypothesized that "psychologically 'androgynous' individuals might be more likely than either masculine or feminine individuals to display sex role adaptability across situations, engaging in situationally effective behavior without regard for its stereotype as more appropriate for one sex or the other" (P. 634). Androgyny allows both males and females to avoid rigid, inflexible roles and adopt behaviors that are appropriate for individual situations.

Two experiments using college students as subjects provided support for the above hypothesis (Bem, 1975). The first experiment used a standard conformity paradigm to test the hypothesis that masculine and androgynous subjects would both do better at a stereotypically masculine behavior than feminine subjects. That is, the masculine and androgynous subjects would both be more likely to express their own opinions than conform. Nine masculine, nine feminine and nine androgynous subjects of each sex participated in the experiment. The results of the first experiment demonstrated that masculine and androgynous subjects of both sexes remained independent from social pressure on significantly more trials than did feminine subjects.

The second experiment was designed to evoke a stereotypically feminine behavior. The experimental situation
offered subjects the opportunity to interact with a tiny kitten to test the hypothesis that feminine and androgynous subjects would do better at this stereotypically feminine task than masculine subjects. The results of the second experiment showed that feminine and androgynous males did demonstrate significantly greater overall involvement with the kitten than did masculine males. However, contrary to the hypothesis, feminine and androgynous females did not show significantly greater overall involvement. Indeed, feminine females were found to show significantly less overall involvement with the kitten when compared to androgynous females.

In the same research, Bem hypothesized that androgynous subjects would be more likely than non-androgynous subjects to display behavioral adaptability across situations and engage in appropriate situational behaviors regardless of their stereotype as appropriate for one sex or the other. The experiments provided support for this hypothesis. Androgynous subjects of both sexes displayed a high level of masculine independence when under pressure to conform and they displayed a high level of feminine playfulness when given the opportunity to interact with the kitten. In contrast, the non-androgynous subjects were found to display behavioral deficits of one sort or another with perhaps the feminine females showing the greatest deficit of all. From her research, Bem (1975) concluded that one of the effects
of sex role stereotyping was that stereotyping produced inflexible behaviors that did not allow adaptability across situations.

Another effect of sex role stereotyping that concerns investigators is the assertion that the inferior social status of women is reflected in a negative self-concept which in turn contributes to relatively lower achievement among women. While many discussions and studies have emphasized the importance of changing women's self-concepts, empirical research on this subject is rare. The brunt of the argument contends that women are socialized to feel inferior and thus have lower self-esteem than men.

Rosenberg and Simmons (1975) have stated that the self-concept contains a multiplicity of components and can be characterized in terms of numerous dimensions and one of these is the salience of the self as reflected in self-consciousness. The authors theorized that younger boys and girls differ little in their sensitivity to the impression they are making on others. However, in early adolescence girls become very sensitive to other people's perceptions of them and maintain this sensitivity throughout adolescence. This period is accompanied by a sharp rise in people-orientedness among girls as compared to boys. One of the results of this socialization process is that boys become more achievement oriented and girls become more people oriented.
Rosenberg and Simmons concluded from their research that the most serious consequence of differential socialization in terms of girls' self-concepts was their high degree of self-consciousness. Excessive concern with interpersonal relations and excessive sensitivity to others may be admirable traits but they also may produce alienation from the individual's genuine feelings and desires. Both achievement and self-fulfillment among girls may be seriously impeded by over concern for others. This trait is traditionally associated with the female stereotype. Rosenberg and Simmons also concluded that basic attitudinal change in the socialization process is essential if true equality is to be achieved.

O'Leary (1974) has suggested that although the relative impact of sex role stereotypes on women's self-concepts has been difficult to evaluate, it is plausible to suggest that a possible effect of sex role stereotyping is that women may be hesitant to engage in behaviors requiring male sex role appropriate traits. Regardless of whether this has resulted from an internalization of negative traits or is simply a reflection of what women consider to be female role appropriate, it may be anticipated to have an effect on the achievement directed behavior of women.

Once again, this argument of O'Leary's points out that women are caught in a double bind, unable to fulfill the role requirements for the achieving individual and those of the ideal woman simultaneously. Role conflict among women
might result in the suppression of achievement striving. Thus, sex role stereotyping can be identified as a potential obstacle to certain aspirations of women. Mednick and Weissmann (1975) also summarized research suggesting that stereotypic sex role attitudes held about others or the self are significant moderators or determinants of various classes of behaviors. These behaviors include occupational choice, activism and achievement.

Some studies have pointed out that sex roles become more restricted and cross-sex behavior is less and less tolerated as children grow older. It would also appear that the effects of sex role stereotyping become more detrimental for girls. In a study of first-to-third grade children (Torrance, 1965), girls and boys did equally well in the early grades at thinking of ways to improve toys designed for their own sex. However, by the time these children reached third grade, boys were better at improving all the toys, regardless of the toy presented. Girls were very reluctant to work with science toys, often protesting that they were not supposed to know anything about them.

A study by Nash (1975) found that sex role stereotyping of traits increased from early adolescence through adolescence. Older adolescents in the sample scored more items stereotypically than younger adolescents. There were four groups in this study, 11 year old males and females and 14 year old males and females. All groups stereotyped
math and science as masculine activities except the 11 year old female group who stereotyped these activities as feminine. From these results, the author concluded that between the ages of 11 and 14, girls begin to change their opinion of math and science as sex appropriate areas of achievement. Nash believes that this is an indicator of the rapid differentiation of intellectual interests that occurs during early adolescence between males and females.

The Nash (1975) study also sought to discover the gender preference of early adolescents. The results showed that more girls preferred to be boys than vice versa and more younger girls preferred to be boys than older girls. The subjects of both sexes who preferred to be males stated their reasons in terms of society's preference for the male role, the desirability of male activities and the high value accorded to these activities. Nash concluded that the majority of adolescents in the sample perceived that society's gender preference is masculine and that occupational choices are more varied for males.

Many research studies have been designed to discover the effects of sex role stereotyping on the female's self-concept, role perceptions and aspirations. Research also has been done on the effects of sex role stereotyping on males. The premise of some researchers in this area is that women will not be able to successfully liberate themselves unless men also are willing to liberate themselves from masculine sex roles and then both sexes can work
toward some kind of human liberation.

The process of socialization is similar for boys and girls. The masculine role appears to be learned in early childhood and the behaviors learned remain stable from childhood to adulthood if the behaviors are congruent with society's sex role standards.

Boys seem to show a much stronger preference for aspects of the masculine role than girls do for the feminine role and boys demonstrate this preference at an earlier age. This supports the theory that boys are under more pressure to conform to masculine standards and at an earlier age than girls (Feinman, 1974).

Male socialization and the resulting pressure to conform to male sex stereotyped behavior can have detrimental effects on males. They are well socialized on how to be dominant, aggressive and masculine but have difficulty in the affective, expressive and nurturant areas of behavior. In our society, with all its advantages for men, the burden of being masculine and maintaining the masculine stereotype can be costly for men in terms of human potential (Sawyer, 1975).

Many of the above theories are supported by Max Fasteau in an article "The High Price of Macho" in Psychology Today (1975). Fasteau is the author of the book "The Male Machine". He equates the ideal male stereotype to a machine that is functionally designed to work. He is
programmed to tackle jobs, overcome difficulties and always seize the offensive. He will take on any task in a competitive framework and fight for victory. He dominates and out-performs his fellow machines. His relationship with other machines is one of respect but not intimacy. He doesn't really understand his internal circuitry and he leaves the maintenance of his internal circuitry to humans of the opposite sex.

Fasteau admits that this description is an ideal, a stereotype that fits no one and yet, he asserts that this stereotype exists and exerts influence because it is believed by large numbers of people and it remains the standard by which large numbers of the male population judge themselves.

The attempt to live up to this stereotype that is learned at an early age and incorporated into the male self-concept, affects almost every area of men's lives. Friendships between men are often rendered shallow and unrewarding by the constant undertone of competition and the need to put up a masculine front. Similarly, relationships with women often lack depth and intimacy because of this same masculine need to promote a stereotype that is unnatural and unfeeling (Fasteau, 1975).

Fasteau, Sawyer and other researchers into sex role stereotyping agree with Bem's research that men and women are fighting their nature as human beings in trying to conform to a "male" and "female" role or stereotype. "Male"
and "female" characteristics are present in both men and women although our culture has done its best to obscure this fact. Stereotyping renders an individual's unique identity irrelevant and the final result is a denial of the individual's potential. In a society where rigid sex role definition has outlived its utility, the androgynous person can perhaps best define a new and more human standard of mental health.

Fear of Success

Matina Horner (1970) in her original research study and follow-up studies has developed a theory of "fear of success" (FOS) or "the motive to avoid success." This "fear of success" can certainly be seen as having a negative effect on females and so is discussed here as one of the effects of sex role stereotyping.

Horner first conceptualized this theory as an attempt to understand or explain the major unresolved sex differences detected in previous research on achievement motivation in women. When the motive to avoid success was first introduced as a psychological barrier to achievement in women, it was conceptualized within the framework of an expectancy-value theory of motivation as a latent, stable personality disposition acquired early in life in conjunction with standards of sex role behavior. In expectancy-value theories of motivation, avoidance motives inhibit
actions expected to have unattractive and/or negative consequences. Horner argued that most women have a motive to avoid success or have a disposition to become anxious about achieving success because they expect negative consequences as a result of succeeding (Horner, 1970).

Briefly, in Horner’s first study (1970), she found an important relation between anxious ideation concerning success and actual decrements in performance when confronted with a situation demanding competition. The "motive to avoid success" was assessed by scoring imagery in stories written to the thematic apperceptive cue, "At the end of first term finals, Anne finds herself at the top of her med school class." Female subjects wrote about Anne at the top of the class and male subjects wrote about John. Three kinds of themes were found for fear of success:

(a) internal fears and negative effects - Anne feels guilty, unhappy and/or unfeminine;

(b) social rejection as a result of success - "everyone hates and envies her";

(c) bizarre or exaggerated hostile responses or denial of the cue altogether - "Anne is at the top of her class but her boyfriend is higher."

Horner’s results showed that 65% of the women in the sample responded with fear of success imagery to the
successful female cue. While 90% of the males in the study showed strong positive feelings and indicated increased striving and confidence in the future to the cue of John at the top of his medical school class. This pattern of sex differences in the production of fear of success imagery has been maintained in the subsequent samples of men and women tested since that time by Horner. The major difference has been an increase, noted since 1970, in the extent to which fear of success imagery or negative consequences were expressed by male subjects in response to cues about successful males. Horner (1972) believed that these results were produced by the fact that college students of both sexes were taking an increasingly negative view of success as it had been traditionally defined.

Horner concluded from her original research and follow up studies that there is an increasing incidence of the motive to avoid success resulting from the fact that highly competent and otherwise achievement motivated young women, when faced with a conflict between their feminine image and expressing their competencies and developing their interests and abilities, adjust their behaviors to their internalized sex role stereotypes. When women are placed in inter-personal competitive situations, particularly with males, the anticipation of success is anxiety provoking and as such inhibits otherwise positive achievement-oriented motivation and behavior. When women high in fear of success
withdraw from the mainstream of thought and achievement in our society, it does not occur without a high price. A price paid by the individual in negative emotional and interpersonal consequences and by society in a loss of valuable human and economic resources (Horner, 1972).

The introduction of Horner's concept of FOS has sparked a great deal of research and not surprisingly the clarity and finality of the concept have come into question. Some of the subsequent research is confusing and contradictory. Cabelerra, Giles and Shaver (1975) produced research results that generally supported Horner's theory. They discovered that in their sample the "fear of success" imagery was more common among non-traditional, politically liberal, well educated women. Therefore, these researchers concluded that "fear of success" imagery was not simply an expression of traditional attitudes towards ambitious women but rather it seemed to be a reaction by ambitious women to the threatening conditions they encountered.

O'Leary and Hammock (1975) also have researched the concept of "fear of success." As a result of their research, they have introduced the variable "sex role orientation" as a significant determinant of the motive to avoid success among women. They believe that failure to take this variable into account may help to explain the fluctuations in results across studies of FOS imagery. The results of O'Leary and Hammock's research indicated that the arousal
of FOS imagery among a relatively homogeneous group of academically achieving young women was at least partially a function of their traditional or non-traditional sex role orientation. As hypothesized, non-traditionally oriented subjects generated fewer success avoidant responses to cues. One implication of this study is that the motivational construct "fear of success" postulated by Horner as an "internalized sex role stereotype" does not have stable, universal meaning within the female population but fluctuates as a function of both the achievement context and the sex role orientation.

Thus O'Leary and Hammock's results appear to contradict Cabellera, Giles and Shaver's results. Cabellera et al found more FOS imagery among non-traditional, liberal women and O'Leary and Hammock found less FOS imagery from non-traditional female subjects. These results demonstrate the difficulty in empirically proving the existence of FOS.

Other studies have tried to demonstrate why Horner's concept appears to be an ephemeral one, confirmed by some researchers and dismissed by others. Lockheed (1975) pointed out that although Horner originally proposed this "motive" as a psychological barrier, Horner has more recently emphasized that the "motive" is aroused as a function of the individual's expectations regarding the nature of the consequences of behavior and the value of the consequences to the individual. The purpose of Lockheed's study was to
offer another explanation for why males and females reported negative consequences for women who achieve. Her explanation focused not on the actual achievement per se but on the arena in which the achievement was exhibited.

Traditionally, the determination of what arenas were appropriate for female success has been a matter of social and historical definition and the arenas for women have been narrow and restricted. The results of Lockheed's study suggested that arenas considered appropriate for female achievement and success are increasing. This study revealed fewer women exhibiting a "motive to avoid success" and Lockheed believes that these results may be explained by new emerging social definitions of appropriate behavior for women. The author concluded that when success behavior was depicted as appropriate, the result was that less "fear of success" imagery was generated on the part of achieving women. She also believes that this is a powerful argument for the rapid modification of existing institutions to permit equal participation by both sexes.

The contradictory results mentioned earlier and the lack of consistent supporting evidence has led to confusion regarding Horner's "fear of success" concept. Since her original study appeared in 1968, nearly 200 studies of the "fear of success" concept have been conducted. It is now possible to examine the cumulative record of research in this area.

Horner originally concluded that American women fear
success more than American men. Tresemer (1976) concluded from a review of the research that a gender difference in fear of success was not supported. The high degree of variability found in these studies indicated that individual variability in responses to traditional success far exceeded gender differences.

Tresemer (1976) stated that supportive results of Horner's theory exist but these data are inconsistent. Horner's original study has never been replicated. Tresemer believes that much of the confusion over this concept and the contradictory findings are the result of experimental design problems. Future understanding of the "fear of success" concept could result if the constructs involved were meticulously defined and the research was done under carefully controlled experimental conditions.

Another researcher in this area, Philip Shaver (1976) concluded that Horner's research has raised more questions than she or her followers have been able to answer. In order to answer some of the questions raised, better measures, a broader view of the conceptual issues involved and more serious attempts to relate existing methods and findings to each other and previous works is needed (Shaver, 1976).

In conclusion, the concept of fear of success appears to be a controversial one. However, Horner's original research arose from a need to explain the differences cited in the motivational and achievement levels of men.
and women. There is evidence to support the idea that achievement motivation differs between men and women. Rather than dismiss the theory, perhaps more structured research is needed along the lines suggested by Tresemer and Shaver.

In this section, the effects of sex role stereotyping have been discussed. From the research, the conclusion can be drawn that the persistence of traditional sex determined role standards may be undesirable for several reasons. Firstly, several investigators have found that differential esteem is accorded the two sexes (Bem, 1975; Broverman et al., 1972; O'Leary, 1974; Rosenberg and Simmons, 1975). Secondly, evidence indicates that sex stereotypes are at variance with people's conceptions of what ideal males and females should be like, therefore suggesting that people are dissatisfied with traditional sex role standards and behaviors (Steinmann and Fox, 1966). Finally, a significant amount of literature suggests that traditional sex determined role standards are not only non-functional but also perhaps dysfunctional. In general, writers in this field have suggested that traditional sex role standards produce unnecessary internal conflict, are incompatible with both individual and societal interests and prevent individuals from achieving their full potential.

Eleanor Maccoby and Carol Jacklin (1975) have done extensive research in the area of the psychology of sex
differences. In the summary of their book "The Psychology of Sex Differences" they stated that social pressures to shape individuals toward their "natural" sex roles sometimes boomerang. Traits that may be functional for one aspect of a sex role may be dysfunctional for other aspects. A man who adopts the "machismo" image may gain prestige with his peers, or enhance his short term attractiveness to women, at the expense of his effectiveness as a husband and father. A similar problem exists for the highly "feminine" woman. Training a girl to be "feminine" in the traditional non-assertive, dependent and self-deprecatory sense may actually make her a worse mother because effective parenting involves both assertiveness and competence.

Therefore, Maccoby and Jacklin (1975) conclude it is by no means obvious that attempts to foster sex-typed behaviors (as traditionally defined) in boys and girls serve to make them better men and women. Indeed, in some spheres of adult life such attempts appear to be positively handicapping. These researchers suggest that societies have the opportunity of minimizing, rather than maximizing, sex differences through their socialization practices. A variety of social institutions are viable within the framework set by biology. It is up to human beings to select those that foster the lifestyles they most value.
The Effects of Sex Role Stereotyping in Education

Educational institutions, particularly public institutions, usually reflect the society which they serve. There is much evidence to suggest that the sex role stereotypes encouraged by our culture are also encouraged by our public schools and institutions. And just as these stereotypes are accepted by society as useful and necessary in the socialization of children, this attitude also is reflected in the schools.

The concern of one generation in a society for the next is frequently called socialization. Socialization is the process of preparing children to assume adult statuses and roles. Schools are the only institution that have the socialization of youth as their principle function. Schools function as transmitters of certain societal norms from one generation to the next.

Terry Saario, Carol Jacklin and Carol Tittle (1973) argued that schools not only socialize children in a general way, but also exert a powerful influence on the development of sex roles. Instead of encouraging diversity within broad limits of conduct, schools define specific attitudes, modes of acting and opportunities which are appropriate for boys and girls. This serves to limit the choices open to each sex and contributes to a sense of inadequacy when individuals do not live up to defined norms. The schools, until recently, have not questioned the utility of inculcating within North American children fixed patterns of
behavior defined along traditional lines. Traditional sex role categories are simply conventions which hold significance in the social order of the day and are therefore reflected in our social institutions, i.e. schools.

