Choosing and Using Children's Literature: The Rationales and Instructional Designs of Preservice Teachers

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Choosing and Using Children's Literature:
The Rationales and Instructional Designs
Of Preservice Teachers

Nancy J. Gooden

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MASTERS THESIS
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ABSTRACT

This study examined the extent to which preservice teachers were aware of gender related issues in their selection and use of children's literature. The review of research provided background information on the subject of gender equity in children's literature and explored the effects of stereotyped attitudes on students' academic performance, self-esteem, and career choices. The application project used three instruments of study: a gender attitude survey, an analysis of preservice teachers' rationales for literature selection, and an examination of preservice teachers' instructional designs. The results of this study indicated that preservice teachers may benefit from additional exposure to gender issues as part of their pedagogical training.
CHAPTER ONE

The attitudes maintained by preservice teachers and the extent to which they have been exposed to gender issues may be reflected in the children's literature they choose for instruction. Studies that treat gender as a variable have shown that teachers' attitudes toward gender equity contribute significantly to the views held by their students (Sadker & Sadker, 1982, 1991; Stitt, 1988). It is for this reason that in planning for instruction, teachers should consider the impact of not only their verbal interaction with students, but also their attitudes and the subject material they choose as they apply to issues of gender.

Background

In order to gain an understanding on the subject of gender equity in the classroom, it would be beneficial to examine the dynamics which have created an interest in this issue. A large body of research has examined gender bias in children's literature and have shown both children's literature and basals to be significantly biased in favor of males (Graebner, 1972; Heintz, 1987; Weitzman, Eifler, Hokada, & Ross, 1972; Women on Words and Images, 1975).

Although the existence of gender bias in children's literature is largely seen as a reflection of the times in which the material was written, the launching of Sputnik in 1957 has been attributed as a major force in the creation of gender-biased literature in the classroom (Nilsen, 1987). Americans, frightened at this scientific leap by the Soviets, passed the National Defense Education Act (NDEA) the same year, which provided a wealth of federal funding for the purchase of
Emphasis was placed on science-oriented literature that would encourage children to read at leisure and to experiment.

The books were targeted for boys, in hopes that they would be encouraged to pursue careers related to science—careers that were predominantly held by men. In an effort to entice boys to become better readers, easy-to-read books such as *Cat in the Hat, Little Bear, and Frog and Toad* emerged. By featuring male humans and animals, these books created a strong male bias in literature.

Nilsen (1987) noted that by the 1970's educators had become alarmed by the glaring bias in literature for children, resulting in an explosion of interest and research on the subject of gender bias in American curriculum (Graebner, 1972; O'Donnell, 1973; Hillman, 1974; Lindbeck, 1975/76; Marten & Matlin, 1976; Scott, 1980). From the research educators began to recognize that gendered stereotypes were creating far-reaching effects, notably, a disparaging gap between males and females in academic performance in science and math and in achievement test scores. In addition, the gendered stereotypes found in basals and children's literature reduced the complex, multidimensional nature of male and female to a single image or statement (Tiedt & Tiedt, 1990). It was feared that through this biased portrayal in books, messages were being delivered to students that contributed to their performance in the classroom.

Graebner (1972) found that out of 554 stories examined in elementary basals, male characters outnumbered female characters in 75% of the stories, and that boys were featured in 70% of the illustrations. An additional study in *Women*
on Words and Images (1975) examined 2,760 stories in 134 elementary school basals from 14 different publishers. The ratio of male-centered stories to female-centered stories was seven to two, while male biographies to female biographies were six to one. Male occupations to female occupations were also featured six to one. Behavioral characteristics and occupational roles were also noted in these studies. Males were predominant in situations involving active mastery themes, and male occupations to female occupations were six to one. Boys were depicted in positions of leadership and were clever and brave, while girls were involved as the by-standers, passively the "side kick" to a brother or another male. The subordinate role of a sister to a brother was so common a stereotype that it was rare to encounter a story in which a female was the older and potentially more dominant sibling (U'Ren, 1971).

More recently, replication studies (Heintz, 1987; Hitchcock & Tompkins, 1987; Purcell & Stewart, 1990) indicate that some progress has been made in the portrayal of females in children's literature. Hitchcock & Tompkins (1987) revealed that out of six of the most recently-published basals, 18% of the stories examined used male main characters, while 17% used females, showing a more even representation than in the earlier studies. The remaining 65% of all the stories used characters in a "gender neutral" category, such as talking trees or animals portrayed as neither male or female. On one hand, this is indication of a safer, more equitable approach in gender representation. On the other, however,
the study points out that by creating "gender neutral" characters, publishers may be merely avoiding questions of sexism.

In a search for gender fairness, Purcell & Stewart (1990) analyzed 62 children's readers of more recent publication. Each story was summarized and classified by genre (mystery, fantasy, folktale, etc.) as to whether it was male-centered, female-centered, or gender-neutral. Occupational roles of males and females were noted, as well as illustrations in areas of hair, clothing, and body shape. Character traits were also assessed, such as cleverness, bravery and ingenuity in the actions of boys and girls. The results of this study when compared to the studies of two decades earlier revealed that more of the stories used females as main characters portrayed in a greater diversity of roles, including females in a wider range of careers. However, male representation in illustrations outnumbered females by 9,191 to 7,053. In addition, females were persistently pictured in stories in positions of helplessness, needing to be rescued. Boys were allowed to cry in some stories, while in others it was noted that in order to affirm their manhood, they were forced to deny their feelings.

Importance of the Study

Although sexism in children's literature has been an area of significant concern, methods by which the classroom teacher utilizes children's literature is also an area for consideration. Books are acknowledged to be integral parts for instruction in the educational process (Bazler, 1985; Rupley, Garcia, & Longnion,
Their value, however, is determined by how effectively they are employed (Rupley et al., 1981).

In addition, research has shown that the gendered attitudes teachers convey are powerful and are largely inadvertent (Brodkin, 1991; Rupley et al., 1981; Sadker & Sadker, 1990; Smithson, 1990). Many educators are aware that teachers need to be more conscious of their own behavior. Yet, for the majority of preservice teachers, gender equity has not been modeled in the college classroom (Matteson, 1991; Sadker & Sadker, 1990; Smithson, 1990) and their textbooks devote little attention to the subject (Smithson, 1990; Stitt, 1988).

These findings suggest a need to incorporate into initial teacher certification programs a curriculum that promotes awareness of issues of gender equity. Not only should preservice teachers demonstrate the ability to identify gender fair literature; they also need to examine their own attitudes about gender issues and the extent to which these attitudes influence instructional decision making.

Statement of Purpose

The purpose of this study is to explore attitudinal variables about gender issues and their influence on the book selections and instructional designs of preservice teachers. The review of research will explore the role of attitude in pedagogical approach and the effects that can result from a gender-related discrepancy in school curriculum and teacher-student treatment. Additionally, studies will be examined for stereotypic sex roles within children's literature that are most often perpetuated and serve as mechanisms for reinforcement of pre-
conceived attitudes. Last, the reasons why students and teachers select literature to read will be compared with the selection process used by the preservice teachers within this study.

The application project is designed to determine what preservice teachers consider in choosing and using children's books as an indication of attitudes they will be taking into the classroom. Three instruments of study have been utilized: A gender attitude survey will provide base-line information to describe current gender related attitudes maintained by the preservice teachers involved in the study. Second, the literature selected by preservice teachers and their rationales for selection will be surveyed. Last, an analysis of preservice teachers instructional design using children's literature will identify the titles of literature containing female-centered characters, the gender of the literature study group members, the numbers of female to male main characters cited, and will determine how these preservice teachers utilized the roles of the female main characters as part of their plan for instruction.

**Definition of Terms**

**gender**—Classification according to the sex of an individual.

**gender bias**—Preferential treatment of one gender over the other.

**main character**—The protagonist of the story.

**sexism**—Attitudes and institutions, often unconscious, that judge human worth on the grounds of gender or sex-roles.
sex-role stereotyping—a standardized mental picture of a socially expected behavior pattern that is held in common by members of a group, which represents an oversimplified opinion, affective attitude, or critical judgement, and is based on an individual’s gender.
CHAPTER TWO: THE REVIEW OF RESEARCH

Gender bias has been identified in several areas within the classroom setting. The first part of this chapter will focus on stereotypic gender portrayal of males and females in children’s literature, which has been identified as potentially damaging to students. Next, the influence of gender attitude on teaching will be examined. One area is in the interactions between teachers and students in the classroom setting. The other is in the area of student reaction to gender bias, specifically, in the long-term effects that research has identified as an outcome of gender bias. Last, aspects of literature selection by teachers and students will be examined.

Gender Portrayal in Children’s Literature

Studies on children’s literature, both earlier and in replication, have identified several categories of sex-role stereotypes in the portrayal of characters (Graebner, 1972; Heintz, 1987; Hitchcock & Tompkins, 1987; Sadker & Sadker, 1982; Weitzman, 1972). In addition to the information provided in Chapter One, the following areas of gender portrayal in literature are noted: Behavioral characteristics, invisibility, isolation, occupational roles, and linguistic bias.

Behavioral Characteristics

A major study conducted in 1975 (Women on Words and Images) analyzed 2,760 stories from elementary basals. The study categorized behavioral characteristics of males and females that were repeatedly portrayed. Among the traits most often seen in males were those of adventurousness, bravery,
perseverance, achievement, ingenuity, competitiveness, power use, curiosity, and skill-acquisition. Any activity associated with what was considered to be feminine was unmanly and was to be discouraged at all cost (Stitt, 1988).

In the same stories girls displayed characteristics of passivity, fearfulness, concern over physical appearance, obedience, domesticity, and incompetence. They were pictured as endlessly playing with dolls and observers of the action. Illustrations often pictured girls looking on while boys involved themselves in activities such as building carts, rescuing animals, and "saving the day". The focus is on male action. Boys are often shown running and jumping, while girls are shown as observers who watch patiently or are involved with their mothers in social activities (Stitt, 1988).

**Invisibility**

Love & Gonzalez (1988) describe invisibility as an under-representation of women and minorities in the text and/or curricular materials. Gender portrayal in the illustrations and analogies of content area textbooks has also been an area of study and is an area in which the phenomenon of invisibility has been particularly noted (Nilsen, 1987; Taylor, 1979). These findings are significant since illustrations and analogies were noted as the area having a great impact on the world views of students, indirectly giving messages about careers and society.

Bazler (1991) maintained that when science textbooks used as an integral part of instruction consistently omit females and minorities in illustrations, students may conclude that science is an area that excludes most people. "Therefore, a
balanced and comprehensive portrayal of women and minorities is an important statement for students' consideration" (p. 354).

