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1978

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CHAPTER 622: STRATEGIES FOR STUDENT IMPLEMENTATION

AN IN-SERVICE TRAINING PROGRAM
FOR MASSACHUSETTS PUBLIC HIGH SCHOOL STUDENTS

A Dissertation Presented

By

CARLENE VICTORIA RICCELLI

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1978

Education

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D E D I C A T I O N

For my mother, Arline Muriel,

who taught me what it meant
to be a strong woman,

And my sister, Angela Ellen,

who shared all of the lessons
with me.

A C K N O W L E D G E M E N T S

Many people have contributed their time, efforts, and resources toward making this study possible. I am especially grateful to the members of my dissertation committee, Dr. Norma Jean Anderson, Dr. Ena Vasquez-Nuttall, and Dr. Alexandra Kaplan for their professional guidance, critical analysis and enthusiastic support of my research.

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To the students, parents, faculty, and staff of Amherst Regional High School, I extend my love and appreciation for your participation in my study and in my life. You make me happy every day.

Sam Potts, you have taught me to see with my heart.

ABSTRACT

Chapter 622: Strategies for Student Implementation

An In-Service Training Program For
Massachusetts Public High School Students

September 1978

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Chapter 622 refers to a Commonwealth of Massachusetts law enacted in 1971 which guarantees access to all public schools and public school programs without regard to race, color, sex, religion or national origin. In June of 1975, the State Board of Education issued regulations to insure local compliance. The present research is a curriculum project designed to involve high school students as implementation agents of the legislation. Purposes of the project were:

- (1) to develop an in-service curriculum handbook for an eight-week (16 hour) course entitled: Chapter 622: Strategies for Student Implementation;
- (2) to pilot the course on a sample of ten Amherst Regional High School students;
and

- (3) to evaluate changes in the course participants':
 - (a) information with respect to Chapter 622,
 - (b) awareness of situations that are racist and/or sex role stereotypic, and
 - (c) actions to implement the spirit as well as the letter of Chapter 622.

The curriculum mentioned in part one of the purpose was developed and is presented in Appendix A. From September 27, 1977 through November 27, 1977 it was piloted with an experimental group of ten Amherst Regional High School students. Evaluation results indicated that the students were quite satisfied with the course content, materials, and learning atmosphere.

In order to evaluate changes in the course participants' information, awareness, and actions relevant to implementing Chapter 622 regulations, the present researcher designed three separate instruments. They were field-tested with five experts for face and content validity and administered (pre and post study) to ten experimental group members. F-ratios ($\alpha = .05$) were calculated and the following hypotheses were accepted:

- (1) There was a significant increase in the level of participants' information regarding Chapter 622 due to treatment.
- (2) There was a significant increase in the level of participants' awareness of

situations that are racist and/or sex role stereotypic due to treatment.

- (3) There was a significant increase in the participants' number of reported observations of sex role stereotyping due to treatment.
- (4) There was no significant increase in the participants' number of reported reactions to each instance of observed sex role stereotyping due to treatment.
- (5) There was a significant increase in the participants' number of reported observations of racism due to treatment.
- (6) There was no significant increase in the participants' number of reported reactions to each instance of observed racism due to treatment.

In addition to the statistical data reported above, the present researcher included two examples of student projects in Appendix C. One project is a curriculum analysis, the other is an attitude study. Both are reports of student attempts to implement a specific Chapter 622 regulation.

Beyond the purposes articulated above, the present research also investigated the potential effectiveness of two major curricular innovations:

- (1) in-service training for students as a means of Chapter 622 implementation, and
- (2) combining racism and sexism awareness training with Chapter 622 implementation strategies.

Responses from open-ended items on the course evaluation, classroom discussions, and teacher's reports indicated that both innovations were effective for the particular purposes of this study.