Schools and their curricula carry hidden messages to the young about the sex role stereotypes in our society. "As children grow older, their awareness of appropriate sex role behavior increases and becomes more restricted and stereotyped" (Saario, Jacklin and Tittle, 1973, P. 388). Although the home and other cultural influences certainly contribute to the sex role stereotyping which is prevalent in our society, the schools are also important determinants of these stereotypes. In fact, some researchers in this field believe that schools are crucial institutions in the transmission of cultural, sex typed expectations. They state that the sex role socialization that is the norm in many schools is channeling members of each sex into restrictive roles that limit their life options and behavioral choices.

Other writers and researchers in this field also attack the restrictive nature of sex roles as they are perpetuated by the education system. Stacey, Bereaud and Daniels (1974) wrote in the introduction to "And Jill Came Tumbling After: Sexism in American Education," that the imposition of arbitrary cultural standards of femininity and masculinity inhibits the natural development of young people.
As sex role behaviors are primarily learned, then the schools play an integral part in this process.

There is much research that proves that there is discrimination and sex role stereotyping present in almost every aspect of public education. There have been research studies done on school textbooks, classroom environments, teacher attitudes, guidance and counselling departments, physical education, extra-curricular activities and personnel and administration policies. The bulk of the evidence states that sex role stereotyping exists at all levels of public education and suggests that such stereotypes have detrimental effects on male and female students and prevents students from realizing their full potential (American Federation of Teachers, 1972; The Emma Willard Task Force on Education, 1971; Nelson, 1976).

Sexism and sex role stereotypes start in kindergarten where boys are directed towards the blocks and trucks and girls are directed to the housekeeping corner. Starting in kindergarten, many classrooms differentiate between appropriate male and female activities and therefore limit the number of activities considered acceptable for each sex. Thus, beginning early in the education process, schools provide a shrinking of alternatives rather than an expansion of options.

Outside the classroom, extracurricular and physical education activities are often strongly differentiated.
Boys and girls are encouraged to take part in separate activities. By the intermediate grades, the sexes are often separated for gym and health classes and this separation goes beyond the physical use of space and objects (Bernstein, 1972).

This type of subtle socialization is apparent in the ways that many teachers and administrators unconsciously reinforce sex stereotypes. Rosenthal's (1968) study of teacher expectations suggested that such expectations significantly determine student behavior and attitudes. If girls are not expected to think logically and excel in math and science there is the danger that they will accept that lower performance estimate internally and not try to learn the principles of math and science.

Teacher expectations, in many cases, are different for boys and girls and these expectations can place a psychic burden on sensitive and introspective boys and on outgoing and aggressive girls. Girls are encouraged to develop feminine dependency by obtaining help with physical tasks; boys are expected to manage on their own. Boys are expected to be physically aggressive; girls are expected to be more passive.

Perhaps schools and teachers are placing both males and females in a type of double bind situation. There is certainly some evidence to suggest that they place girls in a double bind. The school system encourages girls to be
good students; to learn to perform and to achieve. Yet these same girls can be criticized if they are too competitive, too bright, or take too much pride in their academic accomplishments. "Don't be too aggressive," the system says. Thus, many girls can become wary of success and opt out of academic excellence by the time they reach high school (Bernstein, 1972).

Textbooks also reflect sex role stereotypes. All too often, basal readers portray stereotypic nuclear family roles. Rarely is a women pictured whose identity stems from her own achievements rather than from her marital status. Not only do many elementary school readers stereotype the roles of adult males and females but also greatly distort the activities of boy and girl characters as well. The Feminists and Childrens Media (1971) has studied more than 150 school readers. They found that, in the readers studied, girls were rarely able to solve problems, they assumed passive, observing roles or "helping" roles while the boys were active, competitive and engaged in activities.

If the school experiences of boys and girls limit their options of role development, their options are often further limited by the adult role models they see in the elementary school setting. The large majority of primary and intermediate teachers are women. It is a rare experience for children to see an adult male in a loving, nurturing role as a primary teacher. While most elementary teachers are
women, most elementary administrators are males. This situation seems to stem directly from the teacher training institutions and the hiring and promotional policies within school districts. The people in positions of responsibility in both the training institutions and the school districts themselves often fail to take the issue of sexism seriously. They often are unaware of research that shows teaching and modeling sex role stereotypes as dysfunctional in our society, both now and in the future. It rarely occurs to those doing the hiring in elementary schools that children can best develop satisfactory sex roles from having many models to choose from. The options for sex role definition would be enlarged if students could see more men as interesting and loving teachers and more women as effective and competent administrators (Bernstein, 1972).

There is evidence that sex role stereotyping continues in junior high school and senior high as well. The notion of the self-fulfilling prophesy becomes important in high school. If situations are set up in which certain role behaviors are expected and reinforced, these behaviors will, in fact, be exhibited. Thus, one cannot predict and describe the appropriateness of sex roles without regarding the social context in which they exist. And it appears that in many high schools in North America, such a self-fulfilling prophesy exists and is reinforced by the courses, textbooks and attitudes of the teachers, counsellors and
administrators (Minnesota PTA News, 1971).

Textbooks in many areas such as History, English and even Math tend to perpetuate stereotypes. The accomplishments of Canadian and American women have been traditionally left out of both literature and history courses. Their part and their contributions in history have not been presented objectively and often few female or feminist writers are included in English curricula (Chapin, Jones and Waldman, 1973).

Often the sexes are segregated in courses and by this segregation stereotypes may be promoted. In many schools, girls are required to take courses in Home Economics and boys are required to take courses in Industrial Arts. This reinforces the stereotypes that household work is for girls and mechanical tasks are for boys (Minnesota PTA News, 1971).

Another area of discrimination in high school and university which is difficult to quantify is counselling. Female students are often encouraged to choose traditional areas of study, such as nursing, teaching, and social work and are often discouraged from choosing majors in science, mathematics or other typically male dominated areas. Vocational counselling and vocational courses sometimes reinforce this differential treatment (Chapin, et al., 1973).

Doherty and Culver (1976) did a study on "Sex Role Identification, Ability and Achievement Among High School
Girls." Within their sample, they discovered that high school women with a non-traditionalistic, extra-familial orientation may not have fully utilized their higher intellectual ability or potential. This was reflected by their lower class rank in comparison to the higher class rank of female students with traditional or intra-familial orientations. In other words, in this sample, girls with less traditional orientations regarding sex role identification seemed less likely to achieve success in academic terms.

Doherty and Culver (1976) think that these results suggest the need for research that takes into account not only the sex role perceptions of both male and female students but also parental and peer attitudes and more importantly, the attitudes of teachers and counsellors who deal professionally with high ability females. High ability, independent high school girls apparently are not provided with the inducements, the opportunities or the encouragement which might allow them to achieve both in an academic atmosphere and later in the work force.

Groups of concerned parents, teachers, counsellors and students are now demanding changes in the areas discussed above and many other areas of school curricula and the educational system generally that promote sex role stereotyping and do not allow choices and alternatives based on an individual's interests, aptitudes and abilities.
Courses as Intervention Strategies

How can concerned educators bring about effective changes in our education system? One of the main goals of this system is to help young people learn basic information and then make informed choices from a wide variety of possibilities and alternatives. However, as long as the education system models and teaches role stereotyping then the number of alternatives available to males and females of all ages is greatly reduced. This is perhaps more true for females than for males. The females so-called freedom of choice in matters of education, career and life-style is illusory because as early as pre-school age and certainly during the elementary and high school years she has been socialized to limit her alternatives. This limitation of alternatives also can be true for males.

It is not sufficient merely to inform students that their horizons need not be limited in this way. Their socialization and the psychological effects of their sex role conditioning will not vanish that easily. What is required is the beginning of a re-education process. Males and females should be encouraged to question the sex role stereotypes they have assimilated from their culture.

Sandra and Daryl Bem (1971) believe that female adolescents must be forced to confront their sex role stereotyping and the conflicts that such stereotyping produces.
While admitting that challenging society's current value system is not always seen as the job of the school or the educational process, the Bems also believe that to avoid challenging the framework of today's female adolescent is to abdicate responsibility for women in the late 1970's and 1980's. They stated that no female in our society today is free to make a truly personal choice regarding vocation or life-style until she has begun to question society's values surrounding sex role stereotypes.

The Bems suggested that this process could best be facilitated through a course on the role of women and the nature of America's sex role ideology. Such a course would place North America's sex role practices into historical, sociological and psychological perspective. It would sensitize women to their own role conditioning and provide a forum in which they could begin to examine their own conflicts about whether it is possible for a woman to be successful both professionally and socially.

Other writers and researchers in the area of sex role stereotyping support the idea that one of the strategies that can be useful in helping to eliminate sexism is the development of programs to increase student awareness of the stereotyping process and then allow students to make more informed choices regarding their alternatives. Chapin, Jones and Waldman (1973) suggest that sex role behavior is learned, therefore re-learning can take place. Such learning and teaching then become important tasks for the
educator and the human service professional because the maintenance of stereotyped thinking and feeling limits the capacity of both men and women to realize their full potential as human beings.

Many researchers believe that roles are changing, that the stereotyping process is not as strong and the stereotypes are not as rigid as in past decades. Osofsky and Osofsky noted this trend in 1972, particularly in the area of women and work. They believe that to change the stereotyping process the socialization process needs to change and that changes can come about through the education process. By changing role models in education, textbooks, counselling programs and by offering courses at all levels of education, girls can be made more aware and can be encouraged to take their careers seriously and pursue both family and career lines simultaneously (Osofsky and Osofsky, 1972).

Van Dusen and Sheldon (1976) in a paper on "The Changing Status of American Women" see changes in the roles and status of American women as a result of changes in the perception of appropriate role sequences for women. They believed that the reality for women has been different from the notions of what roles and activities are appropriate for women and now, slowly, the social definitions of women's roles are catching up with reality. Although stereotyping and sex labelling of jobs have been remarkably persistent in the face of dramatic demographic and socioeconomic
changes, they see changes coming. The 1975 Manpower Report stated that role differentiation in early life later affects educational and occupational choices and if through society and the educational process changes take place in early role definition, then changes will take place in female's educational and occupational choices. The authors concluded that these changes are taking place.

To combat sexism and stereotyping in the educational system, many educators have developed intervention strategies. Eileen Nickerson (1975) describes some of the strategies currently being used by a group of Boston University faculty members and graduate students. Like other researchers, she has examined the ways education limits the growth, aspirations and achievements of students by treating them not as individuals but as members of a sex group. One of the intervention strategies used is a Women's Studies course at various levels. The sample population in the study includes college and junior college students, adolescents and Grade 5 and 6 students in the Boston University area. Nickerson feels that the duration of the project and the measurement of attitudinal change have been limited to date partially due to the fact that the studies have not been experimentally controlled but she believes there is much work that can be done in this area.

Two studies referred to earlier in this review lend credence to the idea that a course in sex role stereotyping can be helpful in changing sex role stereotypes. O'Leary
and Hammock (1975) in their paper "Sex Role Orientation and Achievement Context as Determinants of Motive to Avoid Success" concluded that perhaps changes in the sex role orientation and achievement orientation of women would be helpful in overcoming achievement limitations. A course would be helpful in increasing awareness and overcoming these limitations.

Rosenberg and Simmons (1975) in the introduction to their paper "Sex Differences in the Self-Concept of Adolescents" state that many investigators assert that the inferior social status of women is reflected in negative self-concepts, which in turn contribute to relatively lower achievement of women. They have summarized some of the recommendations for solutions and included in these are a change in society's attitude towards women and to change women's attitudes towards themselves. This last outcome is a major objective of the consciousness raising awareness that can lead to change and is the major objective of most women's studies courses, and courses on sex role stereotyping.

Conclusion

Many researchers agree that one of the intervention strategies that can be useful in eliminating sexism and stereotyped behaviors is a course on the socialization and stereotyping process and/or a women's studies course that
incorporates an examination of the stereotyping and socialization process as one part of a more comprehensive curricula. Such courses have been developed and incorporated into the curricula at all levels of education from primary grades to the graduate university level.

In the last decade, many educators have become sensitive to the issue of sexism in schools and are now working on applications of planned change in the elementary schools. Many of the articles reviewed here focus on the importance of changing the school atmosphere and climate (Hahn, 1975; Jacobs, 1972) and suggest ways that teachers can become sensitized and then make changes in the curricula that can help raise the awareness of students. Other articles, such as those contained in the "Women in Education" booklet published by the American Federation of Teachers (1972) and "Sexism in Education" published by The Emma Willard Task Force on Education (1971), suggest specific classroom strategies and mini-units on women's studies and sex role stereotyping. Again, the objective of these strategies and units is to raise student awareness.

The National Education Association has published a book called "Today's Changing Roles: An Approach to Non-Sexist Teaching" (1974). This book has specific units planned for three different education levels: elementary, intermediate and secondary. These units were developed as supplemental instructional materials because it was believed that the images in children's books, textbooks and
the mass media may perpetuate sex roles which show girls in passive, retiring ways and boys in aggressive, outgoing ways. Shirley McLune, the program co-ordinator, concluded there is increasing documentation of the price that children pay for the perpetuation of these unrealistic images in our society. Therefore the materials contained in the book are designed to assist children to explore and understand the ways that sex role stereotypes have defined and limited male and female roles.

Many of the strategies designed to help eliminate sexism in the elementary school are strategies for use in the classroom or school as a whole. Very few courses in Women's Studies or sex roles are designed to be implemented as a separate course in elementary schools. There are specific courses designed for high school students in the area of women's studies. A mini-course in Women's Liberation is contained in the "Sexism in Education" booklet already mentioned. The Minnesota Women's Centre at the University of Minnesota developed a course called "Introducing High School Students to the Women's Movement" in 1973.

In 1976, the B.C. Department of Education published a "Resource Guide for Women's Studies for High School Students." This resource guide outlines suggested units and lessons in the following areas:
Images of Masculinity and Femininity;
Learning Sex Roles;
Physiology of Sex Differences;
The Family;
The Economy;
History of Women in Canada;
Politics;
The Law; and
Education.

The course was developed for students in senior high school by Jane Gaskell and Heather Knapp. As well as courses and/or course outlines, there are also articles which suggest how to set up women's studies at the high school level and also suggest useful materials and lesson aides for such courses (Biemer, 1975; Holman, 1975).

An article in the History and Social Science Teacher describes how "The Women's Kit" produced by the Ontario Institute for Studies in Education can be used in a Canadian women's studies course. In the words of the developers, the "kit" contains multi-media materials which are directly or indirectly about women and their socialization. The "kit" was designed for use at the high school and community college level and the resource materials are chosen especially for this group (Manen, Fagan, Evans, Breithaupt and Wayne, 1975).

Although many high schools and universities offer
courses in women's studies and many of these include units on socialization and sex role stereotyping, very few courses have been empirically evaluated. The course offered by the Minnesota Women's Centre, "Introducing High School Students to the Women's Movement" contains a project evaluation questionnaire but the results of this questionnaire are not reported in the article (Magnusen and Wetzel, 1973).

The article on "The Women's Kit" (1975) contains a section discussing their efforts to evaluate the curriculum materials in terms of student and teacher experiences. Teachers using the "kit" have been requested to keep a notebook outlining the nature of the class to which it is presented, a description of the school environment and the way in which the teacher-learning experience was structured. Both teachers and students have been asked to complete a lengthy survey questionnaire which offered them the opportunity to react to the curriculum materials in the form of closed and open-ended questions. The developers have also visited many schools to observe the "kit" in use.

In assessing the questionnaire responses, the developers were impressed by the overall positive reaction of teachers and students. However, since the women's curriculum does not aim at achieving carefully defined student learning outcomes in terms of measureable knowledge or skill objectives, field testing and evaluation of the curriculum remains impressionistic and process oriented.
The developers went on to state that the questionnaires were poorly completed by the students. They concluded that female student responses to the "kit" were mostly positive and male student responses were mixed. They also concluded that there was little evidence from the questionnaire responses that any attitude changes had taken place as a result of the "kit" experience (Manen et al, 1975).

Rosenwood and Lunnenborg developed an evaluative research project at the University of Washington. This project represents an attempt to assess the effects upon the participants of a continuing education program in women's studies. Brief instruments to measure self-image, attitudes towards women and problem solving ability were constructed and administered to registrants and non-registrants, who served as controls. The program's impact was limited to a significant rise in self-esteem. The authors felt that methodological difficulties and a small sample perhaps accounted for the lack of other differences (1974).

In conclusion, although various intervention strategies are being developed and used and many women's studies courses and curricula are being developed and taught at both the high school and college level, there is very little empirical evaluation on the effectiveness of such courses.
CHAPTER 3

Methodology

The basis for the research used in this study was one of program evaluation. Facets of the methodology to be described are: the organization of the pilot project, the research questions, the research design, the instrumentation and the statistical analyses.

Organization of the Pilot Project

Subjects. The population for this study consisted of 128 Grade 10, 11 and 12 students from three high schools in British Columbia's lower mainland; the schools they attended were: Burnsview Junior Secondary School in Delta, Prince of Wales Secondary School in Vancouver, and Burnaby North Senior Secondary School in Burnaby. The Delta students were in Grade 10, the Burnaby students were in Grade 11 and the Vancouver students were in Grades 11 and 12. There were 59 subjects in the control groups and 69 subjects in the experimental groups. Of the three schools, two are similar socioeconomically. Burnsview Junior Secondary and Burnaby North Senior Secondary are located in middle-class suburban communities. Prince of Wales Secondary School is located in an upper-middle class neighbourhood
Experimental Treatment. The program evaluated was a 20 unit course in sex role stereotyping and the socialization process (See Appendix A). In this course, students analyze the history and modern development of male and female sex roles and evaluate the utility of the traditionally accepted stereotypes of men and women. The search for alternatives which might lead to a more egalitarian Canadian society is emphasized. The course centers around student discussions, supplemented by articles, films, videotapes and guest speakers to provide a variety of learning experiences and create a structure within which to explore the area of stereotyping.

Consciousness-raising exercises which heighten awareness of one's own attitudes and beliefs, role reversal of typical sex-typed behaviours, role-play of difficult work and family conflict situations, and assertiveness training for direct, honest communication are included in the course materials. Instructions on how most effectively to implement discussion and to use the exercises and assignments are provided. The course was incorporated into existing Social Studies and Women's Studies classes at the Grade 10, 11 and 12 level and taught as a pilot project.

Once the pilot teachers had volunteered to teach
the course, they were given the course package containing the lesson plans and class sets of materials to be used. Also included in this package were the evaluation instruments (the Bem Sex Role Inventory (BSRI), the Attitudes Toward Women Scale (ATWS) and the unobtrusive measure) and the process measures (the Teacher Evaluation Form, the Student Evaluation Form and the Teacher Log). Each teacher was also given a typed list of instructions regarding the administration of the evaluation instruments and the process measures.

The experimental class in Delta was a Social Studies 10 class, in Burnaby it was a Social Studies 11 class and in Vancouver it was a Women's Studies class. The Burnaby experimental class was a naturally assembled class. The Delta and Vancouver experimental classes were self-selected classes; i.e. the students had chosen these classes as elective courses. The latter classes had a predominance of females.