**Isolation**

In an effort to reduce publication costs in the move toward gender fairness, many publishers of textbooks have created boxed-in sections for women and minorities (Love & Gonzalez, 1988). Unfortunately, this creates the appearance that the persons depicted must not be as important as the material in the mainstream of the text. Stitt (1988) noted that many of the changes publishers are using are cosmetic in nature and are not significant textbook changes. They include inserts, story clustering and increased neuter-character stories. It was noted that the changes tend to be in stories involving weaker, less admirable or heroic characters.

**Occupational Roles**

A comparison of more recent studies to that of the studies of the 1970’s reveals an increase in diverse occupational representation of female main characters (Hitchcock & Tompkins, 1987). Hitchcock and Tompkins (1987) reported that out of 1,121 basal stories examined, 37 occupations were portrayed by female main characters, as compared to five occupations noted by Graebner (1972). This suggests a marked increase in the variety of female occupations, but at the same time, Hitchcock and Tompkins noted that the progress is slow.

Other areas of literature do not reflect the same progress. Fairy tales, nursery rhymes, and folk stories, in particular, have been observed as being rigid
and belittling in their portrayal of women's roles (Donlan, 1974; Haas, 1993; Heintz, 1987). Donlan (1974) found females in this genre to be depicted as either "ineffectual creatures who needed to be dominated by men or as aggressive monsters who must be destroyed by men" (p. 217) and concludes that these books convey a message of female inferiority. Women were found in these stories as one of three types: 1) a sweet but befuddled, eccentric and imperceptive old lady; 2) a young, beautiful but dull-witted heroine who is spiritless and passive; and 3) a woman in which independence is combined with qualities of hatefulness and evil.

In a commentary regarding the fairy tale *Snow White*, brought to a resurgence in popularity by Disney's animated version, Haas (1993) observed that this fairy tale relays the message that a woman's worth is based primarily on her appearance (...who is fairest of them all?) and is saved by her ability to cook and clean. "The message of *Snow White* is that for a woman to be esteemed, she must have the stamp of approval of a man and in fact may not survive without it" (p. G-8). It is disturbing that, unlike basals, which are subject to change, these children's classics tend to remain a favorite genre for use in the classroom, and depending on the frequency of use, teachers may inadvertently be conveying damaging stereotypic myths to their students.

Basow (1980) studied the underplaying of female intelligence in factual biographies of famous scientists. In this study an account of Madame Curie is characterized as little more than assistant to her husband's projects. The accompanying illustration shows Madame Curie mildly peering from behind the
shoulder of her husband, while he is pictured predominantly in the foreground along with another distinguished gentleman.

The limited variety of occupational roles given to women is also worthy of consideration. Nilsen (1971) and Weitzman et al. (1972) both conducted studies on picture books written in the 1950's to 1960's, confirming the importance of such books in children's socialization and concepts about the world. It was found that occupational roles of males far outnumbered those of females. Emphasis on female domesticity was pervasive. In the pictures that did feature females, all but four were depicted as wearing aprons, not only at home, but at the supermarket and even the Public Garden in Boston.

**Linguistic Bias**

Love and Gonzalez (1988) defined linguistic bias as language in curricular materials that reflects discrimination. Examples are the grammatical adherence to the pronoun "he" in writing and use of such exclusive words as "chairman", "policeman", and "upperclassman". They maintained that this is an area that has been "one of the most bitterly disputed of the issues relating to gender equity" (p. 14). Arguments against change in linguistic balance, such as alternating "he/she" pronouns, are on the basis of what would be considered as grammatical violations that ruin the flow of the passage.

Yet, research shows that the continuous use of masculine-vocabulary affects students' self concepts and feelings of belonging (Harrison, 1975; Love & Gonzalez, 1988; Nilsen, 1987). Love and Gonzalez (1988) noted that when a
group of first grade students were asked to draw "cavemen", they literally drew men. But when asked to draw "cavepeople", their concepts broadened, and they drew a variety of family members, including cavebabies, cavewomen, and cavegrandparents. Harrison (1975) conducted a similar study on 500 junior-high aged students of mixed gender. In response to a survey in which the students were directed to draw figures of early humans in terms of man, men, mankind, and he, both male and female students consistently drew figures that were exclusively male. Nilsen (1987) observed that the continuous use of the pronoun "he" in reference to scientists makes the implication that science is a masculine field, as reflected by illustrators who interpreted the male-pronoun passages they read, and, in turn, drew pictures exclusively of males.

In summary, research has identified several ways that stereotypic character portrayal manifests itself in children's literature. First, behavioral characteristics of characters have revealed males to be engaged in action, as being aggressive, and as leaders. Females, on the other hand, have been portrayed as dependent, observers to the action, and domestically inclined. Second is that of invisibility, in which textbooks under-represent females and minorities in the illustrations of textbooks and/or curricular materials. Next, isolation is the boxing-in of specific individuals within textbooks as an aside to the main body of the text, which implies that these sections of reading material are not as important. Occupational roles have also been noted for stereotypic portrayal of males and females in diversity and variety. Last, linguistic bias, the adherence to male pronouns and masculine
words (such as *caveman* and *chairman*) as the grammatic standard, has been shown in studies to shape readers' self-concepts and feelings of belonging.

**Gender Attitude in Teaching**

Since this study is designed to observe attitudes of preservice teachers in connection with the literature they select for classroom use, insight may be gained in a review of research indicating the role that attitude plays in teaching. Although gender bias has been identified as a legitimate concern in children's literature, the attitudes affecting interactions between teachers and students are equally important; as viewed by Rupley, Garcia, and Longnion (1981), teachers are responsible for the dynamics taking place in the classroom.

Research has shown that stereotypic attitudes about sex roles among teachers are not conscious and intentional (Brodkin, 1991; Lottes & Kuriloff, 1992; Stitt, 1988), but are the result of a lifetime of exposure to sexism from a variety of sources, including parents, racial groups, religious groups, counselors, books, and television. However, through awareness education, change can be initiated. "When teachers are able to recognize the subtle and unintentional gender bias in their behavior, they can make positive changes in their classrooms—and in the lives of their students" (Stitt, 1988, p. 67).

Lottes & Kuriloff (1992) conducted a study on 556 college freshmen to determine the extent that gender, race, religion, and political orientation have on the formulation of sex role attitudes. Four areas of sex role ideology were used: traditional attitudes toward female sexuality, the justification of male dominance,
negative homosexual attitudes, and attitudes on feminism. Although all four variables had a significant effect on at least one measure of sex role ideology, the two variables that produced significant differences in all four sex role measures were that of religion and political orientation. It was found that liberals and Jews tended to endorse less traditional attitudes toward female sexuality, were less accepting of male dominance and negative attitudes toward homosexuality, and were more open to feminist attitudes. Conservatives and Protestants, on the other hand, took a more traditional stand on those same areas. The results of the study indicated that entering freshmen embrace sex role attitudes that tend to be organized into traditional/conservative versus egalitarian/liberal areas.

**Differential Treatment**

Research over the last twenty years has consistently shown that males are the recipients of more teacher attention than are females (Barba & Cardinale, 1991; Brodkin, 1991; Sadker & Sadker, 1985a, 1985b, 1986, 1990; The AAUW Report, 1992). These studies revealed that boys are more likely to be called upon during discussions, partly due to the tendency that boys demand more attention, and that they are more likely to raise their hands when teachers ask questions. However, Sadker and Sadker (1985a) noted that even when boys do not volunteer, teachers are more likely to choose them over girls to answer questions.

A three-year study was conducted by the Sadkers (1984; 1985b) involving more than 100 fourth-, sixth-, and eighth-grade classrooms in which four types of teacher comments were identified: acceptance (responses such as "Uh-huh" and
"yes"), praise, criticism, and remediation. They found that in all four types of
teacher comments, males received more attention. The areas in which the greatest
difference favoring males were in the more useful teacher reactions of praise,
criticism, and remediation. "When teachers took the time and made the effort to
specifically evaluate a student's performance, the student receiving the comment
was more likely to be male" (The AAUW Report, 1992, p. 69).

Barba and Cardinale (1991) studied the quality and quantity of gender-
related science classroom interactions. The study analyzed teachers' use of low-
level questions that require less cognitive ability of students. In the results, female
students were found to have fewer interactions with science teachers, received less
attention, and were asked more low-level questions, which appeared to conform to
the teachers' apparent expectations.

The differential treatment that takes place in elementary and secondary
classrooms appears to carry over into the college level classroom. Sadker and
Sadker (1991) observed that the undergraduate program tends to preserve rather
than to reduce stereotypic differences between the sexes. College textbooks have
been found to contain stereotyping and omission of the contributions of women
(Sadker & Sadker, 1979). Staffing pattern assessments reveal that men outnumber
women in all ranks of professional and administrative positions, and that the
imbalance becomes greater with higher ranks and positions, such as provosts and
university presidents. Pay scales between male and female professors of same
rank and tenure have been shown in a recent study to be consistently higher for
males (Diversity within adversity: The annual report on the economic status of the profession, 1992).

The Effects of Sexism

Within the context of sexism in children’s literature and teacher-student interactions of the classroom, it is important not only to be able to identify gender bias; but it is equally important to gain an understanding of the outcomes of this phenomenon, which are far-reaching and are often carried into successive generations. Research has identified several effects to which sexism has been a contributing factor.

Self-esteem

Studies have shown that society places more value on masculine characteristics than on those associated with femininity (Love & Gonzalez, 1988; Purcell & Stewart, 1990). The characteristics identified with females are those of dependency, passivity, and submissiveness, while males are identified with characteristics of independence, leadership, aggressiveness, and bravery.

The depiction of female dependency in textbooks gives females a feeling of powerlessness, that they are unable to solve their own problems (White, 1986). Males, on the other hand, are often pictured in books as being brave, active, and competent problem solvers. White observed that "if dependency is viewed as an appropriate and perhaps attractive trait in women, it is not surprising that children’s literature reflects and probably helps perpetuate this view" (p. 251).
Self-esteem is also affected by teacher-student interactions (Barba & Cardinale, 1991; Hamilton, 1992). Since boys are encouraged to be aggressive, curious, and adventurous, they tend to become the active participants in the classroom, raising their hands and responding to questions more frequently. Consequently, teachers tend to interact more in question-answer dialogue with boys. This creates a feeling of invisibility in girls, resulting in lowered self-esteem.