Recommendations for further research included:

- (1) replication. In order to build a broader base of empirical data to substantiate the generalizability of the effectiveness of the curriculum, it is suggested that the course be replicated in a representative cross-section of other Massachusetts public high schools.
- (2) follow-up studies. Appropriate follow-up studies were recommended to assess the persistence of efforts of participants to implement Chapter 622 after the course is completed.
- (3) variations in the composition of the sample. Experimentation might be done to determine the potential impact of faculty, community, and/or parent involvement in the course.
- (4) comparison studies. Appropriate comparison studies were recommended to assess the effectiveness of this Chapter 622 student in-service curriculum with a similar faculty in-service curriculum.
- (5) qualitative analysis of results from students' Self Reports. Categories (i.e., verbal/non-verbal, direct/indirect, effective/ineffective, etc.) could be imposed on the open-ended responses from the Self Reports. This would allow for a qualitative measure of students' pre- and post-study reactions to incidents of racism and/or sex role stereotyping.
- (6) variations in the placebo treatment. Control group members could attend weekly discussion groups on racism/sex role stereotyping and Chapter 622 without utilizing any of the experimental in-service course materials. A post-study comparison of groups would then

specifically measure the extent of
curriculum effectiveness.

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C H A P T E R I

INTRODUCTION

Background

Chapter 622 refers to a Commonwealth of Massachusetts law enacted in 1971 which guarantees access to all public schools and public school programs without regard to race, color, sex, religion, or national origin.¹ On June 25, 1975, based on recommendations of regional advisory committees, the State Board of Education issued regulations relative to this statute.² These regulations for the implementation of Chapter 622 outline ten specific areas for compliance which cannot be "obviated or alleviated by any local law."³ They were promulgated to "insure the right of access to public schools of the Commonwealth and the equal enjoyment of the opportunities, advantages, privileges and courses of study at such schools."⁴ In addition, the Board of Education emphasized that the regulations would be "liberally construed for these purposes."⁵

In communicating these regulations to local school committees, superintendents, and principals, Gregory R. Anrig, Commissioner of Education, issued an introductory

memo urging the aforementioned individuals to do "all in [their] power to carry out the spirit and intent of Chapter 622 of the Acts of 1971 and of [the] regulations."⁶ It is with an eye toward the "spirit and intent" of Chapter 622 that the present research serves to develop, pilot and evaluate an in-service program for student implementation of the law.

Rationale

Since June, 1975, the major focus for Chapter 622 implementation in the Amherst Public Schools has been an ESEA Title IV grant commonly referred to as the "Sex Role Stereotyping Project."⁷ The overall objective of the proposal was to develop a critical group of educators within the Amherst-Pelham schools "trained to facilitate continuing growth beyond the letter of Chapter 622 within their own professional activity and within the school system at large."⁸ In light of the project's articulated objective and its single year funding limitation, the training format consisted primarily of in-service seminars, workshops, and group meetings for the target population--interested faculty, staff, and administrators from each school in the district. Major efforts and accomplishments during the 1976-1977 school year

included:

- (1) an intensive, one-week introductory workshop on sex role stereotyping offered to twenty participants in August of 1976,
- (2) establishment of on-going support groups concerned with sex role stereotyping in each of the schools,
- (3) publication of "Rockin' Roles," a monthly newsletter of the Sex Role Stereotyping Project,
- (4) in-service course offerings for staff in the areas of sex differences, theories of sex role socialization, and non-sexist curricular innovations,
- (5) self-evaluative videotaping service for teachers interested in examining potential sex role stereotypic behaviors in their classes,
- (6) an evening workshop series on non-sexist parenting,
- (7) a cultural field trip to New York for students and staff to see Ntozake Shange's play, For Colored Girls..., and
- (8) various other workshops with interested school personnel in areas such as "The Position of Women in Puerto Rican Culture," "Math Anxiety and Girl's Achievement," and "Grant Proposal Writing."