The three control classes were selected by the pilot teachers. The control classes were in parallel grades and comparable to the experimental classes except that they contained approximately equal numbers of males and females as they were naturally selected classes.

Data Collection. The pilot teachers taught the course and administered the pre-test and post-test measures
to the experimental classes as per the instructions. The control teachers were given the same list of instructions and administered the pre-test and post-test measures at the appropriate times. The data was collected and organized by the teachers involved with the explicit understanding conveyed to the students that the information collected would only be read by researchers from the university.

Research Questions

The general questions of interest stated in Chapter 1 are restated here as a series of specific research questions. The formulation of the questions determined the research design and data analyses subsequently reported in this study.

1. Questions regarding course outcomes.

   a. Does the experimental treatment result in higher scores as indexed by conventional and experimental measures of sex role stereotyping?

   b. Does the effect of the experimental treatment differ depending on the sex of the student as indicated by the same conventional and experimental measures?

   c. Can the effect of the experimental treatment be generalized over different educational settings?
2. Questions regarding course process.
   
a. Student reactions.
   
i. What proportion of the students find the course interesting?
   
ii. What proportion of the students find the course useful?

iii. What proportion of the students would like to take a longer and more detailed course?

iv. Which parts of the course are seen as most interesting? as least interesting?

v. What proportion of the students think the course causes more discussion outside the classroom? less discussion outside the classroom?

vi. What proportion of the students think the course causes more discussion at home? less discussion at home?

b. Teacher Reaction

i. Are the lesson plans clear? Are the materials appropriate?

ii. Is the discussion format useful? Do the students become involved in the discussion? involved in the written assignments?

iii. Are there major variations among the teachers in the presentation of the course?
Research Design

The research design used in this project was a non-equivalent control group design. The experimental and the control groups were given a pre-test and post-test but the membership of these groups was not determined by random assignment. The groups used in this study were naturally assembled and self-selected classes. The assignment of treatment to classes was determined by the course content. As mentioned above, the pilot teachers selected a comparable class for a control group. In Prince of Wales, the experimental class was a Women's Studies class, the control group chosen was an English 11 class. It was the pilot teacher's contention that this particular English 11 class was comparable to her Women's Studies class. The control groups in the two remaining schools were Social Studies classes at the same grade level as the experimental classes. Hence, this assignment of the treatments gave no reason to suspect differential recruitment related to X.

The similarity of the experimental and control groups was assessed using the Bem Sex Role Inventory as a pre-test. Thus, any pre-existing initial differences between groups could be adjusted by means of an analysis of covariance using the BSRI as the covariate.

Several post-test measures were used. These are described in detail in the section on instrumentation.
Measurement Instruments

Many instruments have been developed to measure masculinity and femininity, sex role stereotypes or both. One of the best known scales for measuring sex role stereotypes was the Stereotypic Questionnaire (Rosenkrantz, Vogel, Bee, Broverman and Broverman, 1968). This questionnaire contains 122 bipolar items, each of which describes -- with an adjective or adjectival phrase -- a particular behavior trait or characteristic. One pole of each item can be characterized as typically masculine; the other pole as typically feminine. Many similar instruments using the semantic differential technique and bipolar adjectives have been developed, such as the Situational Attitude Scale - Women (Herman and Sedlacek, 1973).

However, increasing evidence supported the theory that masculinity and femininity were not bipolar dimensions and could not be effectively measured as such. Constantinople (1973) wrote a paper examining the adequacy of approaches to masculinity-femininity measurement. She reviewed the development and characteristics of various tests measuring masculinity-femininity. She judged tests then current to be largely inadequate on two counts: the available data clearly pointed to multi-dimensionality of the construct masculinity-femininity, and none of the tests were characterized by homogeneous sub-scales that could be measured separately;
and all of the tests were built on an assumed polarity in the masculine-feminine dimension, but there was enough evidence for separate masculinity and femininity dimensions.

Other investigators have also questioned the traditional assumption that masculinity and femininity represent the opposite ends of a single dimension (Heilbrun, 1976; Spence, Helmreich and Stapp, 1975). In place of this, the conceptual advantages of assuming independent development of masculine and feminine attributes has been proposed. The most important advantage of this approach is that it allows for the possibility that a person may develop both masculine and feminine attributes. Spence, Helmreich and Stapp (1975) supported this concept from their research. They concluded that masculinity-femininity is a dualistic concept, each is a separate and socially desirable component present in both sexes.

Therefore, based on the arguments of Spence and Constantinople and taking into account other factors such as the language level of the test items, instruments using bipolar dimensions were not used in this study.

Masculinity-femininity or direction of sex typing can be measured by a new technique developed by Bem (1974). This technique purports to measure psychological androgyny or freedom from rigid sex roles, and also gives separate measures of masculinity and femininity. Bem treats the concepts of masculinity-femininity as two independent dimensions, rather than as opposite ends of a single personality
A person's androgyny is measured by the difference between the masculinity score and the femininity score. The smaller the difference between femininity and masculinity, the greater the degree of androgyny.

The Bern Sex Role Inventory consists of three scales of 20 items each, a Masculinity Scale (M), a Femininity Scale (F) and a Social Desirability Scale. Androgyny is computed as a t-ratio for the difference between M and F.

This measurement of masculinity-femininity differs from other scales and as a result the BSRI allows a person to be masculine, feminine, both or neither.

The results of Bern's (1974) psychometric analyses were:

a. that the dimensions of masculinity and femininity are empirically as well as logically independent.

b. that the concept of psychological androgyny is a reliable one.

c. that highly sex-typed scores do not reflect a general tendency to respond in a socially desirable direction but rather a specific tendency to describe oneself in accordance with sex-typed standards of desirable behavior for men and women.

Research on the BSRI done by Wakefield, Sasek, Friedman and Bowden (1976) supported Bern's results and conclusions, particularly as regards the concept of androgyny. For the males, high scores on the Masculine scale were associated
with non-androgynous males. For the females, high scores on the Feminine scale indicated non-androgynous females. When the components of the two sex types were rotated to "best fit," this distinctive pattern was maintained. This observation was consistent with Bem's contentions that males must overcome pressures to conform to the masculine stereotype to become androgynous, whereas females must overcome pressures towards femininity to become androgynous.

Janet Spence and Robert Helmreich (1972) developed a scale to measure a person's attitudes toward women. They believed that in both speculative essays and empirical research studies, the authors' opinions and interpretations were frequently based on assumptions about the beliefs which members of both sexes had about women. The actual knowledge that researchers had about attitudes was largely impressionistic. Empirical data about attitudes toward women, as opposed to speculative assumptions was scarce.

They believed the unavailability of relevant data was in part due to the absence of standardized, psychometrically sound instruments for surveying the attitudes which members of society have about the proper roles of women. They decided to develop an objective measure, titled the Attitudes Toward Women Scale (ATWS). In developing this scale, an attempt was made to include items describing roles and patterns of conduct in major areas of activity in which males and females were, in principle, capable of being granted equal rights.
The form which was the immediate predecessor of the Attitudes Toward Women Scale consisted of 78 items, and in 1970-71 was given to over 1,000 male and female students at the University of Texas. The data was then subjected to various statistical analyses and certain items were omitted.

The Attitudes Toward Women Scale finally contained 55 items. A short version of the scale was also developed and was the instrument used in this research.

The Lunnenborg study (1974) mentioned previously found the ATWS to be successful as a measure of change. The author did a validation study of the ATWS as an assessment device to measure the effectiveness of a Women's Studies course. She found the scale to be sensitive to change in attitudes even for a group of students with an initial high level of awareness (Bowman and Nickerson, 1975).

Both the BSRI and the ATWS were used in this research as the pre-test measure and one of the post-test measures respectively. Both scales were field tested on a Grade 10 population consisting of 91 subjects writing the BSRI and 98 subjects writing the ATWS. The purpose of this field testing was to assess the suitability of the vocabulary level for high school students. This was necessary because both scales were standardized on a university population. As a result of the field testing certain items were eliminated from the BSRI. When the analysis demonstrated that a large number of the Grade 10 student sample did not
understand a given word, it was dropped from its respective sub-scale. The words "assertive" and "analytical" were dropped from the masculine sub-scale. The words "yielding" and "gullible" were removed from the feminine sub-scale and the word "conventional" was removed from the neutral sub-scale. In order to have an equal number of words in each sub-scale, the word "solemn" was randomly selected to be dropped from the neutral sub-scale as well. Thus, this revised version of the BSRI contained three sub-scales of eighteen words each.

Also as a result of this field testing, several vocabulary changes were made in the ATWS. These vocabulary changes were necessary because the testing revealed that certain words used in the ATWS were not clearly understood by the Grade 10 sample. These vocabulary changes were made without changing the meaning and/or intent of the sentences. For example, in Question 5 of the short version of the original ATWS the word "intoxication" is used, in the revised version of the ATWS the word "drunkenness" is used. This example is typical of the type of vocabulary changes that were made in 7 of the 25 questions.

A description follows of the BSRI, the ATWS and the other post-test measures used in this research.

Pre-test Measure

1. The Bem Sex Role Inventory. The objective of this inventory is to treat masculinity and femininity as two
independent dimensions, thereby making it possible to characterize a person as masculine, feminine or androgynous as a function of the difference between his/her endorsement of masculine and feminine personality characteristics (Bem, 1974).

The BSRI asks a person to indicate on a 7 point scale how well each of the fifty-four masculine, feminine and neutral personality characteristics describes himself/herself. The scale ranges from 1 (Never or almost never true) to 7 (Always or almost always true) and is labelled at each point. On the basis of his/her responses, each person receives three major scores: a Masculinity score, a Femininity score and an Androgyny score. In addition, a social desirability score can be computed. These scores are a function of the difference between the individual's endorsement of masculine and feminine personality characteristics.

Normative data are available and the major results of various psychometric analyses have already been mentioned.

Post-test Measures
1. Attitude Outcomes. In order to measure the students' perception of the roles of males and females as socially androgynous, the short version of the ATWS was used. This scale consists of twenty-five declarative
statements relating to the vocational, educational and intellectual roles of women: dating behavior and etiquette; sexual behavior and marital relationships. The instrument purports to measure attitudes towards women's roles and patterns of conduct. For each item, there are four response alternatives ranging from "Agree Strongly" to "Disagree Strongly." These responses are scored from 1 representing the most traditional, conservative attitude, to 4 representing the most liberal, pro-feminist attitude. Each subject's score, ranging from a possible high of 100 to a possible low of 25 is obtained by summing the values for the individual items.

This short, twenty-five item form was developed to replace the longer form when testing time is an important factor and when a numerical score for each subject is all that is required. Item analysis revealed the validity of the selected items. The high level of internal consistency in the scale leaves little reason to doubt the short-term, high test-retest reliability of the instrument.

This scale was used as the outcome measure for assessing post-treatment attitudes towards women.

2. Unobtrusive Measure. Due to the content of the material used in the proposed course, a social desirability dimension was introduced into the evaluation measures. Therefore, this questionnaire was developed
to measure student attitudes in a way that is less subject to social desirability and will be used in conjunction with the ATWS.

The measure describes Chris Jones, a Grade 11 student. The name Chris was chosen because it can be either a male or female name. The introductory paragraph describes his/her school marks, interests and personality traits. Specific questions related to vocational choices follow the introductory paragraph. Half of each class answered the questions after having been informed that Chris was male, the other half answered assuming Chris was female. The questionnaire was scored according to sex-stereotyped responses. In the data analysis the relative effects of Chris' specification as either male or female were examined as were interactions between this factor and others.

3. Process Measures. Three process measures have been summarized as a part of the course evaluation. These process measures were included for several reasons. Firstly, to help describe variations in the ways the course was taught by the different pilot teachers. Secondly, the author was interested in obtaining subjective evaluations from pilot teachers and student subjects. Finally, the summarization of the process measures will be correlated with outcome scores and adjusted by covariance if such an adjustment is justified.
The three process measures used were: a student evaluation form, a teacher log, and a teacher evaluation form (see Appendix B).

**The Student Evaluation Form.** The experimental classes were asked to fill in a Student Evaluation Form at the end of the twenty lesson package. This form consisted of eight questions asking the students to subjectively evaluate the course in terms of the interest level of the course and the usefulness of such a course.

**The Teacher Evaluation Form.** The Teacher Evaluation Form was included as a process measure primarily to elicit specific feedback on the effectiveness and clarity of the lesson plans as well as the appropriateness of the materials used. This form was also used as an indicator of any major variations in the teaching of the course.

The form consisted of ten questions asking for feedback regarding the lesson plans, the discussion technique outlined and the materials used. Pilot teachers were also asked to offer any suggestions they might have for improving the course.

**The Teacher Log.** The purpose of the Teacher Log was to allow the piloting teachers to comment daily on specific questions regarding the effectiveness of the individual lessons. For a few lessons, the log format was inappropriate. However, for the majority of lessons the
teachers were asked to answer questions pertaining to a particular lesson by checking off "yes" or "no" in the teacher's log book. The questions pertained to specific aspects of the lesson, such as the clarity of the lesson plan and instructions, the discussions, the students' written work and the timing of the lesson.

Data Analyses

The data in this study were analysed using multiple linear regression analysis. This mode of analysis was chosen because it is particularly appropriate for analyses where the cell frequencies are unequal and disproportionate, as was the case in this study. Linear regression analyses were used to determine post-treatment differences associated with the factors of sex, school, treatment and their interactions. The dependent variables were the ATWS and the unobtrusive measure based on the "Chris" exercise. The covariate selected was the masculine scale from the BSRI.

Overall and Spiegel's (1969) Method 3 of forward stepwise linear regression analysis was used to determine a firm ordering for effects in the predictive model. The general strategy used for ordering in this study was:
1. covariate - intended to be BSRI masculine scale.*
2. biodemographic variables, e.g. sex and school.
3. treatment variable(s).
4. two-factor interactions.
5. three-factor interactions (where appropriate).

For the purpose of these analyses, higher order interactions were defined as and included in error variance.

In order to prepare for certain computer analyses, it was necessary to subject some of the data to a content analysis. The "Chris" exercise was analysed by two independent judges. The names and any other identifying information were removed from the "Chris" protocols which were then thoroughly shuffled. Each judge took 25 papers and sorted them into categories depending on the subjects' responses to Question 3, which asked: "Try to imagine what Chris will be doing when he (or she) is 27 years old. Please describe this." Each judge developed a scale of 5 categories where category 1 contained the most stereotyped answers and category 5 contained the least stereotyped answers. The judges then came to a consensus on definitions of scale points. Thus, they combined the two scales into one and

* This step was subsequently deleted for reasons detailed in Chapter 4.
re-sorted the first 50 papers. They then divided the rest of the papers between them and sorted them into the 5 categories. After sorting was finished, they recorded the identification numbers for each category, then labelled and wrote a brief description of each category. These descriptions were:

Category 1 - Most stereotyped responses. The responses indicated that Chris had not pursued his/her interests or had been thwarted in pursuing these interests. Chris was miserable, unhappy and/or unfulfilled.

Category 2 - The respondents had Chris accepting a less challenging position.

Category 3 - The respondents questioned whether a medical career would be wise to pursue and suggested other, less challenging options.

Category 4 - The respondents had Chris pursue a related science career but not medicine.

Category 5 - Least stereotyped responses. The respondents had Chris successfully pursuing a career in medicine.

This information was included in the linear regression analyses as a dependent variable called "Chris stereotype" based on the rated stereotype of the responses.
The first question on the "Chris" unobtrusive measure was used as another dependent variable. The first question asked, "Do you think medicine would be a good career for Chris to enter? Please explain why or why not?" The subjects' responses to this question were analysed by the author. A "no" response was given a value of 1 and a "yes" response was given a value of 2.* After identification and coding, the subjects' responses were included in the analyses as the dependent variable "Chris - medical school."

The second question on the "Chris" unobtrusive measure consisted of an occupational checklist containing eight related occupations. Four of these occupations are traditionally classified as masculine (engineer, high school math teacher, pharmacist and biologist) and four occupations are traditionally classified as feminine (nurse, child care worker, x-ray technician and social worker). Based on their information regarding Chris, the students were asked to choose alternative occupations for Chris. The purpose of this question was to discover whether the sex of Chris determined the student's choice of occupation.

Three process measures were also used to evaluate the course: a Student Evaluation Form, a Teacher Evaluation Form and a Teacher Log. These have already been briefly

* There was one case where the response could not be classified as a "yes" or "no" answer. This response was omitted from the analyses.
described and the content analysis of each is described here.

The Student Evaluation Form was sorted and analysed by the author. On this form, it was possible to sort three of the questions into analytic categories. Each of the three questions (Questions 1, 4 and 5; see Appendix B) were sorted independently into categories, using a 4 point scale for Questions 1 and 4, and a 5 point scale for Question 5 with a neutral mid-point for each question. The last two questions (Questions 7 and 8; see Appendix B) were also included in the analysis, using a three point scale reflecting answers of a, b, or c.

As already stated, the Teacher Evaluation Form and the Teacher Log were included as process measures to record feedback useful in the revision of the course and to indicate any major variations in the teaching of the course. The author of the course reviewed the content of the Teacher Evaluation Form and the Teacher Log and the results are included in Chapter 4.
CHAPTER 4

Results

The results of this study are organized into two sections:

a. results of the outcome measures, and
b. results of the process measures.

The first section reports on the results of the outcome measures; the Bem Sex Role Inventory (BSRI), the Attitudes Toward Women Scale (ATWS) and the Unobtrusive Measure ("Chris" exercise). These results are found in Tables 1 through 7. The second section contains the results regarding the process measures in two sub-sections:

i. student reactions to the course, and
ii. teacher reactions to the course.

These results are found in Tables 8 through 10.

Results of the Outcome Measures

The masculine scale of the Bem Sex Role Inventory was intended to be the covariate in this study. The correlations between the BSRI masculine and feminine scale and the two dependent measures are presented in Table 1. The Bem masculine scale would have been effective as a covariate
only had it correlated significantly with the dependent measures. As noted in Table 1, there were no significant correlations. Furthermore, the experimental groups and the control groups were not found to be significantly different when pre-treatment BSRI scores were compared in an analysis of variance. Therefore, an assumption of equivalent groups was made and the Bem masculine scale was not used as a covariate.

**TABLE 1**

Correlations between BSRI Scales and Dependent Measures - ATWS and Chris Stereotypy

<table>
<thead>
<tr>
<th>Bem Scales</th>
<th>ATWS</th>
<th>Chris Stereotypy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>-.005</td>
<td>-.095</td>
</tr>
<tr>
<td>Feminine</td>
<td>.115</td>
<td>-.054*</td>
</tr>
</tbody>
</table>

* Critical value for significant correlations df=118 is $r=\pm .178$ when $x = .05$.