A study of questioning interactions by science teachers (Barba & Cardinale, 1991) revealed that even when female students responded appropriately to their teacher’s questions, thus conforming to the teacher’s expectations for classroom conduct, they were more often asked low-level questions that involved lower levels of thinking. By asking questions of this nature, female students were provided cues that they were low-ability students, and over time, they tend to produce less effort.

Another stereotypic contributor to low self-esteem in both sexes is the overemphasis on external appearance. When questions on sex role-related issues were asked to a group of high school students (Tarshis & Briegman, 1992), the idea of appearance was clearly important. When asked what was the first thing they looked for in a girl or a boy, two out of five boys quickly answered that looks was the first thing. One female felt that "if a girl's ugly, but has a good personality, a guy doesn't care. He's not going to go out with her...Guys are more into looks" (p. 12). Another girl commented, "A guy's not going to go up to
an overweight girl and talk to her if she's ugly..." while another girl added, "and say to his friends, 'she's got a great personality'" (p. 12)

These comments illustrate a clear message: *If my appearance and my body do not measure up to the standards set by my society, then I am not worth much.* These attitudes may be reflected in the growing number of female eating disorders and the emphasis on weight loss.

**Academic Performance**

Sexism is a contributor to the academic performance of both males and females. One of the most pronounced effects is the tendency for females to perform poorly in mathematics (Brodkin, 1991; Love & Gonzalez, 1988; Nilsen, 1987; Tarshis & Bregman, 1992). Brodkin (1991) observed that girls often do not expect to do well in math. It is viewed as a cultural expectation, frequently shared by parents and teachers, and therefore often becomes a self-fulfilling prophecy. Richman, Clark, and Brown (1985) noted that women in secondary and postsecondary education do not generally believe that they are capable of doing college work and exhibit lower self-esteem than men, even though they tend to earn higher grades.

An illustration of the correlation between sex role attitudes and academic performance is seen in an interview with a seventeen-year-old female (Tarshis & Bregman, 1992) who had difficulty with math problems in chemistry assignments. Even though she was aware that chemistry was important for her chosen career path of medicine, she rejected seeking extra help from her teacher, having carried
with her the idea that girls are not good in math. The result was that she "squeaked by" (p. 10), settling for a C-, though she was described as a "serious" student.

Interestingly, it does not start out that way. Girls begin school speaking, reading, and counting sooner than boys, and in the early grades show better performance at math than their male peers (Love & Gonzales, 1988; Maccoby & Jacklin, 1974). However, their performance on ability tests begins to decline in high school; this appears to correspond to a declining loss of self-esteem in the progression through school. Wolfe (1991, p. 69) noted, "Girls are the only group in our society that begin school ahead and end up behind."

The content of test questions has been observed to account for at least some discrepancy in female performance on mathematics tests (Brodkin, 1991). Math ability tests have had a tendency to contain test questions geared for males, such as baseball players' averages. Brodkin noted that when the same mathematical directives were given in terms of recipes, girls performed better.

Brodkin (1991) also made the observation that males, on the other hand, have the tendency to be at a disadvantage on test sections dealing with verbal skills. In a study involving examination of scoring on the SAT, gender-related results were noted. It was discovered that when more science and computer items were added to the verbal section of the SAT, girls lost their verbal advantage. The AAUW Report (1992), noted that small adjustments were made in the SAT-Verbal to make it more sex-neutral. The verbal advantage given to males resulted in a
three to ten point difference. "It is interesting to note that no efforts have been made to balance the SAT-Math, on which males outscore females by about one-half of a standard deviation, or about fifty points" (p. 54). The report observed that colleges use SAT scores to predict students' college success. It also noted that the scores tend to underpredict female performance and overpredict male performance, since in reality, young women tend to receive higher college grades than young men who have the same SAT scores.

Another factor in the loss of academic performance is that of gender-related behavioral expectations (Love & Gonzalez, 1988). While girls tend to take on roles of passivity in the classroom, boys tend to act out. Love and Gonzalez noted that causing disrupting behavior is a way of proving one's masculinity. The media and advertising world perpetuates to boys that problems are most efficiently solved by violence. Toy companies make "action" heroes having rippling muscles who fight off world crime. These models of masculinity are not often depicted in the activity of reading, and according to Love and Gonzalez, a related result is that boys have almost four times as many reading problems as girls, and the likelihood for them to repeat grades is over sixty percent.

Career Choices

Gender bias can affect both males and females in their choice of careers and career options (Dworkin & Dworkin, 1983; Love & Gonzalez, 1988; Tarshis & Bregman, 1992). Females are typically channelled into lower-paying positions such as secretaries, teachers, and nurses, whereas males are encouraged to explore
a much wider variety of higher-paying professional options, such as doctors, lawyers, and administrators. This has been reflected in children's literature, as Weitzman et al. (1972) noted in the study of Caldecott picture books in which women were pictured in one out of six professions, specifically, merchant (the only paying profession), queen, singer, dancer, fairy, and artisan, activities apparently pursued more for enjoyment than employment.

To illustrate, the Bureau of Labor Statistics announced in 1976 that women earned only 59 cents for every dollar earned by men. Census Bureau figures for 1981 revealed that the median annual salary for full-time male workers was $20,260 versus $12,881 for females, about 59 percent of what men earned. By 1985 the male/female ratio for earnings for $35,000 and higher was fifteen to two, showing very slow change (Wright & Dwyer, 1990).

One accountable reason that women find themselves in lower-paying jobs is the lack of skills in mathematics and science. "The failure to take sufficient coursework in math and science is the single most critical factor that closes doors to higher paying careers" (Love & Gonzalez, p. 15). Another reason that women find themselves in lower-paying jobs is directly attributed to sex discrimination. Often identical jobs are given different job titles with corresponding discrepancies in salary, based exclusively on gender. A restaurant hostess versus a maitre' d is case in point (Dworkin & Dworkin, 1983).
Sexual Abuse/Harassment

Love and Gonzalez (1988) observed that the selling of sex and an emphasis on enhancement of looks within the media perpetuates the idea that women are decorative pieces of merchandise. "The idea of feminine beauty in our society is airbrushed and flawless--a look that can be achieved artificially, and thus the female body becomes, in essence an object" (p. 18). Consequently, the treatment of a person in this manner instead of as an individual shows a lack of respect and a feeling of sexual superiority. "Along with rape, wife beating, prostitution, and pornography, [sexual harassment] is one of the ways in which male control shapes women's experience" (Martin, 198, p. 54).

Smithson (1990) observed that sexual harassment is an attempt to undermine the self-belief of women and girls and is an institutionalized abuse of power. A survey conducted by Cornell University (Assessing sexual harassment and public safety: A survey of Cornell women, 1986) on women graduate students revealed that 61 percent of the women had been subject to unwanted sexual attention and 12 percent avoided taking classes from professors who had a reputation for female sexual harassment. "If women have to avoid some teachers because they engage in sexual harassment, they miss the opportunity to gain knowledge that could prove valuable in their careers" (Smithson, p. 5).

In brief, research has suggested that stereotypic attitudes and behavior in the classroom has created far-reaching effects. A significant outcome is a declining loss in female students' self-esteem as they encounter a society that
places more value on characteristics associated with males, such as strength, bravery, and leadership. Accordingly, sexism has been attributed as having impacted academic performance, career choices, and sexual abuse and harassment.

**Literature Selection and Response**

The review of research in this area examines literature selection from several points of view, including pre-adolescents, junior high students, and educators, and may provide correlative information to the responses of preservice teachers involved in the current study.

Cherlund (1992) studied gendered student response to selected pieces of literature—the word "gendered" referring to the stereotyped beliefs that children brought into their groups as to how to engage in conversation. Responses of pre-adolescent students were set up in either all girl, all boy, or mixed-gender groups. Results indicate, the all-girl groups responded to the literature in terms of feeling. The all-boy groups responded in terms of action in the stories. Mixed-gender groups elicited varied responses. These responses suggested that women perceive themselves in conversation as participants in making connections, in which conversations take place to achieve closeness (Tannen, 1990). Men, on the other hand, tend to engage in conversation involving power, in which an attempt is made of gaining the upper hand. Tannen described each style of conversation to be equally valid, but different.

In the area of literature selection, Myles, Ormsbee, Downing, Walker, and Hudson (1992) researched guidelines for selecting literature that would be
appropriate for children having learning differences. Guidelines were established in the following areas: a) types of material available b) general criteria for book selection for students with learning differences and c) general criteria for book selection about other students with learning differences. Suggested types of books included predictable books, picture books, taped books, and high interest, low vocabulary books. Also included are bibliotherapy books that are useful in helping students with special needs to achieve social and emotional maturation, student-produced books and non-books (telephone directories, newspapers, magazines, etc.).

The following criteria for book selection for students with learning differences included the following:

1) Does the story line respond to student interest?
2) Do the materials match students' language and background experiences?
3) Do the materials teach students about their world?
4) Are the materials developed in a predictable format?
5) Are the materials developed from a deductive approach?

The guidelines for book selection about students with learning differences were as follows:

1) Is the portrayal of persons with learning differences written realistically with emphasis on similarities as opposed to differences?
2) Are the persons portrayed in a variety of settings and situations?
3) Is the main character treated with admiration, acceptance, and understanding?
4) Are the materials interesting?

The basic goal of all criteria for literature selection in this study was "to arouse student interest in reading" (p. 220) with the idea that once students read on a voluntary basis, other materials can be introduced to broaden their base of knowledge and interest.

Hiebert and Colt (1989) studied patterns of literature-based reading instruction. They described three patterns of literature-based instruction that combine different facets of instruction and literature selection: teacher-selected literature in teacher-led groups; literature in teacher-and student-led small groups; and student-selected literature read independently. The recommendation from this study was that a total reading program should contain various combinations of the three patterns to provide both elements of teacher guidance and student-selected literature that reflects students' own experiences and promotes students' self-esteem.

Gerlach and Rinehart (1992) studied the criteria that junior-high students use when selecting literature. The results of the study indicated that this age group uses the summary on the inside flap of the book and the illustrations on the cover in making their reading choices.

Some researchers approach literature/book selection with gender equity in mind. Bazler (1991) stressed the importance of selecting content area textbooks with attention to gender equity, particularly in the area of science textbooks, which is a subject area with a history of having gender bias. The study encourages
teachers to be aware of subliminal and theoretical messages in regards to gender fairness when making textbook choices.

Obbink (1992) maintained that literature is written in either a male or female style. The observation in this study is that traditional literature programs in schools have adopted androcentric and Anglo-centric cannons, specifically, works written from an Anglo-Saxon male perspective, irregardless of the gender of the author. What have been considered to be "Great Writers" and "Great Works" "has not only excluded female voices in the past, but also continues to ignore them, even in the classrooms of the 90's (p. 38)." As students read these writings, they tend to identify with the characters within the literary works, which play a part in the development of self. The implication of this observation is that in choosing literature for classroom use, teachers should become aware of the "male" and "female" voices in literature and utilize both types of literature, with awareness of the impact of gender issues on learning and development.