It should be emphasized that one of the most positive aspects of the Sex Role Stereotyping Project's proposal was that it provided for "the development of a support team of professional staff in each school"⁹ which would

be responsible for the continuation of awareness training beyond the initial funding period. Unfortunately, there was close to a six month delay between the time the grant coordination ended and the new CETA coordinator for the school year 1977-1978 was hired. The new coordinator's duties were increased to include system-wide in-service programming for cultural diversity as well as sex role awareness. During the time lapse the Amherst Regional High School support team did not meet. Areas of curricular inequity reported at the high school in June of 1977 have yet to be addressed with either preventive or remedial interventions. These inequities include:

- (1) underrepresentation of girls in graphic arts, industrial arts, and more advanced mathematics. For example, during the Spring 1977 semester, 92 boys were enrolled in auto repair courses whereas only nine girls were enrolled during the same semester.¹⁰
- (2) underrepresentation of boys in child study courses, clothing construction, and home arts. For example, 57 girls were enrolled in either child development or child study courses during the Spring 1977 semester. No boys were enrolled in these courses.¹¹
- (3) underrepresentation of girls and/or minorities on the varsity football, lacrosse, hockey and baseball teams. Boys and/or minorities are underrepresented on varsity field hockey and softball teams.

- (4) disproportionately high representation of minorities in special programs designed for students with motivational difficulties.
- (5) underrepresentation of minorities in student governing and social programming groups.

It should be emphasized that all of these courses, organizations, and teams are technically open to all Amherst students without regard to race or sex and are, therefore, in literal compliance with Chapter 622. However, as cited above, membership patterns indicate that students continue to make self-limiting choices reflecting stereotypic notions about appropriate behaviors for men, women, and/or minority group members. This is not surprising. Despite the fact that American schools have been "co-educational" for more than one-hundred years and racially "integrated" since 1954,¹² the practical day-to-day socialization that children experience within the school environment oftentimes involves sex and/or race segregation. This segregation in the form of tracking is not meritocratic and teaches children very early that certain behaviors are appropriate for men, women, minority groups and social classes. Rothstein¹³ indicates that sometimes tracking is explicit (i.e., advanced placement and technical courses dominated by white males

whereas secretarial and home economics courses are female dominated), but more often the tracking is subtle (i.e., girls are socialized to defer to male leadership and minorities are regarded to be "culturally deprived"). It is not long before stereotypic and limiting behaviors on the part of female and/or minority students need little reinforcement and are indeed self-regulatory, making open access to "non-traditional" courses and activities (as mandated by Chapter 622) difficult to achieve. In addition, research investigating the implementation of Chapter 622 has shown that the "mandated educational legislation has produced little impact upon affected agencies and affiliated individuals."¹⁴

In Amherst, as in other Massachusetts communities, there still exists a critical need for developing 622 implementation strategies that speak to the self-limiting perspectives of students. These strategies must bridge the gap between the intent of 622, state regulations and the reality of local discriminatory practices.

Purpose

The purpose of the present study is threefold:

- (1) to develop an in-service curriculum handbook¹⁵ for an eight week (16 hour) course entitled: Chapter 622: Strategies

for Student Implementation;

- (2) to pilot the above-mentioned course during the Fall 1977 semester with a sample of ten Amherst Regional High School students; and
- (3) to evaluate changes in the course participants':
 - (a) information with respect to Chapter 622 regulations,
 - (b) awareness of situations that are racist and/or sex role stereotypic, and
 - (c) actions to implement the spirit as well as the letter of Chapter 622.

Integral to the evaluation of changes outlined in section three (3) above are formative and summative measures¹⁶ on the following null hypotheses:

Hypothesis I. There will be no significant increase in the level of the participants' information regarding Chapter 622 regulations due to treatment.

Hypothesis II. There will be no significant increase in the level of the participants' awareness of situations that are racist and/or sex role stereotypic due to treatment.

Hypothesis III. There will be no significant increase in the level of participants' actions to diagnose and counteract effects of sex role stereotyping and racism due to treatment.

Hypothesis IV. (Not conducive to null form). Participants will demonstrate positive action to implement the spirit and letter of Chapter 622 regulations by their work on an independent project related to counteracting racism and/or sex role stereotyping in their school community. This will be indicated in the form of written project reports and/or audio-visual presentations of projects in action.

Significance

Discrimination by sex and race has historically had deep roots in the educational process. The Commonwealth of Massachusetts Legislature, in 1971, enacted Chapter 622 as a law designed to prohibit these forms of discrimination and facilitate their elimination. However, as indicated by evaluations of the impact of Chapter 622,¹⁷ compliance on local levels has been minimal and certainly not in keeping with the intention of the law.