The results of the analysis of the ATWS are reported in Table 2. As indicated, the variables gender and school were significant. Also, there was a significant school-treatment interaction effect. The scores on the ATWS show a significant difference between the male and female
students. The means on the ATWS, reported by gender, school and treatment, are shown in Table 3.

### TABLE 2

Summary Table - ATWS Analysis of Variance

<table>
<thead>
<tr>
<th>Source</th>
<th>ΔR²</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>.1897</td>
<td>1</td>
<td>.1897</td>
<td>33.87*</td>
</tr>
<tr>
<td>School</td>
<td>.0981</td>
<td>2</td>
<td>.0491</td>
<td>8.76*</td>
</tr>
<tr>
<td>Treatment</td>
<td>.0118</td>
<td>1</td>
<td>.0118</td>
<td>2.11</td>
</tr>
<tr>
<td>Gender x School</td>
<td>.0252</td>
<td>2</td>
<td>.0126</td>
<td>2.25</td>
</tr>
<tr>
<td>Gender x Treatment</td>
<td>.0034</td>
<td>1</td>
<td>.0034</td>
<td>.61</td>
</tr>
<tr>
<td>School x Treatment</td>
<td>.0675</td>
<td>2</td>
<td>.0037</td>
<td>6.03*</td>
</tr>
</tbody>
</table>

a The error term for the analyses in Tables 2, 4 and 5 is

\[
F_{S,E} = \frac{\Delta R^2_{(source)}/dfs}{(1-R^2_{(full)})/dfe}
\]

where:  
- S = source  
- E = error  
- ΔR² = change in R² attributable to source being tested  
- R² full = R² when all sources are included in the equation  
- dfs = degrees of freedom for source being tested  
- dfe = sum of N-K-1  
- K = degrees of freedom from all sources  

* p .05; n=118

The significant interaction between school and treatment is reported in Table 3. There was a significant difference between the experimental and control groups, with
the ATWS experimental mean exceeding the control mean. It is interesting to note that the experimental group mean exceeded the control group mean in School 1 and School 2 but that the reverse is true in School 3.

**TABLE 3**

Means for Significant Effects on ATWS

School-Treatment Means

<table>
<thead>
<tr>
<th>Treatment</th>
<th>School 1</th>
<th>School 2</th>
<th>School 3</th>
<th>Treatment Means (Row)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>83.30</td>
<td>85.25</td>
<td>68.82</td>
<td>80.35</td>
</tr>
<tr>
<td></td>
<td>(23)</td>
<td>(26)</td>
<td>(17)</td>
<td>(66)</td>
</tr>
<tr>
<td>Control</td>
<td>75.05</td>
<td>73.86</td>
<td>76.17</td>
<td>74.96</td>
</tr>
<tr>
<td></td>
<td>(19)</td>
<td>(18)</td>
<td>(15)</td>
<td>(52)</td>
</tr>
<tr>
<td>School Means</td>
<td>79.59</td>
<td>80.60</td>
<td>72.27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(42)</td>
<td>(44)</td>
<td>(32)</td>
<td>(118)</td>
</tr>
</tbody>
</table>

---

**Gender Means**

<table>
<thead>
<tr>
<th>ATWS Mean</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATWS Mean</td>
<td>70.76</td>
<td>81.27</td>
</tr>
<tr>
<td></td>
<td>(37)</td>
<td>(81)</td>
</tr>
</tbody>
</table>

*Note:* Cell sizes in parentheses
The results of the analysis of the Chris stereotype variable are reported in Table 4. There was a significant difference between the experimental and control groups, with the experimental mean (3.88) exceeding the control mean (3.10) as shown in Table 4.

TABLE 4
Summary Table - Chris Stereotypy Analysis of Variance

<table>
<thead>
<tr>
<th>Source</th>
<th>$\Delta R^2$</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>.0245</td>
<td>1</td>
<td>.0245</td>
<td>3.14</td>
</tr>
<tr>
<td>School</td>
<td>.0055</td>
<td>2</td>
<td>.0028</td>
<td>.36</td>
</tr>
<tr>
<td>Treatment</td>
<td>.0486</td>
<td>1</td>
<td>.0046</td>
<td>6.23*</td>
</tr>
<tr>
<td>Chrisex</td>
<td>.0009</td>
<td>1</td>
<td>.0009</td>
<td>.12</td>
</tr>
<tr>
<td>Gender x School</td>
<td>.0025</td>
<td>2</td>
<td>.0012</td>
<td>.15</td>
</tr>
<tr>
<td>Gender x Treatment</td>
<td>.0008</td>
<td>1</td>
<td>.0008</td>
<td>.10</td>
</tr>
<tr>
<td>School x Treatment</td>
<td>.0110</td>
<td>2</td>
<td>.0055</td>
<td>.71</td>
</tr>
<tr>
<td>Treatment x Chrisex</td>
<td>.0171</td>
<td>1</td>
<td>.0171</td>
<td>2.19</td>
</tr>
<tr>
<td>Gender x Chrisex</td>
<td>.0007</td>
<td>1</td>
<td>.0007</td>
<td>.09</td>
</tr>
<tr>
<td>School x Treatment x Chrisex</td>
<td>.0063</td>
<td>2</td>
<td>.0032</td>
<td>.41</td>
</tr>
<tr>
<td>Gender x Treatment x Chrisex</td>
<td>.0018</td>
<td>1</td>
<td>.0018</td>
<td>1.51</td>
</tr>
</tbody>
</table>

Note. Treatment mean = 3.88, control mean = 3.10.

*p < .05; n=120
As indicated in Table 5, the Chris medical school variable was not significantly related to any factor or interaction in the analysis.

**TABLE 5**

Summary Table - Chris Medical School Analysis of Variance

<table>
<thead>
<tr>
<th>Source</th>
<th>$\Delta R^2$</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>.0232</td>
<td>1</td>
<td>.0232</td>
<td>2.83</td>
</tr>
<tr>
<td>School</td>
<td>.0383</td>
<td>2</td>
<td>.0192</td>
<td>2.34</td>
</tr>
<tr>
<td>Treatment</td>
<td>.0002</td>
<td>1</td>
<td>.0002</td>
<td>.02</td>
</tr>
<tr>
<td>Chrisex</td>
<td>.0009</td>
<td>1</td>
<td>.0009</td>
<td>.11</td>
</tr>
<tr>
<td>Gender x School</td>
<td>.0010</td>
<td>2</td>
<td>.0005</td>
<td>.06</td>
</tr>
<tr>
<td>Gender x Treatment</td>
<td>.0160</td>
<td>1</td>
<td>.0160</td>
<td>1.95</td>
</tr>
<tr>
<td>School x Treatment</td>
<td>.0262</td>
<td>2</td>
<td>.0131</td>
<td>1.60</td>
</tr>
<tr>
<td>Treatment x Chrisex</td>
<td>.0035</td>
<td>1</td>
<td>.0035</td>
<td>.43</td>
</tr>
<tr>
<td>Gender x Chrisex</td>
<td>.0001</td>
<td>1</td>
<td>.0001</td>
<td>.01</td>
</tr>
<tr>
<td>School x Treatment x Chrisex</td>
<td>.0259</td>
<td>2</td>
<td>.0130</td>
<td>1.59</td>
</tr>
<tr>
<td>Gender x Treatment x Chrisex</td>
<td>.0083</td>
<td>1</td>
<td>.0083</td>
<td>1.01</td>
</tr>
</tbody>
</table>

n=120

The occupational choices for Chris were analysed and the results showed a significant interaction effect on only one of the eight occupational choices—engineer. Although
the occupations "mathteacher" and "nurse" showed a difference, this difference did not reach significance. Table 6 gives the summary table of the analysis and shows the interaction effect between treatment and Chris' sex.

**TABLE 6**
Summary Table - Occupation 2 Engineer - Analysis of Variance

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>1</td>
<td>0.591</td>
<td>0.591</td>
<td>3.18</td>
</tr>
<tr>
<td>Chrisex</td>
<td>1</td>
<td>0.043</td>
<td>0.043</td>
<td>0.23</td>
</tr>
<tr>
<td>Treatment x Chrisex</td>
<td>1</td>
<td>0.804</td>
<td>0.804</td>
<td>4.33*</td>
</tr>
<tr>
<td>Error</td>
<td>116</td>
<td>21.550</td>
<td>0.186</td>
<td></td>
</tr>
</tbody>
</table>

p 0.05; n=120

The cell means which produced a significant result are reported in Table 7.
TABLE 7
Percentage of Students in Experimental and Control Cells for Occupation 2 - Engineer

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Chrisex</th>
<th></th>
<th></th>
<th>Row Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>27.5%</td>
<td>37.9%</td>
<td>31.88%</td>
<td>(n=69)</td>
</tr>
<tr>
<td></td>
<td>n=40</td>
<td>n=29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>27.6%</td>
<td>4.5%</td>
<td>17.65%</td>
<td>(n=51)</td>
</tr>
<tr>
<td></td>
<td>n=29</td>
<td>n=22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Column Percentage</td>
<td>27.54%</td>
<td>23.53%</td>
<td>(n=69)</td>
<td>(n=51)</td>
</tr>
</tbody>
</table>

Note. Row and column sizes in parentheses.

Results of the Process Measures

The second section of the results contains two sub-sections:

i. student reactions to the course, and

ii. teacher reactions to the course.

Student reactions to the course. The students' reactions to the course were recorded on a Student Evaluation Form (see Appendix III). Sixty-eight students completed this form and the results are reported
in Table 8. Five of the questions were analysed. These questions were:

Question 1. Was the course interesting? Please explain why or why not.

Question 4. Do you expect this course to be useful to you? How do you expect it to be useful?

Question 5. Based on what you have studied in this course, would you be interested in a longer, more detailed course? Please explain why or why not.

Question 7. Circle one of the following. Did this course cause
   (a) more discussion outside the classroom,
   (b) less discussion outside the classroom,
   (c) about the same amount of discussion outside the classroom?

Question 8. Circle one of the following. Did this course cause
   (a) more discussion at home,
   (b) less discussion at home,
   (c) about the same amount of discussion at home?
TABLE 8

Results of Student Evaluation Form - Sex of Student, Number of Students and Percentage in Each Category

<table>
<thead>
<tr>
<th>Question 1 Category</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1.49</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>10.45</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>0</td>
<td>14</td>
<td>20.89</td>
</tr>
<tr>
<td>3</td>
<td>36</td>
<td>9</td>
<td>45</td>
<td>67.17</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 4 Category</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2.99</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>11.94</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>1</td>
<td>9</td>
<td>13.43</td>
</tr>
<tr>
<td>3</td>
<td>40</td>
<td>8</td>
<td>48</td>
<td>71.64</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 5 Category</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>5.97</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>4</td>
<td>14</td>
<td>20.90</td>
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<td>2</td>
<td>10</td>
<td>1</td>
<td>11</td>
<td>16.42</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>0</td>
<td>8</td>
<td>11.94</td>
</tr>
<tr>
<td>4</td>
<td>22</td>
<td>8</td>
<td>30</td>
<td>44.78</td>
</tr>
</tbody>
</table>
TABLE 8 - continued

<table>
<thead>
<tr>
<th>Question 7 Category</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>36</td>
<td>8</td>
<td>44</td>
<td>66.66</td>
</tr>
<tr>
<td>(b)</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>6.06</td>
</tr>
<tr>
<td>(c)</td>
<td>14</td>
<td>4</td>
<td>18</td>
<td>27.27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 8 Category</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>31</td>
<td>4</td>
<td>35</td>
<td>53.03</td>
</tr>
<tr>
<td>(b)</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>7.58</td>
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<tr>
<td>(c)</td>
<td>19</td>
<td>7</td>
<td>26</td>
<td>39.39</td>
</tr>
</tbody>
</table>

Each of the first three questions were sorted into categories on the basis of the responses. Since the categories are different for each question, they have been dealt with separately.

Question 1 The answers to this question were sorted into four categories. Category 0 was "Non-interpretable!" Either the student didn't understand the question or the answer was unclear, illegible or incomplete. One student fell into this category. Category 1 was "Negative." The student responses indicated that the course was boring or
repetitious. Seven students (10%) fell into this category. Category 2 was a "Mixed" category. The responses indicated that parts of the course were interesting while other parts were not. Fourteen students (21%) responded in this category. Category 3 was a "Positive" category. The students wrote that the course was very interesting and relevant to them. Forty-six students (67%) were in this category.

Question 4 was also categorized and computer analysed. Again, the students' responses were sorted into four categories. Category 0 was "Non-interpretable." The responses were ambiguous or the question was left blank. Two responses (3%) fell into this category. Category 1 was a "No" response. Eight students (12%) felt that the course was either not useful or not particularly useful. Category 2 was a "Maybe" category. The students responded that some parts were useful or that the course might be useful in the future. A total of nine students (13%) fell into this category. Category 3 was a "Yes" category. The students in this category wrote that it was definitely useful and/or would be useful in the future.
Forty-eight students (72%) were in this category.

Question 5 The answers to this question were sorted into five categories. Category 0 was "Non-interpretable" for the same reasons as mentioned above. A total of four students (6%) were in this category. Category 1 was a "No" response. The students wrote that they weren't interested in a longer course. Fourteen students (21%) fell into this category. Category 2 was a difficult category to describe. Generally, the students stated that they had liked the course but didn't want or need more information at this time. Eleven students (16%) fell into this category. Category 3 was a "Maybe" category. Students said they might be interested in a more detailed course at a later time. Eight students or 11% were in this category. Category 4 was a "Yes" category where the students indicated they wanted more information and in more detail. Thirty-one students (45%) were in Category 4.

Questions 7 and 8 on the Student Evaluation Form asked the students to comment on the amount of discussion generated by this course.
Referring to Table 8, the results show that forty-four students (67%) stated the course caused more discussion outside the classroom and 35 students or 53% thought the course caused more discussion at home.

Also included in the Student Evaluation form were three questions that were content analysed. Question 2 asked the students to indicate the most interesting part of the course. These results are tabulated and summarized in Table 9.

TABLE 9
Summary of Student Evaluation Form:
Question 2 - What part of the Course was most Interesting?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertiveness</td>
<td>18</td>
</tr>
<tr>
<td>Sex Role Stereotypes</td>
<td>16</td>
</tr>
<tr>
<td>All of Course</td>
<td>12</td>
</tr>
<tr>
<td>Case Histories</td>
<td>7</td>
</tr>
<tr>
<td>&quot;The Big Switch&quot;</td>
<td>7</td>
</tr>
<tr>
<td>Marriage</td>
<td>5</td>
</tr>
<tr>
<td>None of Course</td>
<td>5</td>
</tr>
<tr>
<td>Role Reversal</td>
<td>5</td>
</tr>
<tr>
<td>Early Feminists</td>
<td>4</td>
</tr>
<tr>
<td>Women's Rights</td>
<td>4</td>
</tr>
<tr>
<td>Guest Speakers</td>
<td>2</td>
</tr>
<tr>
<td>&quot;I Want a Wife&quot;</td>
<td>2</td>
</tr>
<tr>
<td>Non-interpretable</td>
<td>5</td>
</tr>
</tbody>
</table>

92 Total
Since the students were not asked to limit their choice to one topic, the total exceeds the number of students. The five students in the non-interpretable category include answers not relevant to the question, blanks or illegible writing. Five of the students found no part of the course interesting and 12 of the students found all of it interesting. The remaining students chose various sections as the most interesting part, with the sections on sex role stereotyping and assertiveness training being the most popular. Other than those two categories, the students' choices seem evenly spread over the 20 lessons.

Question 3 asked the students what part of the course they found least interesting. As noted in Table 10, there is a total of 66 responses, therefore it appears that the majority of the students gave one area as the topic of least interest. Again, there were a number of non-interpretable responses. These 8 responses were not interpretable for the same reasons given above. Thirteen of the students stated that all of the course was interesting or none of it was uninteresting. Assertiveness Training has the most votes as the least interesting part of the course. Otherwise, the choices are again spread fairly evenly over the 20 lessons.
TABLE 10

Summary of Student Evaluation Form:
Question 3 - What part of the Course was Least Interesting?

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertiveness</td>
<td>13</td>
</tr>
<tr>
<td>None of Course</td>
<td>13</td>
</tr>
<tr>
<td>Early Feminists</td>
<td>7</td>
</tr>
<tr>
<td>Case Histories</td>
<td>7</td>
</tr>
<tr>
<td>All of Course</td>
<td>5</td>
</tr>
<tr>
<td>&quot;You Are Woman&quot;</td>
<td>4</td>
</tr>
<tr>
<td>Role Reversal</td>
<td>3</td>
</tr>
<tr>
<td>Questions</td>
<td>2</td>
</tr>
<tr>
<td>Essay</td>
<td>2</td>
</tr>
<tr>
<td>Marriage</td>
<td>1</td>
</tr>
<tr>
<td>&quot;The Big Switch&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Non-interpretable</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>

Question 6 on the student evaluation form was the most difficult to content analyse and categorize. Question 6 asked the students what criticisms they had of the course and what improvements they would suggest. The researcher has taken the students' responses and generally summarized them. Many students had no criticisms and no improvements to suggest and again several answers were not interpretable. Some students felt the beginning lessons were repetitious and that the course contained too much reading material.
The most common suggestion from the Prince of Wales students was to have a more advanced, in-depth course. The most common suggestion from the Burnaby students was to focus the course equally on male and female socialization. Many Burnaby students seemed to feel that they had been given a one-sided presentation. **Teacher reactions to the course.** This second subsection reports the teachers' reactions to the course. The reactions of the three teachers were reported on two instruments; the Teacher Evaluation Form and the Teacher Log.

The Teacher Evaluation Form was included as a process measure primarily to elicit specific feedback on the effectiveness and clarity of the lesson plans and the appropriateness of the materials used as well as an indicator of any major variations in the teaching of the course.

No major variations in the teaching of the course could be discerned from the responses on the form. The primary purpose of this form was to give feedback to the author of the course. Specific criticisms were requested and the pilot teachers were asked to make suggestions for changing the course.

The pilot teachers felt the lessons were relevant, and facilitated awareness of the effects of sex-role stereotyping. They also felt the lessons promoted
meaningful discussion but that the time allowed for
discussion wasn't always adequate.

The main suggestion from the Burnaby teacher was
to vary the lesson plans. She felt that the format of
the four lessons in the beginning of the course was
somewhat repetitious.

The main suggestion from the Vancouver teacher was
to teach the course at the Grade 9 or 10 level. She
enjoyed teaching the course but felt that some of the
lessons, particularly the introductory ones, were too
elementary for Grade 11 and 12 students. Both teachers
said that the course was well planned and the materials
were relevant.