Conclusion

The findings in this review of research explored the subject of gender equity in the classroom. Observational studies have shown that children's literature has presented males as the central characters of stories who are involved in most of the action. Females, on the other hand, have been portrayed as passive onlookers and dependent. Failure to include females and minorities in predominant roles and in grammatical terminology as seen in linguistic bias, has subliminally delivered the message that this sector of the population merits less
attention. This attitude by publishers and educators has been demonstrated in teacher-student interactions, in which teachers have been observed as calling on and providing assistance for males more frequently than for females, giving the impression to females that their contributions are not important, and in many instances, the feeling of not being seen, or *invisibility* occurs. Ultimately, research has shown that as the majority of female students progress through school, they gradually develop a declining loss of self-esteem, and they lose interest in mathematics and science, subjects that have been traditionally targeted for males and are crucial for many of the higher-paying and successful careers.

Last, the review of literature examined literature selection and response from various points of view, including pre-adolescents, junior high students, and educators, as a means of providing information on the process that preservice teachers use when selecting literature. Among the findings, studies involving pre-adolescent students indicated that females in this age group tend to respond to literature in terms of feeling, whereas males are more likely to respond in terms of action. Accordingly, it was observed that literature is written in distinctive male or female styles. Because of the gendered nature of both student reaction and writing styles among authors in literature, it is suggested that educators demonstrate awareness and use conscious strategies in these areas when choosing and utilizing literature for instruction, thus creating a balanced and equitable program.
CHAPTER THREE: THE APPLICATION

This chapter will discuss the instruments of study that were used to determine the variables that preservice teachers consider in selecting and using literature for instruction. Through preservice teachers' selections of children's literature, the following questions will be addressed:

- Do preservice teachers carry with them pre-existing attitudes in regards to gender that may affect literature utilization?
- Are preservice teachers sufficiently aware of gender issues as they plan for instruction?

The first instrument of study was a gender attitude survey that was designed to provide base-line information regarding both the type of gender-related issues to which preservice teachers have been exposed and the attitudes they currently maintain. Second, an examination of rationales for book selection by preservice teachers indicated the extent that balanced gender portrayal played in the preservice teachers' choice of books. Last, the information obtained in an analysis of preservice instructional design determined the identification of specific book choices, a comparison of female to male characters, and the utilization of the roles of female main characters within the preservice teachers' plans for instruction.

The Setting

The Community

This study was conducted in three undergraduate, senior level classrooms at a state university of 12,000 students. A total of 70 individuals participated. The
university is located in a metropolitan area of a midwestern state. According to 1990 U.S. Census data, the population of the county in which the university is located was approximately 500,631. Caucasians made up 88.4% of the population, African Americans 8%, Hispanics 2.6%, Asian 1.0%, and Native Americans <1%. The median household income for this county is $32,358; however, 9.2% of the population is living in poverty.

**Methodology**

**Data Collection**

Data were collected during the winter, 1993, semester during which time all participants were enrolled in a three credit reading methods course. Three types of data were collected. First, participants wrote a paragraph that identified the children's literature they selected for a literature study project and their rationale as to why this particular piece of literature was selected. Second, a Gender Attitude Survey was administered. Third, all Literature Study Projects designed by participants were collected for analysis. A brief description of each follows.

**Gender Attitude Survey**

In order to determine participants' attitudes about gender equity in K-12 and university classrooms, the Gender Attitude Survey (See Appendix A) was administered. This survey was adapted from one developed by Mader (1993) who studied gender equity instruction within teacher education programs. Select items from Mader's survey were pilot tested with a group of preservice teachers similar
to those participating in this study. The purpose of the pilot test was to clarify the wording of each item. When appropriate, items were reworded. The resulting 25 items dealt with gender equity in K-12 and university curricula, assessment tools, educational materials, and classroom interactions among teachers and students. The survey was administered the week after the literature study assignment was collected so that items on the survey would not directly influence the design of the literature study projects. This was purposely done since this research sought to document the extent to which preservice teachers naturally incorporate or ignore gender equity when planning for instruction.

**Rationale Paragraphs**

During the first class meeting of the semester, the Literature Study Project was briefly introduced to participants. Over the next four weeks, members of the class read various children’s books and met to discuss them, thus forming literature study groups (Eeds & Wells, 1989; Peterson & Eeds, 1991). In the fifth week of the course, groups met and selected one title per group for in-depth study, with the exception that three or four titles of short-length books from one author could be used as equivalent of one longer-length book. After this title was selected, each group member was asked to submit a paragraph identifying the title of the children’s literature selected and the reason(s) why this particular title was selected. Participants were given total freedom of choice when selecting titles and presenting their rationales.


**Literature Study Project**

The literature study project followed the guidelines presented by King (1992) and contained two components. The first component required class members to meet in literature discussion groups. The second component required participants to collaboratively develop literature-related activities they might use in their field-based classrooms.

Each literature study group was given six weeks of class time (approximately 90 minutes per week) to create a folder of resource information as well as original classroom activities to use with the selected children's book. Folders were required to include:

- an originally written synopsis of the story,
- information about the author and/or illustrator,
- suggested grade levels and any special teaching instructions,
- a story map (including setting, characters, conflict, plot development, and theme),
- an activity designed to teach a particular literary element (These include characterization, mood, symbolism, metaphor, and point of view),
- a list of discussion questions that highlight significant literary elements (Participants were encouraged to focus questions on those literary elements they naturally identified during their personal discussions of the story),
• a list of vocabulary words to be taught (Terms selected should be essential to comprehend and/or completion of the other activities included in the Literature Study Project),

• an activity designed to teach a reading comprehension strategy (These include, among others, KWL, DRTA, semantic mapping, text previews, anticipation guides, ReQuest, etc.),

• two thinking skills activities for each level of Bloom's taxonomy (1956).

Participants designed a "shape" that was relevant to their book and created activities involving a particular level of thinking. For example, for Mildred Taylor's *Roll of Thunder, Hear My Cry* (1976), a schoolbus might be the appropriate shape. An appropriate activity for the *knowledge* level of thinking, which would be directly written on the schoolbus shape, might read: "Complete a wanted poster for T. J. Avery. Draw a picture on your paper using his physical description from the story. Underneath the picture, list in one column the crimes that were committed against his friends and in another column, list the crimes he was accused of in Strawberry." An appropriate *evaluation* activity might read: "Set up a court trial in your classroom. Appoint a judge and jury and assign the character roles of the Logan family, Mr. Morrison, Mr. Jamison, Mr. Granger, the Simms, the Wallaces, the Sheriff, and the Averys. Conduct a trial and come to a conclusion whether T. J. Avery is guilty of robbery or murder or both."

• a grading sheet for evaluating pupils (This included an explanation of what will be graded, and how it will be graded),
• a list of final celebration project ideas to enrich or extend pupil appreciation and involvement with literature (Participants were required to include ideas that address multicultural or environmental issues as well as provide content area integration).

Completed Literature Study Projects were collected two weeks before the end of the semester, one week before the Gender Attitude Survey was given.

Data Analysis

The data for this study were collected and analyzed using three instruments: First, a Gender Attitude Survey; next, an analysis of participants' rationales; and last, an analysis of literature study projects.

Gender Attitude Survey

A T test (p < .05) comparing male and female responses for each of the 25 items in the survey was used. In addition, the frequencies of male and female responses on each item were tallied and percentages were computed (see Appendix B). The T test analysis revealed significant differences between male and female responses on two survey items with no significant differences on 23 of the survey items.

Rationales for Literature Selection

To determine if awareness to issues of gender is a factor in preservice teachers' literature selection, participants were required to state in a short paragraph their rationale for selecting the literature they would be using for the
group literature study. A total of 66 preservice teachers completed the rationale paragraphs.

As a method of analysis, *Glaser's Constant Comparative Method* (1969) was used. Each response was read and compared with each previous response. Responses that were similar in nature were placed into categories. Qualifiers were established to provide guidelines in creating categories for those responses. After all of the responses were noted and categorized, they were then totaled (see Table 1).

**Literature Studies Project Analysis**

Each project was examined for the following components:

- Gender of group members,
- Title/s of literature selection/s,
- Female main characters cited,
- Male main characters cited,
- Attribute treatment of main characters (For instance, character attributes may have been utilized in the study by use of a Venn Diagram) and
- Suggested grade level.

Conclusions were drawn regarding each study’s book selection and utilization/treatment of main characters. The studies were then divided into two categories. The first category addressed the studies containing female main characters, and the second addressed the remaining studies containing main characters that were exclusively male or gender-neutral. The analysis revealed
gender-related patterns in numbers of male/female main characters and in project utilization of the roles of female main characters.

An initial attempt in the course of literature study analysis was made to note the group members' male/female points of view through their design of questions and activities (feeling versus action) as Cherlund (1992) described previously in a study of literature response groups. However, it became apparent that literature response groups and literature study groups are different in nature. The former type of group, literature response, allows the participants to directly express personal feelings and discuss actions and events of a selection of literature, whereas literature study groups pursue a formal set of directives which would affect the resulting lesson design. For example, each group was to design an activity for teaching a particular literary element (characterization, mood, symbolism, metaphor, and point of view). Out of this the resulting design for mood would naturally evoke a question such as, "How would you feel if you were in the same situation?" The process of analysis required too many inferences to be made in an attempt to draw conclusions regarding the participants' points of view. Therefore, this part of the analysis was tabled. However, the observations made in the area of female main character attributes in instructional design were noted, as well as the numbers of male/female main characters in the studies.
Findings

Gender Attitude Survey

The intent of presenting the findings of the Gender Attitude Survey is to provide a description of participants' attitudes toward issues of gender equity in education. This description may be helpful in interpreting the findings of the Literature Study Project analysis. Results of the Gender Attitude Survey will be presented in the following order: First, participants' attitudes toward gender bias will be presented. Next, participants' awareness of gender related patterns within the K-12 and university systems will be elaborated. Finally, the extent to which this particular teacher preparation program has provided experiences for participants to explore gender fair instructional practices will be identified.