This study, therefore, is significant in a number

of ways. Probably the most immediate significance (at the local level) is that it provides a unique opportunity for high school students to become actively involved in diagnosing and correcting inequities in their own educational environment. On a wider, state-wide level, this project is also valuable for its design, piloting, and evaluation of a curriculum handbook which may be utilized by other Massachusetts public high schools in implementing 622 regulations.

Theoretically the present research has two major innovations:

- (1) It expands the concept of "in-service training" to serve as a means of developing student educators.

Traditionally "in-service training" has been a vehicle of professional growth solely for teaching staff and administrators. State-wide, the greatest efforts in Chapter 622 implementation have been in the area of professional staff development programs.¹⁸ The present study will focus on high school students as the primary implementation agents.

- (2) It examines the issues of sex role stereotyping and racism together rather than as separate issues.

Out of eighty-three public school programs described in Winter 1975 edition of Kaleidoscope, all of which were

"voluntary efforts to extend the meaning of 'equal opportunity' in Massachusetts,"¹⁹ only two made specific references to issues of both racial and sex role stereotyping. Most programs dealt with sex role stereotyping only. This project gains a wider base of applicability by dealing more broadly and specifically with issues of oppression and their negative effects on the educational process.

Limitations

The focus of this study is on the design, development, and evaluation of an in-service curriculum package for student implementation of Massachusetts Chapter 622 regulations. As such, the generalizability of any findings is limited to similar populations of interested public high school students.

Definitions

Chapter 622 of the Massachusetts Legislative Acts of 1971 refers to a law to prohibit discrimination in public schools which was adopted on August 5, 1971. It guarantees access to all public schools and public school courses, advantages, and privileges without regard to race, color, sex, religion or national origin.²⁰

A racial stereotype is a socially shared belief that ascribes certain standardized characteristics in an oversimplified or undifferentiated manner to a person based solely on his or her race.²¹

Racism will be defined as any attitude, action, or institutional structure which subordinates a person or group because of their color. Racism is different from racial prejudice, stereotyping, hatred, or discrimination in that it involves having the power to carry out systematic discriminatory practices through the major institutions of our society.²²

A sex role stereotype is a socially shared belief that ascribes certain standardized characteristics in an oversimplified or undifferentiated manner to a person based solely on his or her biological gender identity.²³

Sexism will be defined as prejudice or discrimination against women via attitudes, actions, and/or institutional policies. Sexism is different from sex role stereotyping because it involves having the power to carry out systematic discriminatory practices through the major institutions of our society.²⁴

Organization of the Present Research

The following chapters chronical the present

research:

Chapter II provides a background and overview of the project. Included is related research on the historical development and implementation of Chapter 622 as well as an examination of approaches and strategies of other social change curricula.

Chapter III describes the methodology. Processes employed in selecting and designing the study population, instrumentation, research design, statistics, and procedures are presented in detail.

Chapter IV reports data, and discusses and evaluates the results from testing each of the four hypotheses stated in the purpose section of this chapter.

Chapter V presents a summary, discusses conclusions, and identifies recommendations for further research.

C H A P T E R I I
REVIEW OF THE LITERATURE

Literature related to the specific focus of the present research is organized into three major categories. They are: 1) An overview of race and sex discrimination in public education; 2) A review of implementation programs developed by state and local educators to facilitate compliance with Chapter 622; and 3) An investigation of research supporting the purposes and major innovations of this study.