The purpose of the Teacher Log was to allow the
piloting teachers to comment daily on specific questions
regarding the effectiveness of the individual lessons.
For some of these (the guest speakers, the essay,
assertiveness, role playing, etc.) the log format was
inappropriate. However, for the rest of the lessons,
the teachers were asked to indicate either "Yes" or
"No" to the following questions:

Were the procedural instructions to the
teacher clear?

Was the "Discussion of the Questions" sec-
tion helpful in leading the discussion?
Did a majority of the students get involved in the discussions?

Did you feel the discussion was productive?

Did the students' written answers demonstrate an understanding of the material?

Did you have enough time to complete the lesson?

The entries recorded indicate a highly positive response by piloting teachers and students. In all of the log entries, the piloting teachers indicated that the procedural instructions to the teacher were clear (55 "Yes" - 0 "No") and that the "Discussion of the Questions" section was helpful in leading discussion (49 "Yes" - 0 "No"). The majority of the class became involved in the discussion far more often than not, (30 "Yes" - majority, 9 about half the class, 5 less than half) or that the discussion was considered productive in 100% of the entries (51 "Yes" - 0 "No"). This high level of involvement seems to have carried over to the students' written work, out of 49 entries, 47 indicated that the students' written work had shown an understanding of the lesson material (47 "Yes", 2 "Unsure", 0 "No"). In 43 out of 50 entries, the teacher had enough time to complete the lesson.
The results from the process measures gave an added dimension to the outcome measures. The process measure results were generally positive and supplied useful, additional information to the study and to the author of the course.
CHAPTER 5

Discussion, Recommendations and Conclusions

Discussion of Results

The results of this evaluation study show that the course in sex role stereotyping and the socialization process is effective in achieving its stated objectives under certain conditions. Both the outcome and process measures support this conclusion.

The results also show that the effects of the experimental treatment do not differ depending on the sex of the student. Therefore, it can be concluded that the course was effective for males and females. However, the results on the Attitudes Toward Women Scale (ATWS) do demonstrate a significant main effect; the females in the sample scored significantly higher than the males. This difference in scores possibly reflects the fact that females in our society have a more vested interest in sexual equality. An increasing number of females are becoming more aware of and receptive to ideas and attitudes that offer them social, educational and economic equality. Thus, when presented with an instrument that measures these ideas and attitudes females score higher than males. Also, it could be possible that the ATWS has a sex bias.
The results also show that although the ATWS experimental mean exceeded the control mean in Schools 1 and 2, the reverse is true in School 3. This result limits the generalizability of the experimental treatment over different educational settings.

The three experimental groups were different in many respects. Three independent variables that could not be controlled were age, teacher and selection of experimental groups. The age of the students differed; the students in School 1 were 15 and 16, in School 2 they were 16, 17 and 18 and in School 3 they were 16 and 17. From comments on the process measure, the students in School 2 sometimes felt that the material was too elementary for them but this did not seem to affect their ATWS scores. The same type of comments were not made by the grade 11 students in School 3. Hence, the conclusion is that age was not a contributing factor to the different results.

However, the independent variables of selection and teacher might be important contributing factors. The students in Schools 1 and 2 elected to take the course, whereas School 3 was a naturally assembled social studies class. Research done at the university level suggests that the self-selection of subjects is an important factor and can affect the results of the study (Brush, Gold and White, 1978). University students who enrol in women's studies courses are perhaps more androgynous and pro-feminist at the outset.
This self-selection process introduces an interaction between the students and the course, possibly making such a course more effective for those students who have elected to take it. In this study, this self-selection interaction effect may have been operating in Schools 1 and 2 to produce higher experimental means.

However, it is difficult to compare university and high school students. Different factors influence high school students' choice of courses. Since there were no significant differences between the experimental and control groups, it cannot be concluded that the students in the experimental groups in Schools 1 and 2 were more pro-feminist and/or androgynous than the students in School 3. Therefore, although a self-selection interaction effect may have influenced the students in Schools 1 and 2 during the course, it would perhaps be a mistake to conclude that the differences between the schools on the ATWS were only due to the self-selection process.

The independent variable teacher also may have been an important factor in the experimental mean differences on the ATWS. Although the teacher process measures did not indicate major variations in the teaching of the course, the student process measures did indicate some variations. From the written responses on the Student Evaluation Forms, it was apparent that the students at School 3 felt threatened by the teacher and by the material. Several of them stated that the presentation was biased and one-sided and that they
resented and rejected that bias. It was also apparent from their comments that they were reacting to the bias of the teacher. Since this type of comment did not appear on the Student Evaluation Forms from other schools, it might be concluded that the lower results on the ATWS at School 3 were partly due to the effect of the interaction between the teacher and her students. It is also possible that the ATWS results in School 3 were due to a combination of two factors—the students did not elect to take the course and many of them resented the way the course was presented.

The three experimental schools also differed in the way the teachers followed the set instructions for the introduction, presentation and collection of the pre and post-test measures. The teacher(s) in School 3 did not follow the instructions and therefore some of the students in both the experimental and control classes had to be eliminated from the sample. This is another possible explanation for the different results in School 3.

The dependent variable Chris stereotype also resulted in higher scores in the experimental group. The students in the experimental group responded to the open-ended question in less stereotyped ways than the students in the control group. The Chris measure was developed to account for a social desirability factor, since the ATWS has no social desirability scale. By using both measures and achieving similar results, it might be concluded that the students' answers were based on beliefs rather than reactions
to social pressure.

Although the Chris stereotype variable produced significant results, the Chris medical school factor did not. This variable was included to see if students would respond differently to a male Chris than they would to a female Chris. Since this was a direct question and not open-ended, the students basically gave "yes" or "no" answers and there was no significant difference based on Chris' sex. Direct questions lack the scope of open-ended questions and this might explain why one Chris variable was significant while the other was not. Also, the results on the Chris medical variable were perhaps confounded by other more dominant factors, such as Chris' marks, interests and personality type. From the student responses, it appeared that they were responding to these factors rather than Chris' sex.

The occupational choices for Chris showed a significant interaction effect between treatment and Chris' sex on only one of the occupations—engineer. In the experimental group, 37.9% of the students who had a female Chris chose the occupation engineer as opposed to only 4.5% of the control group. It would appear from these results that the experimental group may have been looking for an alternate occupational choice and did not demonstrate stereotyped thinking when choosing that occupation.

In summary, the results from the outcome measures show that the experimental treatment produced significant results, although these results differed depending on the school
attended.

The process measures are also important sources of additional data and information. In this study, these measures provided valuable information that would have been lost if only the outcome measures had been used.

The Student Evaluation Form showed that a large majority of the students found the course both interesting and useful. Many stated they would be interested in taking a longer and more detailed course in the future. There was an interesting discrepancy between the parts of the course described as most interesting and least interesting.

Eighteen students found the assertiveness training section the most interesting part of the course and 13 students found this section the least interesting. It should be noted that this discrepancy was due to the fact that the Vancouver students had had assertiveness training in a guidance class and therefore found this section repetitive.

Compared to other courses, this course seemed to cause more discussion outside the classroom and at home. In summary, the responses on the Student Evaluation Forms indicated that the course was seen by the students as relevant and helped increase their awareness of the issues involved in the socialization process.

The process measures that the teachers were asked to complete also provided useful information, particularly to the author of the course. The pilot teachers said that the lesson plans were clear, the discussion format was useful
and the materials were relevant. One of the main functions of the teacher process measures was to assess the problems a teacher might have in presenting the course. After compiling the information from the evaluation forms and teacher logs, it would appear that the teaching instructions were clear, the hand-out materials were easily understood and the questions and format led to meaningful discussions in the classroom. Perhaps most importantly, the piloting teachers felt that the materials and the discussions led to a clarification of student values regarding sex roles and the socialization process.

In conclusion, the process measures provided valuable insights into the effectiveness of the course from the viewpoints of both students and teachers. These measures also provided feedback for the author regarding necessary changes and revisions of material.

Limitations and Recommendations for Future Use

The results of this study also show that the course has certain limitations. The evidence suggests that Grade 10 is the most optimum grade for implementation of the course. Some of the concepts and materials appear to be too elementary for senior students. It would also appear that the effectiveness of the course can be limited by the teacher. More research is needed to discover what factors and personality traits make effective teachers in the area
of sex role stereotyping and women's studies. These limitations suggest certain recommendations for future use. The course should be implemented at the Grade 10 level and be an elective course. Also, the issue of who can most effectively teach this type of course needs to be resolved.

Recommendations for Future Research

Several recommendations for subsequent research can be made. In this study, it was difficult to find measurement instruments that were appropriate for the grade level and would measure the desired outcomes. Instruments designed for high school populations and more sensitive to changes in attitude and behavior need to be developed.

The use of the Bem Sex Role Inventory may be limited for this type of future evaluation research. At least it is the researcher's contention that the BSRI was not an effective instrument to use in this study. When used as a pre-test measure, the results showed a high correlation between masculinity and androgyny. Therefore, the BSRI did not give separate measures of masculinity, femininity and androgyny as it is purported to do.

Two other major issues in evaluation research that should be addressed are ways to measure permanent effects and the importance of allowing for unanticipated consequences of intervention programs. In assessing the impact of any attitude-change program, an important question is
"how permanent will the measured changes be"? The second problem is that programs and courses may create latent changes that are not immediately evident but manifest themselves at some later time and are therefore difficult to measure. Future research should take these issues into account when deciding on measurement instruments and planning data collection.

Conclusions

The purpose of this study was to evaluate the effectiveness of the course in achieving its stated objectives. The original course goals were to increase the students' awareness of the socialization process, to make students aware of traditional stereotypes and encourage them to evaluate the stereotyping process, and to have students perceive the roles of males and females in a socially androgynous context. As measured by both conventional and experimental instruments, this study concludes that the course objectives have been achieved for a majority of the students in the experimental groups.
APPENDIX I

The Course
# TABLE OF CONTENTS

<table>
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</tr>
</thead>
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<tr>
<td>1. Pre-testing, Definitions, and &quot;Love Is&quot;</td>
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<tr>
<td>2. Role Reversal Story</td>
<td>10</td>
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<td>3. Case History: Cheryl</td>
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<td>4. Case History: Sandra</td>
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<td>5. &quot;Prom Queen&quot; and film &quot;Anything You Want To Be&quot;</td>
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<td>8. Non-Verbal and Verbal Behaviours</td>
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<tr>
<td>11. A Futuristic Tale &quot;The Big Switch&quot;</td>
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</tr>
<tr>
<td>12. Guest Speaker: Socialization</td>
<td>37</td>
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COURSE INTRODUCTION

The twenty lessons which comprise this "Canadian Socialization package are taken from a larger thirty-three hour "Quarter" course called Human Studies 10 which has been taught since 1975 at Burnsvue Junior Secondary School in Delta, British Columbia. The main objective of both Human Studies 10 and this "Canadian Socialization" package is to raise the awareness of high school students to the fact that they are the victims of sex role stereotyping.

The use of the word "victims" may appear to be too strong because traditionally educators and society have accepted these sex roles as essential to personality development and function. Until recently, the positive value of sex role stereotypes has rarely been questioned. However, to those readers familiar with the research of Maccoby, 1966; Broverman et al, 1968, 1970; Horner, 1969; and Bem, 1972, 1974; the term "victims" will definitely appear reasonable, for during the past ten years these researchers have demonstrated the detrimental, limiting nature of sex role stereotyping.

This course relies heavily on classroom discussion for the lessons to be effective and a specific discussion model, designed to encourage student participation, has been included in the hope that teachers will make use of it.

NOTE: Neither the discussion model nor the autocratic tone of the lesson plans were conceived in order to "tell the teacher now to teach". However, for the purposes of post test
measurement it is necessary that a certain degree of consistency be observed among those teachers who are test piloting the course.

The rationale for the discussion model is based on a simple but important formula Viz. LEARNING results from INTEREST and interest results from INVOLVEMENT.

Given the extreme difficulty of planning lessons which EVERY student finds interesting, teachers should try to have the students commit themselves on whatever issue is being discussed in the hope that INTEREST will be sparked by INVOLVEMENT. To this end, a majority of the questions in the course materials are phrased in such a manner that students must:

(a) form an opinion on the topic under discussion
(b) develop reasons which support that opinion.

For example: This example is taken from Lesson 10.

Do you think it is proper for a woman to "pay her own way" on a date? Why or why not?

1. During the "seat work" portion of Lesson 10 each student will be confronted with this issue and will have to make a decision and buttress that decision with supporting reasons which will be written in his/her exercise book.

2. When this issue is broached during the discussion section of the period, the teacher should say:

"Please raise your hand if you feel that it is proper for a woman to 'pay her own way' on a date.

The teacher records the number on the blackboard or overhead, then says:

"Please raise your hand if you do not feel it is proper for a woman to 'pay her own way' on a date."
This number is likewise recorded on the board:

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should pay own way</td>
<td>15</td>
</tr>
<tr>
<td>Should not pay own way</td>
<td>10</td>
</tr>
</tbody>
</table>

The entire class is now involved in the issue to the extent that:

(a) Each student has a written opinion and reasons to support it.

(b) Each student has publically indicated, in a show of hands, on which side of the issue he/she stands.

3. Because every student is involved to this extent, all are fair game for the next question which is:

"Why do you believe this? What are your reasons?"

The teacher may begin this discussion by taking raised hands but can and should ask for contributions from less outgoing students in this manner:

"X, you voted in favour of women paying their own way, please read us your reasons."

NOTE: The teacher can make the process of classroom participation less traumatic for insecure students by walking around the class while the students are doing their seat work and:

(a) administering positive re-enforcement for perceptive answers.

(b) ascertaining whether a student has good supporting arguments before calling that student.

4. Three or four arguments for each side should be brought forth, discussed and evaluated by the class. Through this process even the quietest student - the one who never participates in class discussions - gets to compare his/her point of view with that of the others.

5. If student thinking has, in the opinion of the teacher, been altered by the exchange of ideas during discussion, then the teacher should summarize the points made by either side (jotting each major point on the board as it comes up facilitates this process) and the class then re-votes on the original premise.
6. At this point, if desired, the teacher may voice his/her opinion and supporting reasons.

NOTE: This discussion model has proved to be very effective for "getting the ball rolling" at the beginning of discussion time as well as for treating highly contentious but open-ended issues. Like any other teaching technique, it should not be overused.

LESSON STRUCTURE

Each lesson in the Canadian Socialization course is structured for a sixty minute period. Each lesson:

(a) begins with a brief review of the previous day's work which, in addition to refreshing the students' memories, provides a natural "lead in" to the day's lesson.

(b) features the reading of some document, short story or article which then forms the basis for the discussion section of the period.

NOTE: Hopefully, all documents have been adapted so that they may be read and understood by most Grade 10 students.

(c) involves a teacher-led discussion. Each lesson plan contains a section called "Discussion of the Questions" that provides some hints and suggestions which may aid the teacher in directing class debate of the questions. (There are a few exceptions to this pattern, notably the lessons on Assertive Behavior.)

(d) concludes with a "Wrap Up" section that gives the student an opportunity to integrate any new information or ideas he/she has acquired with his/her previous beliefs regarding the topic being studied that day.

NOTE: If both teacher and students are enjoying a productive discussion, a desire to ignore the Wrap Up exercise may develop. In some cases this is perfectly acceptable. However, in others the review which begins the class is based on the Wrap Up from the previous lesson. In these cases, the Wrap Up is essential. As a general rule, the teacher should strive to structure the discussion to allow enough time for the lesson Wrap Up.

STUDENT REQUIREMENTS

All students must have writing equipment and an exercise book which they bring to class each day. During the review
section of each class, these books should remain closed (unless otherwise specified in that hour's lesson plan). All written work done during the twenty lessons - with the exception of the essay in Lessons 15 and 16 - should be done in this book.

At least once during the final section of the course, the teacher should collect the exercise books and examine them for evidence that the students understand the issues that the lessons are based on. If the teacher desires, the assessment of the exercise book can be the basis for at least part of an academic mark at the end of the course.

HINTS THAT MIGHT HELP

1. By design, the bulk of materials in this Canadian Socialization course deal with the socialization of females. The teacher should make every effort to see that male socialization is discussed at "the other side of the coin" to female conditioning.

2. The class may contain one or more students who consider themselves to be "liberated." These students might balk at some of the questions and/or situations presented, by saying: "But I'm not like that" or "This doesn't apply to me." For example, the discussion of "being popular" in Lesson 4. These students should be reminded that in most cases it is the typical or average attitude which is under discussion.

3. Although the burden of lesson planning and material gathering has, for the most part, been lifted from the shoulders of the teacher during the duration of the course, there remains the job of contacting the two guest speakers (Lessons 12 and 19). Since these speakers fulfill an important function within the course, the teacher is strongly advised to attend to this detail as quickly as possible to ensure that it will not be overlooked until too late.
4. The importance of the Wrap Up section of each lesson will vary from subject area to subject area. If "Canadian Socialization" is being taught as part of an English or Social Studies course, the teacher may want to expand upon the number of paragraph assignments. On the other hand, it is assumed that a Guidance class would put a greater emphasis on verbal communication and interaction.

FINALLY, A PERSONAL NOTE

The lessons designed for Canadian Socialization are based on experiential learning principles and lend themselves best to an anecdotal teaching technique. Whenever appropriate, you as the teacher should feel free to discuss your own experiences regarding the subject under discussion. Remember, if one of your goals is to achieve nonsexist behaviour on the part of your students, the most effective teaching technique is the behaviour that is modelled at the front of the room.

Teaching this course has proved to be a most rewarding and worthwhile experience, not only in the way that the students have responded to the subject matter but also in the degree of trust and openness that has been established in the classroom.

In my own experience, this course has produced a real sense of warmth and community which transcends anything I have known as an English or Social Studies teacher. Hopefully, your own experience will prove to be equally stimulating and rewarding. Therefore, once your guest speakers are contacted and confirmed, be prepared to enjoy yourself.
LESSON 1

INTRODUCTION: Although we might like to believe that "everyone is an individual," the society in which we live often ascribes certain characteristics to all males and all females. The following lesson is an introduction to the topic of sex role stereotyping. It will demonstrate to students that they themselves are victims of sex role stereotyping as well as explaining some of the various characteristics which are traditionally associated with each sex.

PROCEDURE:
1. The teacher should write the following terms on the board:
   (a) A "real lady" is ...
   (b) A "real gentleman" is ...
   (c) A masculine man is ...
   (d) A feminine woman is ...
   (e) A bachelor is ...
   (f) A spinster is ...

2. Students should be instructed that they are to provide definitions for the above terms. That is, in two or three sentences they are to describe what picture comes into their mind with each term. 10 - 15 minutes.

NOTE TO THE TEACHER: Students should attempt these definitions without the help of the teacher or fellow students. The teacher should not look at the students' work during the time these definitions are being written.