Gender Bias. The T test ($p < .05$) analysis revealed a significant difference between female and male responses regarding gender bias on tests they have personally taken (item #12 of Appendix B). The female mean score was 1.91 with a standard deviation of 0.49. The male mean score was 1.33 with a standard deviation of 0.49. These scores are based on a three point scale where a score of 1.0 indicates no awareness of gender bias on tests taken and 3.0 indicates in-depth awareness of bias. Percentages indicate that 75% of female respondents ($N=41$) noticed some gender bias on tests they had taken, and 9% of the females ($N=5$) had experienced in-depth bias. These figures are in sharp contrast to the 67% of male responses ($N=10$) that indicated no notice of gender bias on tests taken.
This comparison is especially critical in light of the fact that both sexes felt strongly that gender should not influence grading in the classroom (item #14).

The majority of both males (93%) and females (75%) had some experience discussing gender bias as an educational issue (item #1). However, 17% of all participants reported no experience in discussing gender bias, while only three females reported in-depth discussions on this issue. It is important to note that each of these three females qualified their responses by noting such in-depth discussions occurred not within the School of Education, but while they were enrolled in a course offered by the women's studies department at the university.

Items 15 and 16 of the Gender Attitude Survey dealt with the extent to which preservice teachers noticed the sexual harassment or discounting of male and female K-12 pupils by their classmates. Sexual harassment was defined as explicit derogatory mention or use of gestures involving one's sexuality while discounting refers to pupils bullying or making fun of one another. Results indicate that 80% of male respondents (N=12) and 73% of female respondents (N=40) had noticed some or in-depth sexual harassment/discounting of female pupils by their classmates, while no one noticed in-depth harassment of their male counterparts. Some sexual harassment/discounting of male pupils was noticed by 67% of male respondents (N=10) and 47% of female respondents (N=26). Over one-half of female respondents and one-third of male respondents noticed no harassment/discounting of male pupils by their classmates.
The final item dealing with gender bias is item #25, which asked participants the extent to which they believe bias against females can exist in a largely female profession such as teaching. Six female respondents (11%) and zero male respondents felt bias against females in female professions could not exist. More than half of the respondents (11 males, 31 females) felt some bias could exist while 33% of female respondents (N=18), and 27% of the male respondents (N=4) felt in-depth bias against females in largely female professions could exist.

Awareness of Gender Related Patterns. The T test (p< .05) analysis revealed a significant difference between female and male responses regarding the extent to which each has noticed gender related patterns in teacher-student interactions (item #13 of Appendix B). The female mean score was 2.15 with a standard deviation of 0.56 while the male mean score was 1.60 with a standard deviation of 0.63. These scores are based on a three point scale where a score of 1.0 indicates no awareness and 3.0 indicates in-depth awareness. Percentages indicate that while 57% of males (N=8) noted some gender related patterns in teacher-student interactions, as many as 43% (N=6) of male preservice teachers had no awareness these patterns actually exist. The females in this sample appear to be much more aware of gender related teacher-student interactions than their male counterparts with 91% (N=51) indicating some or in-depth awareness and only 9% (N=5) indicating no awareness.
Males and females differed slightly in their awareness of gender related patterns in K-12 staffing and teacher education programs (item #24). While a large portion of males were not aware of gender related patterns in teacher-student interactions, only 13.3% of male respondents (N=2) were unaware of gender related staffing patterns in K-12 and teacher education programs. Two thirds of the males surveyed and 73% of the females surveyed indicated some awareness that definite gender related staffing patterns exist. The two sexes differed in that a higher percentage of the females, 27% (N=15), than males were unaware that gender related staffing patterns exist.

Fairly large percentages of male (40%) and female (29%) preservice teachers in this sample indicated no awareness of gender related patterns in school guidance/career counseling (item #17). More than half of all of the respondents said they were aware of school guidance practices that perpetuated career stereotyping by encouraging boys to enter technical fields and girls to enter professions such as teaching or nursing.

The last item to be reported in this category deals with the extent to which participants' coursework has made them aware of gender related patterns within race and social class (item #6). Some females (N=12, 22%) indicated in-depth exposure to this topic, but zero males did. The majority of males (N=12, 80%) indicated some awareness of gender related patterns within race and social class, as did 62% of the females (N=34). Nine females, or 16%, claimed no exposure as did three males (20%).
Promoting Gender Fairness via Teacher Preparation Programs. The responses in this category are based on participants' experiences in the teacher education program at the university in which this study occurred. The overwhelming majority of both males (100%) and females (98%) felt strongly that equal gender representation should be evident in children's literature and textbooks used in the classroom (item #11). Only one female felt that equal gender representation should not be evident in school books read by children.

Even though the majority of preservice teachers felt that equal gender representation was necessary in classroom materials, 56% of the females (N=31) and 26% of the males (N=4) claimed their teacher preparation program provided no experience with analyzing textbooks and materials for gender equity (item #8). The majority of males (67%, N=10) indicated their teacher preparation program had provided some experience analyzing materials for gender equity, but only one male reported having in-depth experience.

Whether or not the preservice program focused on gender differences in learning styles and classroom activities was the topic of item #21. Female responses varied the greatest with 35% of female respondents (N=19) claiming no exposure to this topic, 58% (N=32) claiming some exposure, and 7% (N=4) claiming in-depth exposure. The majority of male responses (73%, N=11) indicated their teacher preparation program provided them with some exposure to the topic of gender differences in learning styles while 27% (N=4) said they had no exposure to this topic.
Item #20 dealt with opportunities to create gender fair lesson plans. The majority of both male (73%, N=11) and female (67%, N=37) responses claimed their teacher preparation program provided some experience in creating gender fair lessons. Interestingly enough, 15% of the females (N=8) and 20% of the males (N=3) claimed the same teacher preparation program provided them with in-depth experiences in creating gender fair lesson plans.

Slightly more than one fourth of female respondents (N=14) and 13% of male respondents (N=2) claimed their teacher education courses did not address the topic of gender related patterns in teacher-student interactions (item #22). The majority of both sexes (65% of female responses and 87% of male responses) felt this same teacher preparation program did to some extent address this topic. The male responses on item #22 of the survey varied from their responses on item #13, which asked to what extent participants were aware of gender related patterns in teacher-student interactions. On item #13, 43% of males (N=6) claimed no awareness of such gender related patterns even though 87% of the same group of males felt their teacher education courses had provided them with some exposure to this topic.

In summary, two significant results emerged from this survey of preservice teachers. First, females as compared to males demonstrated more awareness of gender issues in tests they had taken, inferring that they had encountered some personal experiences in that area to a greater degree than had the males. Second, females as compared to males were more aware of gender related patterns in
interactions between teachers and students, which reinforces previous research indicating that male students receive the bulk of teacher attention (Barba & Cardinale, 1991; Sadker & Sadker, 1885a, 1986, 1990).

The survey revealed several other findings of interest in the study of gender issues. Out of 55 females, six felt bias against women could not exist in traditionally female occupations, such as teaching or nursing. Next, although males and females both noticed discounting (i.e. bullying, humiliating, purposely ignoring) and sexual harassment of female pupils by their classmates no one in the survey noticed in-depth sexual harassment of male students by their classmates. Another finding showed that the majority of both males and females at some point in their lives had discussed gender bias as an issue important in education. Additionally, more than half of the respondents, both male and female, were aware of school guidance practices that tend to perpetuate gender-related career stereotyping. Moreover, the overwhelming majority of both males and females felt that equal gender representation should be evident in textbooks and literature used in the classroom. Last, as many as 25% of males and 56% of females indicated that their teacher preparation program provided no experiences with analyzing textbooks and materials for gender equity, indicating the need for more direct instruction in gender-related issues.

**Rationales for Literature Selection**

Out of the total number of responses (N=66), the largest number of responses, 41% (N=27) cited the themes, messages, and/or topics of the chosen
literature as their rationale for selection. Respondents in the next most frequently-cited category, 26% (N=17), selected literature based on the illustrations and/or the information provided on the cover or inside flap of the book. These findings support Gerlach and Rinehart (1992), who found similar results in their study on literature selection of junior-high students.

TABLE 1

Reasons for Selecting Children's Literature by Preservice Teachers

<table>
<thead>
<tr>
<th>Selected Books</th>
<th>Frequency of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes/messages/topics</td>
<td>27</td>
</tr>
<tr>
<td>Many possibilities for use</td>
<td>21</td>
</tr>
<tr>
<td>Illustrations/Information on back of cover</td>
<td>17</td>
</tr>
<tr>
<td>Recommended by someone</td>
<td>16</td>
</tr>
<tr>
<td>Preservice teachers' familiarity with book</td>
<td>15</td>
</tr>
<tr>
<td>Specific Genre</td>
<td>8</td>
</tr>
<tr>
<td>Appropriate age range</td>
<td>7</td>
</tr>
<tr>
<td>Captivating actions/plot</td>
<td>6</td>
</tr>
<tr>
<td>Fun reading</td>
<td>5</td>
</tr>
<tr>
<td>Strong character attributes</td>
<td>4</td>
</tr>
<tr>
<td>Multicultural modeling</td>
<td>3</td>
</tr>
<tr>
<td>Use of literary elements</td>
<td>3</td>
</tr>
<tr>
<td>Author's use of realism</td>
<td>3</td>
</tr>
<tr>
<td>Appropriate readability level</td>
<td>2</td>
</tr>
<tr>
<td>Text available in multiple quantities</td>
<td>2</td>
</tr>
<tr>
<td>Gender balance of main characters</td>
<td>2</td>
</tr>
<tr>
<td>Pattern book</td>
<td>1</td>
</tr>
<tr>
<td>Tying reality with fantasy</td>
<td>1</td>
</tr>
<tr>
<td>Sparks students' imagination</td>
<td>1</td>
</tr>
<tr>
<td>Well-known author</td>
<td>1</td>
</tr>
<tr>
<td>Change of attitude among characters</td>
<td>1</td>
</tr>
<tr>
<td>Positive ending</td>
<td>1</td>
</tr>
<tr>
<td>Deals with feelings</td>
<td>1</td>
</tr>
<tr>
<td>Positive problem solving qualities</td>
<td>1</td>
</tr>
</tbody>
</table>
Other frequently-cited responses included the following: literature was recommended by someone, 24% (N=16); many possibilities for classroom use, 32% (N=21); and the individuals' familiarity with the book, 23% (N=15). The following were among rationales that were less frequently cited: literature selection based on genre, 12.12% (N=8); age appropriate reading material, 10.6% (N=7); and captivating actions/plot, 9.09% (N=6). The remaining responses were cited by 8% (N=5) or less of the total of all participants. It is interesting to note that only two individuals, both female, listed gender balance of main characters as their rationale for literature selection.

**Analysis of Literature Study Projects**

The findings of the Literature Project Analysis describe participants' use of the female main character attributes as indication of the attitudes they may possess towards issues of gender equity and the amount of direct awareness they may have in regards to these issues. These findings also reveal the number of male main characters versus the number of female main characters noted within the literature selections (refer to Appendix II for complete listing of all books used and/or mentioned in study).

The literature study projects have been divided into two categories: Those containing female main characters will be discussed by title of book and author, and when applicable, studies in replication or of the same genre will be discussed sequentially. The category subtitled "Additional Findings" will address the variables observed in studies containing all-male main characters. Also noted
within this section are the numbers of female and male main characters cited by
the group members.

**Studies Containing Female Main Characters**

*Charlotte's Web,* by E. B. White

Group member gender: Two females, one male.

Female main characters cited: 2 Male: 3

In this study Charlotte, the spider, is the central character of the book. The
other female main character cited is Fern, the little girl in the story. The group
members in this study chose to recognize character attributes by directing students
to make a semantic web of each character. A picture map is used as a
comprehension activity in which students are to draw what Charlotte eats. In
addition, use of questions within the "Literary Elements" section probes for
character attributes: "When does Wilbur begin to accept Charlotte and why?
What would you have done if you were in Fern's place?" Although Charlotte's
attributes of cleverness and character strength were not directly addressed, thereby
assuring that these important qualities are noticed, these attributes may emerge as
students complete the semantic web. However, directly drawing attention to
Charlotte's attributes in an activity would have indicated recognition of the
importance of these qualities.
Fairy Tales, retold and illustrated by Jan Brett

Group member gender: 4 females, 1 male

Female main characters: 3    Male: 4

This group studied three fairy tales: Goldilocks and the Three Bears, The Mitten, and Beauty and the Beast. The activities and questions created by this group of preservice teachers emphasized the comparison of the stories as a whole through use of a Venn Diagram. Only in the "Evaluation Checkpoints" section were questions involving character development used. Overall, this group did not utilize activities that dealt with character attributes of either female or male main characters.

Cinderella, Rapunzel, Snow White, and The Elves and the Shoemaker (Fairy Tale Study)

Group member gender: 3 females

Female main characters: 4    Male: 2

This group used discussion questions to highlight female character attributes, as seen in The Elves and the Shoemaker: "Is the wife of the shoemaker as minor of a character as we think? Is her role of sewing the clothes pertinent to the story? Is her role a stereotype of women? If you were to write the story, who would you have sew the clothes?" Two activities in the "Literary Skills" sections brought female character attributes to light: In The Elves and the Shoemaker an activity involved a reporter who gets the point of view from a variety of people. For instance, the wife's point of view may differ considerably from that of the
shoemaker or the elves, especially in light of the discussion question about her. Thus, the point of view activity may also stimulate discussion of women's roles.

In the Literary Skills for Rapunzel students were directed to change the witch from bad to good and relate how that would alter the story, an activity that would encourage students to search for positive female traits. The questions written for The Elves and the Shoemaker showed a definite awareness to gendered stereotypes, although the same degree of sensitivity was not carried over to the other stories in the study, indicating that individuals (as opposed to collaborative effort) designed plans for each study.

**Bridge to Terabithia, by Katherine Paterson**

Gender of group members: 2 females

Female main characters: 1 Male: 1

To highlight female character attributes, this group chose to use a character web, using accumulated descriptive words about the characters as a pre-reading activity within the "Literary Skills" section. Another strategy used in this section to encourage students to think about character attributes was through journaling, in which students are to record words that describe the characters. Within the "Discussion Questions" section the following questions encourage pupils to think about character attributes: "Tell in your own words how Leslie helps Jess become more confident. How are Jess and Leslie different from each other?"

Leslie, the female main character, is treated by the author as being strong, educated, and secure. This literature study encourages readers to notice her
contribution in helping Jess to become more self-confident and demonstrates that
the two female preservice teachers who designed this study used conscious
awareness in highlighting and enhancing the roles and attributes of female main
characters.

*Streams to the River, River to the Sea, by Scott O'Dell*

Group member gender: 1 female, 2 males

Female main characters: 1  Male: 2

The method particularly noted in this study for highlighting female
characters was through the discussion questions. The first question in the
"Discussion questions" section brings the female main character, Sacagawea, to the
forefront: "How does Sacagawea show her leadership? What other characteristics
does she have?" The discussion questions proceed to probe into areas of
Sacagawea's life, and issues critical in Native American culture, such as her
slavery by another Indian tribe, her marriage with the Chief's son, and her escape
at age 13. The Chapter 10 question is especially pointed: "How did Blue Sky try
to keep Sacagawea away from Charbonneau? What happened to wives and slaves
who ran away from their men? Did women like Blue Sky seem unhappy with this
system? How does she show her feeling of power in a man-controlled culture?"

This group appeared to have a strong grasp on the portrayal of female main
characters, which was seen at the beginning of the study in the story synopsis and
"About the Author" sections. For instance, O'Dell is described as an author who
takes a character like Sacagawea, normally portrayed as a background character,
and writes the book through her eyes. O'Dell is also described as one who writes stories about brave, female heroines, which indicates that this group understood the importance of highlighting the attributes of female characters. However, the group fell short in carrying over these issues in the literary skills section, where more emphasis was placed on the male characters in the book.

*Island of the Blue Dolphins*, by Scott O'Dell

Group member gender: 4 females

Female main characters cited: 1  Male: None

Character attributes were brought to light in this study predominantly through use of discussion questions: "What are Karana's personal qualities? Do you know anyone who possesses qualities similar to Karana's? How does Karana change throughout the story?" Also, the "Additional Activities" section directed students to make a character mobile, describing different qualities/attributes of selected characters (which was intended to include secondary characters, such as Rontu, Ramo, and Tutok).

Despite the fact that this book involves a strong female main character, the focal attention was directed at other aspects of the book. Literary skills activities engaged during the active reading process dealt with such topics as Indian culture and identification of similes and metaphors. It is interesting to note that even though this literature study was developed by an all-female group, they missed the opportunity to utilize the strengths of the main character as a primary objective.
The Lion, the Witch and the Wardrobe, by C. S. Lewis

Gender of group members: 1 female, 1 male

Female main characters cited: 3  Male: 3

This study appeared to have a grasp on identification and development of female main characters, as seen through use of questions and methods for analyzing the character of the White Witch. The "During Reading" section of the "Literary Skills" activities used a point of view activity with an interesting twist, given the witch's personality: "Have the students change the perspective of the story. Tell them to tell the last chapter from the eyes of the White Witch. Pretend she is not all bad. How does this change the way we see the story?" An activity in the "After Reading" section runs in a similar vein of putting her personality in a positive perspective: "Have the students "travel through time to a point where the witch might have been good. What might have happened to change her? Have the students write an introduction using the history they have created to lead in to the story." Also, under "Bloom's Inquiries" the analysis activity directed students to compare Oddments relationship to the White Witch with the way the other siblings in the story relate to her, telling how these relationships are alike and different. One discussion question, this time involving the character of Susan, provided the opportunity to discuss equitable treatment: "How did the professor treat Susan and Peter?"

A second group also chose The Lion, the Witch and the Wardrobe for their literature study. The members, composed of two females, treated the attributes of
the female main characters by use of a chart, addressing four character attributes: Truthfulness, loyalty, self-sacrifice, and courage. Students were to list the characters that demonstrated those qualities. An additional activity listed in the mood section also highlighted character attributes by use of a web on the topic of feelings. One analysis question, under "Bloom's Inquiries," addressed Susan's leadership ability: "Do you think Susan will make a good queen of Narnia? Why?" This study, as opposed to featuring characters and their attributes, placed more emphasis on the study of England, its language, and its culture.

**Tuck Everlasting, by Natalie Babbitt**

Gender of group members: 4 females

Female main characters cited: 2   Male: 4

The activities in this study that dealt with character development were in the form of a story element map entitled "Major Characteristics and Traits." In the "Who Makes up the Story" section each student is directed to pretend he/she is a character from the book describing his/her life. However, each of these activities is designed for all of the main characters and not specifically for any of the female main characters. A specific activity entitled "Winnie's Birthday" encouraged students to decide for themselves what they would do if they were in Winnie's place in the story. The synopsis presents the characters of Winnie and Mae as strong predominant characters, especially Winnie, who thinks things through carefully. Yet, the questions within the literature study itself fail to bring these qualities to light.
**Jumanji; The Wreck of the Zephyr; The Garden of Gasazi**

by Chris Van Allsburg

Group member gender: 2 females

Female main characters cited: 1  Male: 5

The only book in this Van Allsburg collection containing a female main character is *Jumanji*. The "Literary Skills" activities encourage students to learn about the character of Judy through studying the illustrations. The "During Reading" section tells students to draw a sketch of Judy. A character time line is also suggested.

**Two Bad Ants; The Mysteries of Harris Burdick; Just a Dream; and Jumanji**

by Chris Van Allsburg

Group member gender: 2 females, 1 male

Female main characters cited: 2  Male: 5

Only two of the stories in this author study, *Jumanji* and *Two Bad Ants*, have female main characters. This study offered no questions or activities specifically designed for character development, but focused mainly on environmental issues, actions, and events.

**Maniac Magee, by Jerry Spinelli**

Group member gender: 2 female, 1 male

Female main characters cited: 1  Male: 5

Amanda is described as "strong-willed" in the synopsis, and it is through her influence that Maniac Magee finds stability and a permanent home. Yet, no
activities were incorporated to recognize this character's contributions. Only one discussion question even indirectly addressed this character: "How were some of the characters in the book alike or different (such as Amanda Beale and Grayson)?" This study ignores Mrs. Beale, a female character, who, despite public opinion, invites Maniac, a white boy, to live with them on the black side of town.

*Wayside School is Falling Down, by Louis Sachar*

Group member gender: 4 males

Female main characters cited: 1  Male: 1

Only one question addressed the female main character: "Is Mrs. Jewels important to the story?" One other activity mentioned in the "Literary Skills" section was to keep a character list during reading. The directions were vague, but the intent was for the students to sketch something descriptive beside each character's name.

*Number the Stars, by Lois Lowry*

Group member gender: 5 females

Female main characters cited: 3  Male: 1

Several questions center around Annamarie in the "character" section of the literary discussion questions: "Do you like Annamarie? Why or why not? How does the author develop the character of Annamarie? In what way? Do you know anyone like Annamarie? Different? How do you feel about the actions of Annamarie?"
Other characters were identified throughout the chapter-by-chapter questions. A point of view activity in the "Literary Skills" section directed students to tell the scene from Kristi's/Ellen's points of view. An after-reading activity included a "Character Quality Histogram," in which students were to chart the degree that the quality of the named character is affected by the specific events in the story, using a scale of ten as most affected and a one as least affected. For instance, Annamarie's "quality" (attribute) is that of courage/strength. She is listed as being most affected by taking a basket to her uncle, and least affected by soldiers coming to her apartment in the night.