3. After the allotted time is up, the teacher should call the attention of the class to the first term (a real lady) and say: "Please put your hand up if you described a real lady in approximately these terms." ... sweet, gentle, kind, smiling, doesn't swear, "proper" (write these on the board next to No. 1a).

IMPORTANT: Is there basic agreement among class members with the definition you have provided? Ask for one or two definitions to be read aloud and add some of these stereotypical references to the terms already on the board.
The teacher should follow the same steps with each definition,

1. giving a general definition (provided below)

2. checking out whether the majority of the class is in basic agreement

3. embellishing each definition with expressions provided by the class.

Use these terms as the basis for the remaining definitions.

A real gentleman - well dressed, polite (holds doors), looks after ladies, wealthy.

A masculine man - strong, hairy chested, tough, wouldn't cry.

A feminine woman - dainty, nice clothes (dresses), delicate, doesn't shout.

A bachelor - young, a swinger, lives in an apartment (pad), fast car, likes parties, lots of girlfriends.

A spinster - "old maid", lonely, wears a hairnet and keeps cats.

4. Once the list is complete, the discussion can begin with these questions from the teacher.

(a) I did not look at your work while you were writing your definitions. Why do you suppose I was able to know (generally) how you would define these terms?

(b) Based on our definitions what are some of the characteristics we identify with each sex?

(c) Since a "spinster" is actually defined as "an unmarried woman" (that is, a female bachelor), why do you think we see bachelors and spinsters in such different ways?

TEACHERS NOTE: One of the basic points which should come out of this discussion is that society perceived that women should find happiness and social acceptance in marriage. A single woman is seen as old and lonely - in short, a failure - while males aren't subject to the same sort of pressure because an unmarried man is stereotypically defined as a "carefree bachelor."
IMPORTANT: To emphasize this point the teacher should ask, "How many of you have thought at all seriously about marriage in general and the kind of marriage partner you want?" Compare how many girls raise their hands as opposed to boys. Also ask, "How many of you have started to collect goods and furnishings (a hope chest) for your future marriage?" Again, compare the number of boys vs. girls who respond. Such questions should reveal to the students that the pressure to consider marriage (and a family) is much greater on young girls than boys. The economic and career implications of this fact should be explored in further questioning:

(a) If we believe that women should marry and raise a family, will women workers be given the same career training opportunities as men?

(b) Is one sex being expected to be dependent (at least financially) upon the other?

(c) What problems may result from such dependency?

WRAP UP: In closing, it should be evident to the students that society assumes there are differences in attitude between males and females with regard to marriage. In order to pinpoint other stereotypical differences, in the time remaining, the teacher should hold up the sheet containing "Love is ..." cartoons and go over each panel with the class discussing the "humour" and the underlying assumptions about the sexes contained in each cartoon.

QUESTION: How many of the characteristics in the "Love is ..." cartoons are natural (instinctive) qualities of each sex and how many are conditioned characteristics. Eg. Are girls more afraid of scary movies than boys?
LESSON 2

INTRODUCTION: This lesson employs a role reversal story to explore the implications of sex role stereotyping on career choice and marital relationships. Students should not be told that the story they are about to read is in any way unusual.

REVIEW: The teacher should begin this lesson with the following question. (5 minutes)

(a) Last day we discussed several differences in attitude between men and women. What were some of these differences?

List these differences on the board and discuss them briefly in order to refresh the students' minds. Cover this board (if possible) while the students complete the next part of the lesson.

PROCEDURE:

1. Give each student a copy of "A Story" (green paper). Tell them to read the article and on their own - answer the accompanying questions in their note book in as much detail as possible. If they have problems figuring out the meaning of any of the questions they should feel free to seek help from the teacher. (20 minutes)

NOTE TO TEACHER: It may be obvious to many students that this is a role reversal story but this information should not in any way affect their answering of the questions.

2. Discussion of Questions:

(a) Make a list on the board of 5 - 8 of the careers which the students believe a young man would consider to be a "demanding and useful profession."

(b) Question two concerns the inculcation of subservience and sacrifice, two key elements of traditional female stereotyping. If students do not feel that the young man in the story received good advice, list on the board some of their own advice for him.

(c) When discussing question three, again, list on the board 3 - 8 of the personal qualities which students feel would lead an employer to assume that a young male interviewee would probably quit and wasn't worth training.

3. At this point, explain the role reversal nature of the story and ask the students to reconsider their answers to the first three questions. That is,
(a) beside the list of professions in question one, ask the class for a list of several jobs which (traditionally) a woman might be encouraged to consider as "demanding and useful." Compare the status and economic power of these lists. With which sex do we associate the best jobs?

(b) When considering the advice in question two, do these suggestions sound as strange when directed towards a woman as towards a man. Why?

(c) In question three, the teacher should point out that in many cases where a woman applies for a job requiring serious training, many employers assume that she "isn't worth training and will tend to quit: - Just Because She's a Woman - Her sex alone and not any of the negative qualities listed on the board, is in itself enough to doom her to the "unfit for serious training" category.

NOTE TO TEACHER: This may be an opportune moment to remind students about the economic and career implications which result from the pressure many females feel, to get married and raise a family (Lasy Day's Lesson).

(d) Question four raises the basic "nature vs. nurture" discussion. Are human social patterns the way they are because of natural instinct or because of society's conditioning system? For aid in discussing this topic, refer students back to the definitions of "bachelor" and "spinster" which they wrote last day. Do they feel that men are naturally care-free and woman naturally lonely living outside of marriage?

WRAP UP: If time remains in the period after the discussion of questions, ask the students to write a brief paragraph in their notebooks giving their own opinion on the topic, "Which is more important in shaping the way I am, my natural instincts, or the way I was raised?" These paragraphs can be read by the teacher (and marked) at a later date when exercise books are collected.
LESSON 3

INTRODUCTION: This lesson presents students with a typical career vs. marriage dilemma faced by many young women approaching the end of their high school education. The main goal of the lesson is to isolate and examine some of the pressures placed upon women in this sort of situation.

REVIEW: The teacher should begin this lesson by asking the class the following questions:

(a) Last day we discussed some of the different attitudes which men and women (traditionally) have toward marriage and a career. What were some of these differences? (List on the board)

(b) Do you feel there should be equality between partners in a marriage? Explain

IMPORTANT: The teacher should now pose the issue:

(c) Can there be true equality between people when one is financially dependent upon the other? The various aspects of this issue should be examined in a brief discussion but no conclusions should be established at this time. However, students should be encouraged to keep this issue in mind while reading and answering questions on "Cheryl: A Case History." (10 - 15 minutes)

PROCEDURE:

1. The teacher should now distribute copies of Case History: Cheryl (on white paper) and should read over the article with the class, solving any problems to do with the wording of the article or the meaning of the questions.

2. Next, students should, in detail, record their answers in their notebooks. (20 - 25 minutes)

3. Discussion of Questions:
   The discussion should focus around Cheryl's choice of furthering her education toward a career, or early marriage to Derek.

IMPORTANT: The teacher can point out to the class that statistically the average Canadian women marries at age twenty and that Cheryl's dilemma could be close at hand for many of them. The various pressures from Derek, Cheryl's friends, and her family should be examined. The issue "What is best for Cheryl"? is open ended but students should be reminded to consider it in light of the discussion on "equality and financial dependence" at the beginning of the class.
WRAP UP: In any remaining time (or possibly for homework) each student should write a paragraph entitled: "Early Marriage or a Career: My Opinion and My Plans."

The teacher should collect these (either at the end of the period or at the beginning of the next) and evaluate them to see whether the issues raised in the first three lessons have provoked critical thinking on the part of the students.
INTRODUCTION: Up till now, students have been faced with situations which involve the future - marriage, a career etc. Today's lesson is built around a common high school problem concerning social relationships among high school students. The main goal of the lesson is to encourage the students to re-evaluate these social relationships in light of the course material.

REVIEW: The teacher should begin this lesson by asking the following review questions:

(a) Last day we examined a dilemma faced by many young women as they reach the end of high school. What was it?

(b) What was the attitude of many of Cheryl's friends to this problem?

(c) How many of you think that Derek's close friends would have put pressure on him to marry Cheryl if they thought he was undecided?

(d) Why or why not?

NOTE TO THE TEACHER: The point to be brought out here is that, traditionally, a man is considered "successful" if he pursues an economically rewarding career. By these same traditional standards, a woman is considered "successful" if she marries and raises a family.

IMPORTANT: The teacher should now raise the issue:

(e) Is it natural (instinct vs. conditioning) for girls to consider themselves a success if they "get a man" early in life?

Once again, there should be no attempt to resolve this issue at this point, merely to discuss its various aspects and to keep it in mind while reading Case History: Sandra. Also, if there are students who claim that "getting a man" isn't an important aspect of high school life, pose the following question to the class:

Which girls have higher status around the school

(a) those who have good grades

(b) those who do well at sports

(c) those who can attract high status boys as dates (e.g., football or hockey team captains).

(This review and discussion should take 15 minutes)
PROCEDURE:

1. At this point the teacher should distribute copies of Case History: Sandra (on pink paper). The teacher should read it along with the class, solving in the process, any difficulties in understanding the article or the meaning of the questions.

2. Students should then proceed to answer the questions in their notebooks. (20 minutes)

3. Discussion of Questions:
   
   (a) The main point to be emphasized during this discussion is that achieving success by "being popular" and "playing the dating game" by traditional rules, encourages young people to relate dishonestly ("play games") with those around them.

   NOTE TO THE TEACHER: List on the board the qualities which the students feel are involved in "being popular". Question: Do these qualities involve masking what a person is and what that person believes in order to be liked? If physical attractiveness is one of the elements involved in "popularity", consider "falsies", false eyelashes, false fingernails, etc. Also, might not "going along with what others say in order to be liked, rather than standing up for that which one believes" be just a case of presenting a false front?

   (b) Another issue which should be raised during this discussion concerns male and female attitudes toward friendships.

   (i) Do girls maintain a steady circle of friends once they begin dating or do they generally gravitate to their boyfriend's circle of friends at the expense of long held relationships?

   (ii) If so, why?

   Comparing male and female answers to question four could bring this issue more into the open for discussion.

WRAP UP: In any time remaining ask students to consider this issue: Is it more important for a person to develop a strong individual identity (self-concept) or to try to live up to the expectations of others in order to "get along"? Students should list several advantages of the opinion they support and several disadvantages of the other.
LESSON 5

INTRODUCTION: Because of the tight sequencing of events essential to this lesson, the teacher must pay close attention to the clock to ensure that both the article "On Being a Prom Queen" and the film Anything You Want To Be are discussed adequately. This may mean "shutting down" a good class discussion but such action may be necessary so that the overall impact of the lesson can be achieved.

REVIEW: The teacher should begin with the following review questions: (5 minutes)

(a) Last day we discussed the qualities necessary for a person to be "popular" in high school. What were some of these qualities? The teacher should list these on the board.

(b) With this list in mind, are there some ways that high school popularity might be a disadvantage in adjusting to adult life?

(c) Explain.

PROCEDURE:

1. The teacher should distribute copies of "On Being a Prom Queen" and read it over with the class to make certain that the article and the questions are clearly understood. The students should then answer the questions in their books. (10 minutes)

NOTE TO THE TEACHER: While the students are working on this exercise the teacher should ensure that the film is set up and ready to go so that no teaching time is taken up by this activity.

2. Discussion of Questions:

The emphasis on physical appearance and passivity (waiting to be "chosen" as opposed to going out and doing) should be brought out in this discussion. Also, any parallels between the Prom Queen and Sandra (last day's lesson) could be explored. (15 minutes)

3. Show the film Anything You Want To Be and encourage the students to identify some of the many "roles" that women are pressured to play in our society.
4. At the conclusion of the film the teacher should lead a discussion based around the following questions:

(a) At what point in the film are the girl's parents most proud of her? Why here?

(b) At the end of the film, the girl "tries on" the various different roles a woman is "supposed" to be, yet she screams in frustration when the final words "be yourself" are spoken. Why might she react this way?

(c) How is the girl in this film similar to the Prom Queen?

(d) If being a successful woman does not equal "catching a man," how might you define this term?

WRAP UP: If students are agreed that much of "being a woman" in the traditional way involves deception of some form or another, then in the time remaining (or for homework) ask the students to write down their own ideas about how people can overcome these deceptions and achieve open and honest communication. Also, they should decide whether this is something to be valued.
TEACHER'S INTRODUCTION TO ASSERTIVE BEHAVIOUR

The purpose of this introduction is to give teachers some background information on the theory and objectives of assertive training. Assertive training was once confined to the counsellor's office involving a one-to-one relationship and basically seen as a behaviouristic approach to counselling. But, while both of the above are true, assertive training is now expanding in two ways: firstly, it is being taught more in group situations, involving a wider range of people including students. Secondly, assertive training is not only behaviouristic, but is also humanistic in its approach. There is a great deal of empathizing in assertive training as the instructor listens and reflects the individual's and group's feelings of fear, anger, and/or inability to show affection.

The fact that assertive training is now being introduced to students is not only encouraging, but is another step in helping young people to grow. The whole idea behind assertive training is simple. It challenges the individual's belief system containing his or her self-concept. Individuals who are unsure of themselves and lack confidence react to their environment passively and unassertively whereas the opposite is true for those who are self-assured and confident. Thus, assertive training attacks the individual's irrational beliefs of not being an O.K. person. Rather, assertive training emphasizes personal rights and the importance of knowing that one has power in the presence of assertive or aggressive people.
It does this by teaching people open, honest, direct communication. In essence, assertive training is a form of communication, not a method to manipulate others to get what you want. A person may not always get what they want when being assertive. What is achieved is the satisfaction that the individual has expressed his or herself in a direct manner.

Becoming assertive, however, does not appear instantly. Because new behaviours not contained in the individuals' repertoire must be learned, the individual may take months before he or she feels comfortable with one new assertive behaviour. The point, therefore, is that one who instructs assertive training cannot expect his or her students to be able to act assertively after the first few lessons. It is essential to point this out to the students as well.

What then, are the objectives of an assertive training course for students? The objectives are as follows:

1. To have students become aware of their feelings and how they deal with them. How do they handle their anger, feelings of being mad, hurt or happy? In what situations do these feelings occur?

2. To demonstrate to students effective alternative approaches in dealing with anxiety-producing situations; and

3. To assist in changing the students' belief that it is masculine for a girl to express anger and feminine for a boy to show affection. In our society, the majority of women are brought up to be helpless and passive and suppress their anger while the majority of men are socialized to be dominant, competitive, and aggressive and are taught not to display open affection (Nichols, 1975). Assertive training teaches individuals to express both positive and negative feelings regardless of sex.
In achieving these objectives, it must be stressed that, as an assertive training instructor, you provide yourself as a model of assertion. Modeling has been shown to be a key factor in assertive training (Flowers and Goldman, 1976; Lin, 1973; and Strong and Schmidt, 1970). Consequently, awareness of your feelings, your knowledge of assertion, and the ability to effectively observe the differences between aggressive, assertive, and nonassertive behaviour as well as being able to communicate assertively, cannot be over-emphasized.

Assertive training is by no means the only method used to help individuals to communicate more effectively and assist them in becoming aware of how they react in various situations. However, it is of the authors' opinion and from their experience in working with high school students, that assertive training does work. Moreover, assertive training lessons have been evaluated by students as enjoyable and insightful. It is hoped that the following lessons will also be enjoyable and insightful for both you, the instructor, and your students.

NOTE TO THE TEACHER: The authors recognize that these lessons can be difficult to teach and threatening to students. We recommend that the teacher preview the lesson plans and think his/her own anecdotes to add and practice the examples and demonstration. If time permits, some of the suggested readings might be helpful.

As already mentioned, these lessons can be threatening
to students. However, the first five lessons are discussion oriented and designed to be nonthreatening. Therefore, it is hoped that during these lessons an atmosphere of trust will be developed. Once established, this atmosphere will help the students perceive the lessons on assertive behaviour as less threatening.
LESSON 6
INTRODUCTION TO ASSERTIVE BEHAVIOUR

TEACHER INTRODUCTION: There are many common, everyday situations where people don't say what they really think or feel or where people end up doing something they didn't want to do or not doing something they wanted to do. Often, these situations result because people are afraid to express their feelings, they are not direct, honest and assertive. The objective of the first lesson is to show students how common these situations are.

Three situations are listed below. A student handout accompanies this lesson with instructions to the students to respond to the situations realistically. (They should write their responses on the handout.)

A. Three situations.

(1) On Friday, a friend asks you to go somewhere on Sunday. You've had a busy week and you're going out on Saturday night. You've been looking forward to sleeping in on Sunday and then you're going to do some studying. You really don't want to go anywhere. What would you say or do?

(2) You're in a lineup at the drugstore and people are waiting for you outside. You're in a hurry. An older student you know to see but not to talk to, butts in front of you. What would you say or do?

(3) You're going out with your best friend on Friday night. This is something you've been planning all week. Another person asks if he/she can come along. You like this person but you really don't want him/her to come. What would you say or do?

B. Discuss the students' written responses to the situations. At this point the teacher should paraphrase or summarize the student responses but make no comments or value judgements.

C. Discussion Questions.

NOTE TO THE TEACHER: The purpose of questions one and two is to have the students commit themselves to a position. After reading questions one and two, have the students raise their hands and vote either yes or no. The yes-no votes can be tallied on the board.
(1) How many people in the class believe that straight and honest communication with other people is a good idea?

(2) How many people were straight and honest in all the above situations?

(3) What are some of the reasons for not expressing ourselves honestly? Comment: The usual answers the students come up with revolve around the dilemma of honesty as opposed to hurting someone's feelings.

(4) **NOTE TO THE TEACHER:** The dilemma mentioned above often places people in a double bind. Although most people will tell "white lies" or "fib" to refrain from hurting others, most people would also like others to be direct and honest with them.

The purpose of question four is to have students examine these feelings through reversing the roles in situations like the above.

(a) In a situation where you ask a friend to do something, do you know when he/she really doesn't want to?

(b) Do you feel uncomfortable at times because you think your friends are lying or just not telling you how they really feel?

(c) Would you prefer your friends to be honest or would you rather not know how they really feel?

**SUMMARY:** There are no right or wrong answers in the above situations and no hard and fast rules. Every situation and every individual are different. The purpose of this part of the course is to explore and discuss a means of communication that is direct and honest but every individual will decide if, when and how he/she might use it.
## LESSON 7

**ASSERTIVE BEHAVIOUR**

**REVIEW QUESTIONS:**

1. What was the main idea of last day's lesson?
2. What were some of the reasons given for not expressing ourselves honestly?