Since this book focuses on female characters, it lends itself well to activities and questions that bring out the qualities of the female main characters. This group appeared to have a good grasp on the importance of bringing out female characters' attributes, although the group made no direct reference to indicate awareness of gender issues.

Additional Findings

Among the studies containing all-male main characters, two variables were noted. The first observation analyzed all-female versus mixed-gender literature study groups who selected books for study containing all-male main characters. A total of eight literature study groups out of 22 selected books containing all-male main characters. Within this category six of the groups consisted entirely of females, while two of the groups were of mixed gender.
The second observation dealt with use of linguistic balance in the terminology of lesson design. In the study of *The Great Kapok Tree*, by Lynn Cherry, in which all characters were portrayed as male or gender-neutral, the use of linguistic balance was noted in several places within the lesson design. For instance, Activity 2, under "Comprehension Plan" reads, "Another way for the learner to understand what might happen to the creatures in the rainforest and the rainforest itself is to put him/herself in the Kapok tree's place." The group's use of male/female pronouns shows an awareness to the need for linguistic balance. In contrast, the group that studied three of Eric Carle's books: *The Grouchy Ladybug; The Mixed-up Chameleon; and The Very Hungry Caterpillar* was found to have a strong male emphasis. Even the character of the ladybug (in *The Grouchy Ladybug*) was referred to as "he" within the lesson design.

Last, the total numbers of female to male main characters were tallied, and each book was noted only once. In books selected by preservice teachers, a total number of 25 female main characters to 51 male main characters were noted, creating a ratio of approximately one female to two males.

**Discussion**

**Rationales for Literature Selection**

A large percentage of the respondents, (N=17) listed the illustrations and/or the information provided on the cover or inside flap of the book as criteria for their literature selection. As Gerlach and Rinehart (1992) noted, this was the primary criteria for literature selection among the junior-high students in their
study. If these preservice teachers were making conscious choices based on the criteria that children use in selecting books, the rationale would have merit. If, however, these individuals were making selections with no deeper thought than that used by junior-high aged students, it suggests that many teachers in training may not be thinking strategically when they choose books for use in the classroom, emphasizing the need to demonstrate responsible academic reasoning.

The rationale analysis also found that only 3% (N=2, both female) of the total number of respondents (N=66) listed gender balance of main characters as part of their rationale for literature selection. Given that such a small number of individuals made this reference indicates that balanced male/female representation among the main characters was not a primary criteria for literature selection by these preservice teachers.

A comparison of this response to the answer the same preservice teachers gave in item #11 ("To what extent should equal gender representation be used in children's literature and textbooks?") revealed that 83% (n=46) of the females and 93% (n=14) of the males marked "in depth", indicating that the overwhelming majority felt that gender balance in children's literature is very important. Yet, their rationale statements on literature selection did not reflect this attitude, and they chose not or could not make it a priority in selecting literature for classroom study.
Observation of Female/Male Main Characters

The female to male ratio of main characters cited in books selected for literature study was 25 females to 51 males, revealing that approximately twice the number of male main characters dominated in the stories over females. For instance, in the book *Streams to the River, River to the Sea* the female main character is Sacagawea. However, also included as male main characters in the book were Captain Clark and Charbonneau, making exactly a two to one ratio.

The findings of this study parallel earlier studies that showed the outnumbering of males to females in studies of basals (Graebner, 1972; *Women on Words and Images*, 1975) and of Caldecott Award books (Heintz, 1987; Nilsen, 1971; Weitzman et al., 1972). Although a two to one margin in this study shows improvement over Graebner's study of seven male-centered stories to two female-centered stories, it nevertheless reveals a significant imbalance. The uniqueness of this study as compared to previous studies noting male to female main characters is that this study examined books that were directly selected by preservice teachers, and it indicates what these individuals will be using for literature-based instruction in the classroom.

In searching for gender awareness and attitudinal variables, several areas within the literature studies were noted. The majority of the groups (approximately 19 out of 22) failed to take advantage of strong attributes of female main characters. For instance, *Island of the Blue Dolphins* included a "character mobile" in the back of the literature study as an "additional activity" when it could
have been more effectively incorporated within the Literary Skills section as an integral focus of the unit. Even then, the character of Karana, the female main character of the story, was not specifically selected for study; rather, the mobile idea was designed to explore the attributes of "selected" characters. The Literary Skills focused on Indian culture and use of simile and metaphor instead of character development.

The synopsis sections in three of the studies, Streams to the River, Maniac Magee, and Tuck Everlasting indicate the group members' awareness, although possibly inadvertent, to issues of gender, in which the importance of the female main characters is described. The character of Winnie, in Tuck Everlasting, is noted as a girl who thinks things through carefully. In Streams to the River, River to the Sea, Sacagawea who is normally seen as a background character to the Lewis and Clark expedition, is brought to life by the author and the story is told through her eyes. Amanda, in Maniac Magee is described in the synopsis as "strong-willed," and through her influence, Maniac Magee finds stability and a permanent home. Yet, in each of these studies the group members failed to deal with these character qualities within the lesson design as an area worthy of study, indicating inadvertent attitudes or a lack of awareness to issues of gender. Even if these individuals had been directly aware of equitable gender representation, they did not incorporate questions and activities to enhance the female main characters portrayed in the books. Unlike some of the book selections that didn't contain female main characters (for example The Great Kapok Tree, by Lynne Cherry),
therefore demonstrating that equitable gender representation was obviously not a concern, these selections involved female main characters integral to the plot of the stories, and the same lack of concern still existed.

These group members demonstrated some awareness to issues of equitable gender representation, or they would not have addressed these individuals in their synopses. However, awareness is obviously not enough in planning for instruction. Had these preservice teachers been given strategies for instruction in gender equity, they might have brought their female main characters to light. As the Gender Equity Survey revealed, a large number of these preservice teachers (56% of the females and 26% of the males) reported having no experience with analyzing textbooks and materials for gender equity. This supports previous research showing that gender equity has not been modeled in the classroom and methods textbooks draw little attention to the subject (Matteson, 1991; Sadker & Sadker, 1980, 1990; Smithson, 1990; Stitt, 1980). The preservice teachers' lack of awareness and attitude towards issues of gender is further demonstrated in the rationale paragraphs they wrote, when only two of the participants directly mentioned equal gender representation as criteria for literature selection.

**Recommendations**

In the findings of this study it was observed that eight out of the 22 literature study groups (N=36%) chose books with a strong or entirely male component, and that six (75%) out of the eight literature study groups (representing 27% of all the groups) consisted of all-female members (see p. 50).
Given the fact that the group members were allowed total freedom in book selection, it is significant that 75% of the all-female groups chose to study books that focused on male characters. This leads to the following question: Do female teachers tend to be attracted to literature containing predominantly or exclusively male characters, and if so, why? A possible explanation could simply be found in the much larger availability of books containing predominantly male characters, or that teachers sometimes purposely select books to enthuse reluctant male readers. On the other hand, a more deliberate pattern may exist. Perhaps further research in this area could provide more definitive answers.

Next, based on previous research and discussion in the genre of fairy tales (Donlan, 1974; Haas, 1993; Heintz, 1987) further study should explore the extent to which classroom teachers utilize fairy tales in their curricula. Frequency of use may indicate sexist messages they may be promoting through use of this genre. Furthermore, although research has shown that progress is being made by publishers who are producing books with more consideration to gender equity, are teachers in the classroom actually selecting and using such books, or are they relying on "old favorites"? Research in this area may further emphasize the need for teachers to receive awareness training in gender studies.

Last, aside from the more global recommendations, the Gender Attitude Survey revealed that the preservice teachers who noted having received training in gender studies also stated that such training took place in a women's studies course which was taken as an elective. The results of this study indicate that more
exposure to gender studies within the education curriculum is needed by preservice teachers, if changes in attitude and teaching strategies are to be seen. Educators of preservice teachers need to cooperatively examine the curricula and the program as a whole to determine where and how gender issues should be addressed.

**Conclusion**

For those who view gender issues with skepticism as a topic not to be taken seriously, a review of research documenting studies conducted over a period of several years shows convincing evidence for the promotion of gender equity in the classroom. The data presented in this study indicate that preservice teachers are not sufficiently aware of gender issues and as demonstrated by the literature study projects they have produced, their inadvertent attitudes will likely affect the students they will be teaching in the classroom. Teachers in training would benefit from direct instruction in learning strategies to promote gender equity. The students they will be teaching need to be educated to become aware that sexism does exist. "Readers of all ages, especially children, need to become aware of the sexism they are absorbing from books. It is the teacher's responsibility to raise this consciousness" (Alfonso, p. 161). Hopefully, as preservice teachers receive instruction to raise their own consciousness, this outcome will be achieved and students of both genders will reap the benefits.
REFERENCES


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(ERIC Document Reproduction Service No. ED 286 225)


Lindbeck, J. S. (1975/76). You've come a long way baby--so tell it like it is! *Educational Horizons, 54,* 94-96.


Gender Attitude Survey

Your help is needed in obtaining information on gender attitude and exposure with gender issues as part of a university study. The few minutes that it will take to fill out the survey will be greatly appreciated. Please feel free to elaborate or comment on any of the questions.

Part One

1. Circle one: male female

2. Age: (be honest!) __________

Part Two

Place a check mark under one of the responses for each question.

<table>
<thead>
<tr>
<th>Public School &amp; University Curriculum</th>
<th>Not at all</th>
<th>Some</th>
<th>In Depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In your own experience, how much classroom discussion has been spent on the subject of gender bias?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To what extent do you notice gender related patterns in subjects such as mathematics, science, and technology?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To what extent have your education classes addressed the inter-connections between gender, race, and class?</td>
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<td></td>
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<tr>
<td>4. To what extent have your education classes viewed topics from explicitly female perspectives?</td>
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</tbody>
</table>
### Public School Curriculum

5. To what extent should rewards be given for appropriate assertive behavior?

6. To what extent should rewards be given for appropriate passive behavior?

7. To what extent should issues of gender, power, and violence against females be incorporated into traditional school curriculum?

### Books/Materials

8. In your own experience, to what extent have you been required to analyze school textbooks and materials for gender equity?

9. To what extent should educational materials include female models?

10. To what extent should educational materials include male models?

11. To what extent should equal gender representation be used in children's literature and textbooks?
### Assessment

12. To what extent have you noticed gender bias in tests that you have taken?

13. To what extent have you noticed gender-related patterns in teacher-student interactions?

14. To what extent should grading standards be considered in relation to gender?

### Personal Experience

15. To what extent have you noticed sexual harassment/discounting of female students by classmates or students?

16. To what extent have you noticed sexual harassment/discounting of male students by classmates or students?

17. In your own experience, have you noticed gender-related patterns in guidance or career counseling?

18. To what extent do you feel that "female" attributes should be encouraged in male students, and visa versa?

19. To what extent have you noticed differential valuing of "male" and "female" attributes?
<table>
<thead>
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<th>Professional Awareness</th>
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<tbody>
<tr>
<td>20. How much direct practice have you had in creating gender-fair lesson plans, instruction, and teaching styles?</td>
</tr>
<tr>
<td>21. To what extent have your education courses focused on gender-related differences in learning styles and preferred classroom activities?</td>
</tr>
<tr>
<td>22. How much have your education courses focused on amount and quality of teacher attention as it relates to student gender?</td>
</tr>
<tr>
<td>23. What is the extent of exposure you have had on the topic of women's roles in education and the implications of teaching as a female profession?</td>
</tr>
<tr>
<td>24. To what extent have you been made aware of gender-related staffing patterns in schools and in teacher education?</td>
</tr>
<tr>
<td>25. To what extent can bias against females be present in a largely female profession?</td>
</tr>
</tbody>
</table>
Gender Attitude Survey

Your help is needed in obtaining information on gender attitude and exposure with gender issues as part of a university study. The few minutes that it will take to fill out the survey will be greatly appreciated. Please feel free to elaborate or comment on any of the questions.

Part One

1. Circle one:  male  female

2. Age: (be honest!) _____________

Part Two

Place a check mark under one of the responses for each question.

<table>
<thead>
<tr>
<th>Public School &amp; University Curriculum</th>
<th>Not at all</th>
<th>Some</th>
<th>In Depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In your own experience, how much classroom discussion has been spent on the subject of gender bias?</td>
<td>11F (20%)</td>
<td>41 F (75%)</td>
<td>3 F (5%)</td>
</tr>
<tr>
<td>2. To what extent do you notice gender related patterns in subjects such as mathematics, science, and technology?</td>
<td>8 F (14%)</td>
<td>35 F (64%)</td>
<td>12 F (22%)</td>
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<tr>
<td>3. To what extent have your education classes addressed the inter-connections between gender, race, and class?</td>
<td>9 F (16%)</td>
<td>34 F (62%)</td>
<td>12F (22%)</td>
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<td>4. To what extent have your education classes viewed topics from explicitly female perspectives?</td>
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<td>21 F (38%)</td>
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### Public School Curriculum

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<th>Female</th>
<th>Male</th>
<th>Female</th>
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<tr>
<td>To what extent should rewards be given for appropriate assertive behavior?</td>
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<td>1 F (2%)</td>
<td>43 F (78%)</td>
<td>11 F (20%)</td>
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<tr>
<td></td>
<td>0 M</td>
<td>10 M (67%)</td>
<td>5 M (33%)</td>
<td></td>
</tr>
<tr>
<td>To what extent should rewards be given for appropriate passive behavior?</td>
<td>5 F (9%)</td>
<td></td>
<td>43 F (78%)</td>
<td>7 F (13%)</td>
</tr>
<tr>
<td></td>
<td>1 M (2%)</td>
<td></td>
<td>9 M (60%)</td>
<td>5 M (33%)</td>
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<td>To what extent should issues of gender, power, and violence against females be incorporated into traditional school curriculum?</td>
<td>3 F (5%)</td>
<td></td>
<td>38 F (69%)</td>
<td>14 F (25%)</td>
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<td>0 M</td>
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<td>12 M (80%)</td>
<td>3 M (20%)</td>
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### Books/Materials

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<th>Female</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
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<td>In your own experience, to what extent have you been required to analyze school textbooks and materials for gender equity?</td>
<td></td>
<td>31 F (56%)</td>
<td>24 F (44%)</td>
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<td></td>
<td>4 M (26%)</td>
<td></td>
<td>10 M (67%)</td>
<td>1 M (7%)</td>
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<tr>
<td>To what extent should educational materials include female models?</td>
<td>2 F (4%)</td>
<td></td>
<td>26 F (47%)</td>
<td>28 F (51%)</td>
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<td>0 M</td>
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<td>10 M (67%)</td>
<td>4 M (27%)</td>
</tr>
<tr>
<td>To what extent should educational materials include male models?</td>
<td></td>
<td>1 F (2%)</td>
<td>29 F (53%)</td>
<td>26 F (47%)</td>
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<tr>
<td></td>
<td>0 M</td>
<td></td>
<td>10 M (67%)</td>
<td>4 M (26%)</td>
</tr>
<tr>
<td>To what extent should equal gender representation be used in children’s literature and textbooks?</td>
<td>1 F (2%)</td>
<td></td>
<td>8 F (15%)</td>
<td>46 F (83%)</td>
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<td>1 M (7%)</td>
<td>14 M (93%)</td>
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<td>Males (n, %)</td>
<td>Others (n)</td>
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<td></td>
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<tr>
<td>12. To what extent have you noticed gender bias in tests that you have taken?</td>
<td>9 F (16%)</td>
<td>10 M (67%)</td>
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<td></td>
<td>41 F (75%)</td>
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</tr>
<tr>
<td>13. To what extent have you noticed gender-related patterns in teacher-student interactions?</td>
<td>5 F (9%)</td>
<td>6 M (43%)</td>
<td>14 F (27%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>37 F (67%)</td>
<td>7 M (47%)</td>
<td>1 M (7%)</td>
<td></td>
</tr>
<tr>
<td>14. To what extent should grading standards be considered in relation to gender?</td>
<td>40 F (73%)</td>
<td>13 M (87%)</td>
<td>0 F</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 F (27%)</td>
<td>2 M (13%)</td>
<td>0 M</td>
<td></td>
</tr>
<tr>
<td>Personal Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. To what extent have you noticed sexual harassment/discounting of female students by classmates or students?</td>
<td>15 F (27%)</td>
<td>3 M (20%)</td>
<td>8 F (15%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>32 F (58%)</td>
<td>11 M (73%)</td>
<td>1 M (77%)</td>
<td></td>
</tr>
<tr>
<td>16. To what extent have you noticed sexual harassment/discounting of male students by classmates or students?</td>
<td>29 F (53%)</td>
<td>5 M (33%)</td>
<td>0 F</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26 F (47%)</td>
<td>10 M (67%)</td>
<td>0 M</td>
<td></td>
</tr>
<tr>
<td>17. In your own experience, have you noticed gender-related patterns in guidance or career counseling?</td>
<td>16 F (29%)</td>
<td>6 M (40%)</td>
<td>9 F (16%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 F (55%)</td>
<td>8 M (53%)</td>
<td>1 M (7%)</td>
<td></td>
</tr>
<tr>
<td>18. To what extent do you feel that &quot;female&quot; attributes should be encouraged in male students, and visa versa?</td>
<td>4 F (7%)</td>
<td>1 M (7%)</td>
<td>19 F (35%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>32 F (58%)</td>
<td>9 M (60%)</td>
<td>5 M (33%)</td>
<td></td>
</tr>
<tr>
<td>19. To what extent have you noticed differential valuing of &quot;male&quot; and &quot;female&quot; attributes?</td>
<td>2 F (4%)</td>
<td>0 M</td>
<td>15 F (27%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>38 F (69%)</td>
<td>14 M (93%)</td>
<td>1 M (7%)</td>
<td></td>
</tr>
<tr>
<td>Professional Awareness</td>
<td>F</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>20. How much direct practice have you had in creating gender-fair lesson plans, instruction, and teaching styles?</td>
<td>10 F (18%)</td>
<td>1 M (7%)</td>
<td>37 F (67%)</td>
<td>8 F (15%)</td>
</tr>
<tr>
<td>21. To what extent have your education courses focused on gender-related differences in learning styles and preferred classroom activities?</td>
<td>19 F (35%)</td>
<td>4 M (27%)</td>
<td>32 F (58%)</td>
<td>4 F (7%)</td>
</tr>
<tr>
<td>22. How much have your education courses focused on amount and quality of teacher attention as it relates to student gender?</td>
<td>14 F (25%)</td>
<td>2 M (13%)</td>
<td>36 F (65%)</td>
<td>13M (87%)</td>
</tr>
<tr>
<td>23. What is the extent of exposure you have had on the topic of women’s roles in education and the implications of teaching as a female profession?</td>
<td>20 F (36%)</td>
<td>3 M (20%)</td>
<td>28 F (51%)</td>
<td>12M (80%)</td>
</tr>
<tr>
<td>24. To what extent have you been made aware of gender-related staffing patterns in schools and in teacher education?</td>
<td>15 F (27%)</td>
<td>2 M (14%)</td>
<td>30 F (55%)</td>
<td>8 M (53%)</td>
</tr>
<tr>
<td>25. To what extent can bias against females be present in a largely female profession?</td>
<td>6 F (11%)</td>
<td>0 M</td>
<td>31 F (56%)</td>
<td>11M (73%)</td>
</tr>
</tbody>
</table>
Appendix B
Children's Literature Selected

By Preservice Teachers


ED 695 DATA FORM

NAME: Nancy J. Gooden

MAJOR: (Choose only 1)

____ Ed Tech     ____ Ed Leadership  ____ Sec/Adult
____ Elem Ed     ____ G/T Ed        ____ Early Child
____ Elem LD     ____ Sec LD        ____ SpEd Admin
X Read/Lang Arts _____ SpEd PPI

TITLE OF PROJECT: Choosing and Using Children's Literature: The
Rationales and Instructional Designs of Preservice Teachers

PAPER TYPE: (Choose only 1)       SEM/YR COMPLETED: summer 1993

X Project

Thesis

SUPERVISOR: Dr. Caryn King

Using the ERIC thesaurus, choose as many descriptors (3-5
minimum) as needed to describe the contents of your master's
paper.

1. Sex differences
2. Sex-role stereotyping
3. Literature selection
4. Preservice teachers
5. Sex role attitudes
6. Children's literature
7. Sexism
8. Effects (sexism)

ABSTRACT: 2-3 sentences that describe the contents of your
paper.

This study examined the extent to which preservice teachers consider
gender-related issues when they select and use literature for children.
A survey of preservice teachers, analysis of their rationales for book selection,
and an examination of their instructional designs indicated that preservice
teachers may benefit from additional exposure to gender issues as part
of their pedagogical training.

* Note: This page must be included as the last page in your
master's paper.