**TEACHER INTRODUCTION:** The objective of this lesson is to help students understand the differences between aggressive, assertive and passive behaviours. Also, by comparing assertive behaviour with passive and aggressive behaviours, the meaning of assertiveness becomes more clear.

1. Put the following notes and chart on the board or on an overhead projector.

**NOTES:** People can choose their behaviours. If you want to be direct, honest and not play games, ASSERTIVE BEHAVIOUR can help you achieve these goals.

<table>
<thead>
<tr>
<th>AGGRESSIVE</th>
<th>ASSERTIVE</th>
<th>PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE TO THE TEACHER:** The objective is to elicit the information from the students and write it in the appropriate column. Depending on the class and the age group, it might be necessary to discuss and briefly define aggressive and passive. The three following questions should elicit typical passive and aggressive behaviours. Then by comparing typical aggressive and passive behaviours, the students can see what behaviours would be considered assertive.

**Questions:**

1. What behaviours are considered passive?
   
   Comment: Some typical examples are letting people walk over you, never saying no, whining, doing things you don't want to do, being a doormat, being very dependent on others, etc.
2. What behaviours are considered aggressive?
Comment: Some typical examples are selfishness, dominating, hurting others, not caring about others, bullying, etc.

3. What behaviours would be considered assertive?
Comment: Some typical examples are standing up for your rights, being independent, doing what you want to do without hurting others, being direct, being honest about your feelings, etc.

After the students have filled in the chart and the teacher has added any points that he/she feels are relevant, the teacher can add the following comments.

Aggressive behaviours usually fall into two categories, direct and indirect aggression. (These can be added at the top of the chart) The teacher can then give examples of these two different types of aggressive behaviours.

For example: Direct aggression usually involves hurting another person, either physically or verbally.

Indirect aggression is illustrated by the person who say, "No, I'm not mad," and then goes into his/her room, slams the door and starts throwing things around.

Passive behaviours also fall into two categories, general and situational. (These can also be added to the chart)

For example: Very few people are generally passive or non-assertive. An example of this type of person is the doormat. Most people are situationally passive or nonassertive. In certain situations they can be very assertive while in other situations, they can be very passive.

Many people in our culture vacillate between aggressive and passive behaviours. Traditionally, men are often more aggressive and women are more passive.

Handout: The next part of the lesson involves a handout called "Assertive Behaviour: Points to Keep in Mind." This handout can be discussed and relevant teacher experience and input can be added. Included with the teacher handout are some additional notes which might be useful.
ASSERTIVE BEHAVIOUR: POINTS TO KEEP IN MIND

1. Unlike aggressive behaviour, assertive behaviour does not involve hurting another person. The intent of aggressive behaviour is to hurt. Although people may be inadvertently hurt by assertive behaviour that is not the intention.

2. Assertive behaviour involves expressing your rights and your needs. Everyone has rights and needs and the theory behind assertiveness training states that everyone has a right to express these rights and needs. This doesn't mean that the rights will necessarily be granted and the needs met.

3. Assertive behaviour aims at making the power between two people equal. Assertiveness encourages equality and discourages top dog - under dog relationships. Dependent relationships often involve aggressive and passive partners rather than equals.

4. Assertive behaviour doesn't always get you what you want. Often people see assertiveness training and assertive behaviour as manipulative. The following two points demonstrate that assertive behaviours are not manipulative techniques.

5. Remember: Other people have the right to respond to you assertively, that is, in the same way.

6. So, assertive behaviour may result in coming to a compromise. In fact, assertive behaviour encourages a lot of compromise.

7. Assertive behaviour opens the way for direct and honest communication.

8. Assertive behaviour is not only concerned with what you say but also with how you say it. The lesson following this one focuses on this point. The verbal and nonverbal behaviours associated with aggressive, passive and assertive behaviour are discussed in some detail. A useful demonstration can be inserted here to illustrate the above point. The teacher walks up to a member of the class and says, "I'm really angry with you." When the teacher says this, he/she looks relaxed and is smiling. Then he/she asks the students for their reactions to the above demonstration. This usually illustrates the concept involved.
9. Assertive behaviour is a skill that needs frequent practice to work. Assertive behaviour does not necessarily come easily. Once the student becomes aware of the situations where he/she would like to be more assertive, then frequent practice is necessary.
LESSON 8
NON-VERBAL AND VERBAL BEHAVIOURS

REVIEW QUESTIONS:
1. Last day we were discussing a direct and honest method of communication. What was it called?
2. What are some assertive behaviours?

TEACHER INTRODUCTION: The objective of Lesson 8 is to demonstrate that both what you say and how you say it, are important aspects of assertive behaviour.

A teacher's handout is included in this lesson plan. It describes, in more detail than the student handout, the behaviours to observe and encourage when practicing assertive behaviour. The student handout included with this lesson describes non-verbal and verbal behaviours for the students to be aware of when participating in the role-playing exercise of the following lesson.

1. Distribute and discuss the student handout.

NOTE TO THE TEACHER: The nonverbal behaviours are discussed first. The assertive behaviours are outlined and the nonassertive behaviour sections are blank. Through discussion and examples, both the teacher and the students fill in the nonassertive behaviours section. In the following discussion, teacher demonstrations of both the assertive and nonassertive behaviours are often useful.

Important: Both student and teacher input are important in this lesson. This adds humour and a shared sense of participation to what would otherwise be a mechanical, teacher oriented lesson.

2. Discussion Notes to use with handout, Non-Verbal and Verbal Behaviour.

I NON-VERBAL BEHAVIOURS
A. Eye Contact

(2) Nonassertive behaviours: Some typical examples are - looking at the floor, the ceiling, behind the person.

A good discussion question is: How do you feel when someone is talking to you and he/she does not look you in the eye?
B. Posture

(2) Nonassertive behaviours: Some typical examples are - slouching, slumped in a chair.

C. Gestures and Physical Movement

Comment: It is easier to examine the non-assertive behaviours and get the students to supply examples and then look at the opposite behaviours for the assertive section.

(2) Nonassertive behaviours: Some typical examples are - foot shuffling, hand wringing, ring twisting, hands on hips, finger pointing (the latter examples are aggressive gestures).

Comment: After students have given examples, two good discussion questions are:

How do you feel when .... ?

What do you think about the other person when ...... ?

D. Facial Expression

(2) Nonassertive behaviours: A good example to use here is one used previously. Someone is smiling and saying how angry he/she is.

II VERBAL BEHAVIOURS

The assertive behaviours are discussed.

Nonassertive behaviours: Some typical examples are - babbling nervously, talking in a loud or squeaky voice, using a lot of ums, ahs, sort of s, and maybes.

C. Setting up the demonstration and the role-playing exercise.

NOTE TO THE TEACHER: The lesson that follows involves a teacher demonstration and role-playing exercise. The roles are described in the following handout. There are three roles: THE ACTOR, THE OTHER, AND THE OBSERVER. (See student handout)

After discussing the handout, the teacher can organize the groups in preparation for next day's lesson. During the following lesson, the students will be working in groups of three. In the time remaining, the teacher can place the students in groups of three or allow them to choose their group.
LESSON 9

DEMONSTRATION AND EXERCISE

REVIEW QUESTIONS:

1. When being assertive, what nonverbal behaviours are important?

2. When being assertive, what verbal behaviours are important?

NOTE TO THE TEACHER: When individuals first practice assertive behaviours in simulated situations, they often feel phoney and mechanical. The teacher can explain this and encourage them to try the behaviours, regardless of how unnatural they feel. The students should also be reminded that these are practice situations. No one is telling them that this is how they "should" behave in order to be assertive.

The following situations should be written on the board or the overhead projector at the beginning of the period. Once the groups have been organized the situations can be looked at and the instructions can be given.

Three Situations:

1. Someone asks you to do some activity that you really don't enjoy, e.g. tennis, swimming, hockey. You really don't want to go. How would you refuse?

2. You've been given two free tickets to a movie and there's a girl/guy that you really like and want to go out with. How would you ask him/her for a date?

3. You've been going around with someone for six months but now you've decided you want to go out with other people. How would you break up?

PROCEDURE: (NOTE TO THE TEACHER) An outline of the procedure can be put on the board to assist the students.

In their groups of three, each person chooses one of the three roles for the first exercise. The person who is the actor chooses which of the three situations he/she wants to act out. The actor acts out the situation in two different ways.

First - The actor demonstrates how he/she would normally act in that situation. Then the observer asks both the actor and the other how they felt during the situation. The purpose of this is to help the actor become aware of his/her feelings and the impact he/she has on the other.
Secondly - The actor demonstrates the same situation, using assertive behaviours. Again, the observer asks how the actor and the other felt, but in addition can make suggestions and give positive feedback to the actor. The actor can repeat the demonstration after the feedback.

**DEMONSTRATION:**

After the instructions have been given, (these can be confusing and student questions for clarification purposes should be encouraged) the teacher gives a demonstration. He/she chooses one of the three situations to act out. A student plays the role of the other and the class plays the role of observer. The teacher should follow the above procedure and encourage the correct observer questions and responses.

**EXERCISE:**

The groups follow the above procedure and then switch roles so that at the conclusion of the lesson everyone has played all three roles. Each different actor can choose a different situation if he/she chooses.

**SUMMARY:**

Some suggested discussion questions are:

1. How did you feel during the role-play?
2. Was being assertive easy or difficult?
3. Was any particular situation more difficult than the others?
4. How many of you feel that you learned something from the exercise?
   **NOTE TO THE TEACHER:** Have students raised their hands?
5. How could assertive behaviour be helpful in dealing with your friends and your family?
SUMMARY NOTE TO THE TEACHER ON ASSERTIVE BEHAVIOURS:

Since one of the important elements in learning assertive behaviour is practice, the teacher should encourage assertive behaviours during the rest of the course.

Several opportunities to do this will arise in future discussions. When these situations occur, the teacher can remind the students about these lessons and encourage them to be direct and assertive in classroom discussions and avoid aggressive, passive and "game playing" behaviours.

Teachers can also point out and re-inforce assertive behaviours as they occur in the classroom. For example, if someone asks for information in an assertive manner, the teacher can say, "That's a very assertive way to ask a question. I like that." As well as providing reinforcement, this will perhaps encourage other students to try assertive behaviours in the classroom.

Some of the assertive materials have been adapted from the following sources:


Classroom materials supplied by Sharon Kahn, Ph.D., University of British Columbia.
LESSON 10

INTRODUCTION: This lesson concerns two aspects of the socialization process:

(1) Different male and female attitudes toward fashion.

(2) The appropriateness of "making a pass" at someone.

During the discussion section of this hour, students will be able to experiment with their newly acquired assertiveness skills.

REVIEW: The teacher should ask the following review question at the outset of the class.

(1) In the last four lessons we have been studying assertive, nonassertive, and aggressive behaviour. What are some of the characteristics of each type of behaviour?

To adequately refresh the students' minds, these characteristics should be listed on the board.

PROCEDURE:

(1) The teacher distributes copies of "Fashion as Oppression" (white paper) and allows 20 minutes for the class to read the article and answer the questions.

(2) Discussion of Questions

(a) After the students have discussed their reactions to questions one and two, the teacher should initiate a role play of the situation (possibly two or three consecutive ones involving various students).

Important: If class members are willing to do so, the teacher should organize one or two role reversal situations in which a male student has to fend off the advances of a predatory female.

NOTE TO THE TEACHER: To avoid possible phone calls to the school and to prevent the exercise from becoming a complete farce, the teacher is advised to assume the role of the "dirty old man/woman" (it may even be type casting!) when the role arises. The discussion of how the participants felt during the role play (especially of how the male was obviously
uncomfortable) may prove interesting and will provide a natural transition to discussion of question three.

(b) Questions four and five deal with attitudes toward dress and although many young males are becoming highly fashion-conscious, it might be interesting to compare how awareness in this area differs between males and females.

WRAP UP: In the time remaining the teacher should ask:

(1) How many of you think you would enjoy living in a world where sex roles were completely reversed and men looked after the home while women worked?

(2) Why do you feel this way?

NOTE TO THE TEACHER: In discussing this topic, reference could be made to the recent reverse role play, to the role reversal story examined in Lesson 2 and to the recent Norman Lear soap-comedy "All That Glitters". The students should speculate on how their lives and ambitions might be different in such a world.

Just before the end of this class, the teacher should explain that the next lesson explores the exact situation that the students have been discussing; that is, a world in which "The Big Switch" (in sex roles) have taken place.
INTRODUCTION: This lesson employs a futuristic short story to demonstrate the extent to which the male sex has dominated recorded history. Such topics as roles within marriage and the evolution of feminist sentiment (which form the basis for study in the second section of this course) are introduced in this story.

REVIEW: The teacher should begin the class with the following questions. (10 minutes)

1. The story you're about to read is set in the future and it concerns a world in which traditional male and female roles are completely reversed.

   (a) What are some of the important changes we would have to get used to if a "Big Switch" in sex roles took place? List five or six of these changes on the board and discuss.

   (b) If such a change did take place, how many males in the class feel that they would be members of "Men's Lib?" Why?

PROCEDURE: Distribute copies of "The Big Switch" plus the Andy Capp cartoon and allow the class to read the story and prepare detailed answers to the accompanying questions. (30 minutes)

DISCUSSION OF THE QUESTIONS: This discussion should be focused on the nature of stereotypical human social roles. The teacher should begin by discussing the acceptability of the social roles which exist after the Big Switch.

1. Do the roles seem reasonable?

2. Are there any advantages to society in reversing roles? Are there any possible problems?

   The topic should then be switched to existing, present day social roles and the same questions should be used to examine their propriety.

   If the students are dissatisfied with existing stereotypes and if they feel that reversing these roles simply perpetuates present day problems then discussion should center around the development of new social relationships.

   An interesting topic for high school students evaluating social roles is: Who should pay for dates?
The Andy Capp cartoon and the accompanying questions should provide an appropriate introduction to this issue.

WRAP UP: In the final ten minutes of the class the teacher should ask the students to consider why human social roles have developed in the way they have. That is, what events in our past have caused men and women to relate to each other as we do at present? The students should try to jot down their own ideas in their notebooks (5 minutes) and have these form the basis of discussion in the time remaining. The teacher should not try to provide definitive answers to this question, merely to arouse student curiosity in the possible answers, since this subject is the main focus for the next section of the course.
LESSON 12

INTRODUCTION: As a conclusion to this section of the course, the teacher should arrange to have a guest speaker visit the class and discuss one of the following topics.

(1) Male chauvinism and how it works.
(2) Ways we socialize children.
(3) Towards androgyny.
(4) Male socialization.

Speakers for the occasion could be contacted through:

(1) a local Status of Women office,
(2) a local feminist organization,
(3) the Sociology or Womens Studies Departments of a local university or junior college.

Besides hearing the message coming from a "real person" as opposed to a teacher, the students will become more aware that there are organizations within their own community which deal with the problems created by restrictive sex roles.

The teacher should locate a speaker at least one week in advance and familiarize the person with the nature of the course and the background the students have in the area of sex role stereotyping. Also, make certain that the speaker expects to handle student questions.
INTRODUCTION: The document used in this lesson provides a brief introduction to the history and development of the position of women in EUROPEAN society. This article is a cursory overview (it fails to mention the tremendously important role played by World War One in altering the status of women) but it is basically accurate and, like many histories of women written in the first sixty years of this century, it assumes that the struggle for equal rights for women had ended (victoriously for women) at the time of writing!

REVIEW: The teacher should remind students of the discussion in the Wrap Up for Lesson 11 by asking: (10 minutes)

(a) What do you think are some of the reasons that women have not been treated as equals by men in the past?

The students may refer to notes they made during the Lesson 11 Wrap Up. After a brief discussion, write down three or four of the reasons which the majority of students agree on, then introduce the Schapiro reading by saying:

"This period you will be reading a brief history of the position of women in Western society. Besides answering the questions to the best of your ability, see if some of your explanations for the Status of Women are the same as those given in this article."

PROCEDURE:

1. Hand out copies of "The Feminist Movement" as adapted from J.S. Schapiro's Modern and Contemporary European History 1815 - 1952. Allow twenty minutes to read and answer the accompanying questions.

2. Discussion of Questions:

(a) Despite its redeeming qualities, for almost 2000 years Christianity has been the most powerful force for shaping social relationships in the Western World, and upon examination it is revealed as an extremely sexist faith. In discussing this topic, the teacher should try to draw from the class, examples of Biblical sexism.

eg. (i) Males being created in God's image and the constant references to the divinity in male terms.

(ii) the creation of Eve (as an afterthought) from Adam's side.
(iii) The expulsion from paradise (man's fall caused by the "weakness" of a woman).

(iv) Most books in the New Testament are named after and solely concern the activities of men.

Also, the chapters of the Bible abound with flagrantly sexist quotations.

"If a woman have conceived seed, and born a man child, then she shall be unclean seven days ... but if she bear a maid child, then she shall be unclean two weeks."

Leviticus CH XII

"How can he be clean that is born of a woman?"

Job CH IV Verse 4

"Man was not made from woman, woman was made from man; and man was not created from woman, but woman from man."

St. Paul to Corinthians
First Letter CH XI,
Verses 8 and 9

This demeaning attitude toward women has been passed on by later Christian theologians.

"Every woman should be overwhelmed with shame at the thought that she is a woman."

St. Clement of Alexandria
(150-215 AD)

"We are born between the feces and the urine."

St. Augustine
(354-430 AD)

"God created Adam Lord of all living creatures, but Eve spoiled it all."

Martin Luther (1483-1546)

IMPORTANT: The emphasis during this discussion should not be on attacking Christianity as a religion, but on demonstrating to the class the sexist nature of Christianity with the conclusion being that a society with its moral, legal and philosophical heritage rooted in a sexist tradition cannot escape evolving into a sexist society.
NOTE TO THE TEACHER: In most Canadian classrooms the teacher should be meticulously careful in developing this theme. Remember, the main idea is to understand the development of attitudes toward women in the Western World not to create a crisis within the school community by deriding the religious beliefs of the majority of taxpayers!

(b) Students who have just completed a series of lessons on assertiveness should be able to spot the corruptive aspects of flattery. Besides the answers which they provide for questions two and three, ask them to explore the implications of:

"A Woman has the Right to Change Her Mind"

and other such statements.

(c) Question four returns to one of the themes mentioned in Lesson 3. (Can there be equality when there is financial dependency?) Once a satisfactory answer to question four is before the class, the teacher can recall the earlier discussion and reinforce that theme.

(d) The last question should demonstrate to the class how limited the perceptions of an historian can be whose evaluation of a society is based on its constitution and laws without regard to its traditional attitudes and social conditioning processes.

WRAP UP: In concluding this lesson, the teacher should ask the students if they feel that the fight for female equality has now (as opposed to when Mr. Schapiro wrote) come to a conclusion. If they feel it has not, ask them to write down three or four of the steps which they think will be necessary before this issue can be resolved.

After they have considered for a few minutes and jotted down some ideas, ask them to focus their deliberations on the institution of marriage (since this topic will be the basis of discussion for the next few lessons).

ASK THE CLASS:

"What aspects of marriage will need re-evaluation if we are to achieve equality between the sexes?"

These ideas can be written in student note books for discussion in a later review or done in paragraph form for homework if the teacher desires.
LESSON 14

INTRODUCTION: The discussion of marriage begins on a stridently feminist note. "I Want a Wife" should provoke some reaction from all students. The main goal of the lesson is to encourage the class members to examine their own attitudes to housework and family duties.

REVIEW: As review, the teacher should ask the class for their answers to the Wrap Up question of Lesson 13. (5-10 minutes)

(a) What aspects of marriage will need re-evaluation if we are to achieve equality between the sexes?

These areas should be listed on the board and discussed briefly, saying housework until last. If no student mentions housework as a facet of marriage that needs re-evaluation, the teacher should bring up the subject and ask class members if they feel that these duties are equally shared at present?

PROCEDURE:

1. Distribute copies of "I Want a Wife" (mustard coloured paper) to the class and read over the article and questions with the class, making sure they understand the exercise fully. Then allow 20 - 25 minutes for them to answer the questions.

2. Discussion of the Questions:

(a) The quality of discussion in this lesson will generally be dictated by the number of students who feel that the writer has been unfair to men. Questions 1 through 3 should assist students to compare their own values on the topic of household duties with those of the rest of the class.

At this point, the teacher should broaden the discussion to the point where the class members try to discern the ideal division of labour within a family setting. Hopefully, this ideal set-up will not be structured in terms of what is "man's work" and "woman's work" but on a more individualized basis.

(b) Question 4 examines the traditional "double standard" for ethical conduct between males and females. If a student does not mention the subject, the teacher should return to the nature versus nurture issue by asking the following question:
"Is it natural for a man's eye to wander and for a woman to want to settle down with one husband?"

NOTE TO THE TEACHER: If the discussion becomes "heated", this may be an appropriate moment to encourage the students to participate on an assertive rather than an aggressive basis. The teacher can cut off any speaker who strays from assertion.

WRAP UP: The teacher may elect or assign some of the members of the class to combine their efforts in a "counter article" entitled, "I Want a Husband." This document should be read aloud at a later date and evaluated by the rest of the class.
LESSON 15

INTRODUCTION: This lesson examines the history of marriage. Its main goal is to demonstrate to the class the fact that rather than being an eternal institution that "always was and always will be" marriage has been an evolving institution which has changed in nature according to the exigencies within a given society. Hopefully, this awareness will allow the students to examine their own plans regarding marriage.

REVIEW: The teacher should begin this lesson with the following questions. (5-10 minutes)

(a) What was the "double standard" which we discussed in our last class?

(b) Do you think that this attitude toward the rights of husbands is an old idea or a relatively new one? Explain.

(c) How do you think such a situation came about?

NOTE TO THE TEACHER: As in any introductory discussion the teacher should striving merely to spark student interest as to how marriage evolved - not supply answers.

PROCEDURE:

1. Have each student read a copy of "Marriage: Past and Present" (on white paper) and prepare answers to the questions which follow the article. (25-30 minutes)

NOTE TO THE TEACHER: The "For Discussion" section at the end of the article should be omitted by students since these issues are raised in the questions which follow the article.

2. Discussion of the Questions:

(a) Although some of the questions that accompany this article probe no further than whether the students understand what they have read, several themes which have previously been introduced may be brought into this discussion.

i.e. (i) The pressure on women to "land a man" and be a success (Lesson 3).

(ii) The problem of dealing with "social acceptance" (Lessons 4 and 5).

(iii) The relationship between the christian church and the institution of marriage (Lesson 13).
(b) "His Daughters Were a Form of Currency."
This could prompt an examination of the traditional
"marriage ceremony" in Canada. Is it set up as a
union of equals who are "in love", or like a transfer of property from one male to another?

Consider:

1. The special value of a "white wedding" (new as opposed to used goods).

2. The ceremonial act of "giving away the bride." (Literally, the transfer of a woman from the control of one man to another.)

3. The position of "best man." (Who traditionally fulfilled the same function as the "shotgun rider" on a stage coach by ensuring that the bride - the commodity of value was not stolen by another man before the wedding.)

WRAP UP: In the time remaining, ask the students to think about the information covered in the two lessons and to decide whether or not they would want a traditional marriage in which the husband holds a job and brings in a paycheck while the wife remains in the home, caring for it and raising the children. Tell the class to write down brief notes on:

1. Why they would prefer this type of marriage.

or

2. What other type of marriage they would want.
INTRODUCTION: The main goal in these two lessons is to have the students read and evaluate two articles on the topic of marriage which differ dramatically from those which have been examined so far in the course. The advice in "How to Hold a Husband" dates from the Fourteenth Century and that in "You Are Woman" is mid-Twentieth Century. Despite this six hundred year difference in time, the theme of both articles is "subservience to your Lord's whims and maintenance of his castle, will produce happiness."

The format of these two classes breaks the REVIEW, READ AND ANSWER, DISCUSS pattern which may have become boring to both teacher and students by this time. The essay produced during these two classes will give the teacher a chance to determine with what skill the students can detect the common theme in the articles and also how well they can evaluate the importance of this theme in producing successful marriages by weighing it against the material previously studied. Not incidentally, this exercise will provide the teacher with an academic mark for this section of the course.

PROCEDURE: The teacher should distribute one copy of "How to Hold a Husband" and "You Are Woman" to each student.

NOTE TO THE TEACHER: "How to Hold a Husband" may require updating and interpreting because it is circa the Fourteenth Century. The teacher should spend some time asking the class for modern equivalents to the advice provided here.

1. The assignment is as follows:

   In a short essay of three to four pages compare the advice to wives given in "How to Hold a Husband" with that given in "You Are Woman." Your essay should consider (at least) the following issues:

   (a) What do these articles have in common? Give evidence from both articles to support your opinion.

   (b) Give your own opinion of the quality of advice given to wives. (What are its strengths and weaknesses?)

   (c) Do you consider this to be valuable advice to give to a young woman getting married today? Why or why not?

   (d) Which do you think would be more beneficial to young people considering marriage, a course on "fascinating womanhood" or a course in assertiveness training? Why do you think this?
2. The teacher should write one essay assignment on the board or overhead projector and discuss each section of it to ensure that the students understand what is desired. Naturally their very best work is expected as a finished product and the teacher might wish to take a few moments discussing:

(a) the collecting of ideas and the making of notes,
(b) the organization of a rough draft,
(c) the "polishing" of a final copy.

WRAP UP: During the in-class writing time, the teacher should circulate among the students solving individual problems and discussing the issues on a one-to-one level. Students should do most of the actual writing of this essay in class time, submitting it at the end of Lesson 17.
LESSON 18

INTRODUCTION: This is the concluding lesson for the discussion on marriage. The lesson is focused around a film entitled "Happily Ever After." This film examines the expectations about marriage of a group of young people (both male and female) and compares their expectations with the experiences of several housewives. It provides an excellent opportunity for students to assess their own expectations in this area.

REVIEW: If the teacher has been incredibly keen and efficient the essays submitted last day will be marked and can be returned to the students at the outset of this period. This would allow the students to hear one or two good papers read out loud and would also provide the basis for a review discussion. Failing this type of efficiency, the teacher can go over the essay assignment point by point, using the questions as a review. (15 minutes)

PROCEDURE:

1. The following questions can be written on the board or an overhead projector. Before showing the film, have the students read the questions which form the basis for discussion after the film.

   (a) Had most of the young people in the film thought much about marriage? Evidence?

   (b) Do these students appear to have thought
       - more
       - the same, or
       - less
       about marriage, than you and your friends?

   (c) Were the expectations of the young people shared by the women before they became housewives?

   (d) What experiences in marriage changed the way these housewives felt about it?

   (e) Why do you suppose the film is entitled "Happily Ever After?"

2. The teacher should show the film (15 minutes) and at its conclusion, lead a discussion based on the above questions.
NOTE TO THE TEACHER: The intent of this lesson is to demonstrate the gap between the expectations of unmarried people and the reality of household maintenance. It is not intended to attack housewives nor to denigrate housework. Household maintenance and child care are vital in our society. However, it need not always be women who perform this function.

WRAP UP: In the final minutes of this period, the teacher should explain that a guest speaker(s) will be coming next day. The students should be encouraged to plan some questions that they would like to ask the speaker(s).

It might prove interesting if the students were armed with some of the Biblical quotes concerning women that were given in Lesson 13. The students should also be encouraged to be assertive in the questioning of the guest speaker(s).
INTRODUCTION: The purpose of this lesson is to restore any "imbalance" that may have occurred in previous lessons by the presentation of seemingly one-sided feminist perspectives on Christianity and marriage. Virtually every Canadian community has an articulate, opinionated, Christian religious leader, be he priest, minister or pastor, who would enjoy the opportunity to discuss one of the following topics:

(1) Christianity and the Role of Women.

(2) Christianity versus "Women's Lib."

(3) The role of the Christian Woman in Marriage.

An inter-denominational panel of such prelates could be assembled to discuss one of the above topics. However, if the class is eager to ask questions and the time is limited to one hour, it may be advisable to restrict participation to one speaker who will explain his church's position on the selected topic and then field student questions. (Possibly the students could be helpful in suggesting someone from a nearby church.)

If possible, a fundamentalist Protestant leader is usually a good bet for producing a lively hour of discussion.

When contacting the potential speaker, the teacher should briefly explain what has been covered in the six previous classes and allow the speaker to pick which of the three topics he feels most comfortable with.

NOTE TO THE TEACHER: Religious leaders are usually busy and it will be necessary to contact the speaker at least one week in advance in order for him to plan to attend and have the opportunity to prepare his talk.
LESSON 20

INTRODUCTION: This lesson is presented last because there may be males in the class who have been traditionally raised and who may have sat silently and uncomfortably during the last nineteen lessons not knowing quite how to respond to the lessons but knowing in their hearts that "men are men and women are women." Past experience has shown that many of these males who identify with the "John Wayne Syndrome" tend to come out during this lesson.

REVIEW: Debriefing the class on the talk given by the local religious leader should take about 15 minutes and will be facilitated if the teacher takes notes during the speaker's talk. He/she could therefore refer the class to specific points touched upon.

PROCEDURE:

1. Hand out "Men and the Women's Movement" and allow 20-25 minutes for the students to read it and prepare their answers to the questions.

2. Discussion of the Questions:
   (a) The first two questions are a review of information presented earlier in the course and by this time students should have a fairly clear idea of where the modern "Women's Movement" originated and why it has become widespread at this particular point in time.

   (b) Questions 3 and 4 involve discussion of that most delicate of structures, the male ego. The teacher should point out the researched therapeutic effects of crying and inform students that "cool, unemotional" males die seven years before females (on the average) and that many of these deaths are caused by stress-related diseases, which are the long-term results of internalizing emotional conflict and tension.

   (c) Once the students have expressed their opinions on Question 5:

   If the students feel that it is no harder for men to do feminine jobs than vice-versa, the teacher should ask:
(i) How many girls would not feel uncomfortable mowing the lawn while your female friends waited for you?

(Note on the board the number of females who raise their hands in response to this question.)

(ii) How many boys would not feel uncomfortable sewing a button on a shirt while your male friends waited for you?

(Note the number of males who raise their hands and compare the totals.)

Then return to the discussion of the original question.
APPENDIX II

The Measurement Instruments

The Attitudes Toward Women Scale

The Bem Sex Role Inventory

The Unobtrusive Measure ("Chris" Exercise)
The statements listed below describe attitudes towards the role of men and women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement by indicating whether you (a) agree strongly, (b) agree mildly, (c) disagree mildly, or (d) disagree strongly. Please indicate your opinion by filling in the space provided with the letter which corresponds with your feelings. Please answer all the questions.

(a) agree strongly   (c) disagree mildly
(b) agree mildly    (d) disagree strongly

1. Swearing and bad language sounds worse when said by a woman than by a man. _____

2. Women should take more responsibility for leadership in solving the intellectual and social problems of the day. _____

3. Both husband and wife should be allowed the same grounds for divorce. _____

4. Telling dirty jokes should be mostly a male thing. _____

5. A drunken woman is usually a worse sight than a drunken man. _____

6. Under modern economic conditions with women working outside the home, men should share in household tasks, such as washing the dishes and doing the laundry. _____

7. It is insulting to women to have the "Obey" clause remain in the marriage service. _____

8. There should be a strict merit system in job appointment and promotion, without regard to sex. _____

9. A woman should be as free as a man to propose marriage. _____

10. Women should worry less about their rights and more about becoming good wives and mothers. _____

11. Women earning as much as their dates should pay half the expenses when they go out together. _____
12. Women should take their rightful place in business and all the professions along with men.

13. A woman should not expect to go to exactly the same places or to have the same freedom of action as a man.

14. Sons in a family should be given more encouragement to go to college than daughters.

15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.

16. Usually, the father should have greater authority than the mother in the bringing up of children.

17. Women should be encouraged not to have sexual relations with anyone before marriage, even with the person they are going to marry.

18. The husband should not be favoured by law over the wife in saying how family property should be used or how family money is spent.

19. Women should be concerned with their duties of child-rearing and house tending, rather than with desires for professional and business careers.

20. The intellectual leadership of the community should be largely in the hands of men.

21. Having money and freedom is worth more to a woman than trying to live up to the "ideal woman image" set by men.

22. On the average, women should be considered less capable of contributing to the nation's economic production than men.

23. There are many jobs in which men should be given preference over women in being hired or promoted.

24. Women should be given equal opportunity with men for apprenticeship in various trades.

25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.
On the following page, you will be shown a large number of personality characteristics. We would like you to use those characteristics in order to describe yourself. That is, indicate, on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any characteristics unmarked.

EXAMPLE: sly

Mark a 1 if it is NEVER OR ALMOST NEVER TRUE that you are sly
Mark a 2 if it is USUALLY NOT TRUE that you are sly
Mark a 3 if it is SOMETIMES BUT INFREQUENTLY TRUE that you are sly
Mark a 4 if it is OCCASIONALLY TRUE that you are sly
Mark a 5 if it is OFTEN TRUE that you are sly
Mark a 6 if it is USUALLY TRUE that you are sly
Mark a 7 if it is ALWAYS OR ALMOST ALWAYS TRUE that you are sly

Thus, if you feel it is sometimes but infrequently true that you are "sly", never or almost never true that you are "malicious", always or almost always true that you are "irresponsible", and often true that you are "carefree", then you would rate these characteristics as follows:

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Chris Jones, a Grade 11 student, is very interested in anything scientific and she gets good marks in Math and all science subjects. Although Chris gets average marks in English and Social Studies, she doesn't enjoy these subjects as much. In her spare time, she enjoys reading, working on science projects and playing tennis. Chris gets along with other students but she is not that comfortable in social situations, such as large parties or school dances. She is not that active in school activities, although she is a member of the biology club and plays on the tennis team. Chris wants to go to university and become a doctor. She realizes that medicine takes a minimum of seven years university training, that a person applying to medical school needs very good marks and that it will be expensive. Her parents are not well off and will not be able to give her much financial support. However, considering all these factors, this is what she presently wants to do.

After reading the above description, please answer the following questions:

1. Do you think medicine would be a good field for Chris to enter? Please explain why or why not.

2. Based on Chris' marks, interests and personality, what other fields and/or jobs do you think she might be successful in? Please check any of the following and briefly give the reasons for your choice.

1. Nurse
2. Engineer
3. Child care worker
4. X-Ray technician
5. High school math teacher
6. Pharmacist
7. Social worker
8. Biologist

3. Try to imagine what Chris will be doing ten years from now when she is 27 years old. Please describe this.
Chris Jones, a Grade 11 student, is very interested in anything scientific and he gets good marks in Math and all science subjects. Although Chris gets average marks in English and Social Studies, he doesn't enjoy these subjects as much. In his spare time, he enjoys reading, working on science projects and playing tennis. Chris gets along with other students but he is not that comfortable in social situations, such as large parties or school dances. He is not that active in school activities, although he is a member of the biology club and plays on the tennis team. Chris wants to go to university and become a doctor. He realizes that medicine takes a minimum of seven years university training, that a person applying to medical school needs very good marks and that it will be expensive. His parents are not well off and will not be able to give him much financial support. However, considering all these factors, this is what he presently wants to do.

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APPENDIX III

The Process Measures
The Student Evaluation Form
The Teacher Evaluation Form
   The Teacher Log
STUDENT EVALUATION FORM

1. Was the course interesting? Please explain why or why not.

2. What part of the course was most interesting? Please explain.

3. What part of the course was least interesting? Please explain.

4. Do you think this course will be useful to you? How do you expect it to be useful?

5. Based on what you have studied in this course, would you be interested in taking a longer and more detailed course? Please explain why or why not.

6. (a) What criticisms do you have of the course?
   
   (b) What improvements would you suggest?

7. Circle one of the following. Did this course cause
   (a) more discussion outside the classroom.
   (b) less discussion outside the classroom.
   (c) about the same amount of discussion outside the classroom as your other courses.

8. Circle one of the following. Did this course cause
   (a) more discussion at home.
   (b) less discussion at home.
   (c) about the same amount of discussion at home as your other classes.
1. Did the lesson plans facilitate an awareness and discussion of the effects of sex-role stereotyping? Please explain.

2. Do you think that the lessons promoted meaningful and topic-related discussions among your students? Please explain.

3. Do you feel the lessons followed a logical pattern of development for a course in socialization. If no, please explain.

4. Do you feel your classes had enough time for discussion?

5. Did the discussion technique outlined in the introduction prove useful? Please explain.

6. Were you pleased with the written work and the essay results of your students?

7. Was there usually adequate time to cover the material outlined in each lesson plan?

8. Was any of the material too advanced or too unsophisticated for the majority of your students? Please identify which materials fell into which category.

9. What were your overall feelings about teaching this course?

10. Please offer any suggestions that you feel would improve the course or increase its impact.
TEACHER LOG

1. Did the students' written answers demonstrate an understanding of the material?
   - Yes _____  No _____

2. Did a majority of the students get involved in the discussions?
   - Yes _____  No _____

3. Did you feel the discussion was productive?
   - Yes _____  No _____

4. Were the procedural instructions to the teacher clear?
   - Yes _____  No _____

5. Did you have enough time to complete the lesson?
   - Yes _____  No _____

6. Was the "Discussion of Questions" section helpful in leading the discussion?
   - Yes _____  No _____

7. What was the most effective part of the lesson?

8. What was the least effective part of the lesson?

9. Please add any additional comments or criticisms.
APPENDIX IV

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