An Overview of Race and Sex Discrimination
in Public Education

The question of whether the American ideal of equal opportunity is being achieved in the public school system has received considerable attention in the past decade. An examination of the complexity of male, female, and/or minority group relations within the school environment can only be understood when viewed in the larger context of the value structure and normative patterns of American society in general. In examining these norms, social scientists have developed theoretical perspectives on the origin and

rationale for the differential treatment of various groups. Allport¹ directed his attention to the ways in which children learn to be prejudiced and gave priority to the home influence in the development of social prejudice. Einstein² has reported that a large part of attitude development can be attributed to the unconscious absorption of opinions and emotions during childhood. If one accepts that the development of social prejudice begins early in childhood, then the special significance of educational institutions in this process becomes obvious. Barnes³ has concluded that the public school, as an integral part of the social system, has been a partner in denying equal opportunities to America's ethnic minorities. At the same time it has served to perpetuate and reinforce social stratification. The extent of the public schools' role in socializing children becomes even more apparent when one considers the intent or purposes of schools in juxtaposition with their outcomes or specific educational practices.

Although schools profess the promotion of equal opportunity, in reality they perpetuate inequality. Reimer⁴ contends that schools maintain a status quo of white male supremacy by differentially socializing

students on the basis of race, sex, and social class. Differential treatment of men, women, and/or minorities can be explicit (i.e., segregated classes, biased curriculum, tracking systems, etc.), but more often it is subtle and difficult to diagnose (i.e., girls being socialized to defer to male leadership, treatment of minority groups as if they were "culturally deprived," etc.). Beck has asserted that "racism is so basic an ingredient in the social and political foundations of this country that it is difficult to discover and often blatantly denied when exposed."⁵ Harris,⁶ in her discussion of women in academe, reports that sex discrimination can be "covert" as well as "overt." Love⁷ uses the same terminology to define two major forms of racism which are perpetuated at the "individual" and "institutional" levels of our educational system. Although racism and sexism may differ in their historic, cultural, and economic manifestations, they both serve to limit the development of young individuals in schools. Despite the fact that the vast majority of researchers have examined these social maladies in isolation, a brief comparison of their findings shows that both racist and sexist practices in schools have similar structural ("institutional") and operational ("individual")

manifestations. Two areas which have served as foci for researchers and social critics alike in examining racist and sexist practices in schools are teacher/staff bias and curriculum bias.

Teacher/Staff Bias. Research investigating teacher/staff bias in education is substantial. Sears and Feldman⁸ have reviewed specific research examining variations in teacher interactions with boys and girls. They noted that studies done in the early sixties documented the fact that boys receive a larger number of disapproval contacts from their teachers than do girls. In 1963, Meyer and Thompson substantiated the aforementioned findings but also found that "boys receive more praise or approval than the girls did."⁹ Spaulding, during the same year, produced similar results on disapproval but documented the fact that "teachers interacted more with boys than with girls on every one of the four major categories of teaching behavior: approval, instruction, listening to the child, and disapproval."¹⁰ In essence, the common thread of these findings is that boys receive more attention (positive and negative) from their teachers.

Levy concludes that even if a boy is harshly reprimanded by his teachers and temporarily feels "put down" he may simultaneously "learn to defend and assert himself

as an independent being."¹¹ A girl who is rewarded with high grades or words of praise for being "good" (i.e., docile, cooperative) is less likely to develop self-assertive behavior that carries the risk of disapproval."¹² In a society that values independence and self-sufficiency, girls are severely hindered by this teacher-reinforced, sex role conformity training. In the long run Olds¹³ contends that both sexes suffer when girls are made to feel ashamed for behaving in an "un-ladylike" manner and boys are chastised for expressing emotions.

Teachers' racial attitudes and expectations about the performance of children have also been found to have a direct influence on student accomplishments. Research by Rosenthal and Jacobson¹⁴ has demonstrated in a dramatic way how significant I.Q. gains in randomly selected children can be achieved by identifying them to teachers as "potential spurters." Young also emphasizes that "teachers are not immune to the racism of the society of which they are a part. If they expected [*italics mine*] their students to succeed and if they imparted to black students a sense of worth and dignity, those children would succeed."¹⁵ Young goes on to say that "it is clear...from experiments in the behavioral sciences that the black child's greatest obstacles in learning are his own teacher,

his principal, and the whole apparatus of an educational bureaucracy that doesn't believe that black kids are able [or even ought to] learn."¹⁶ Robinson reported that expectations of teachers "serve to teach Black students not to learn."¹⁷ Black students, Robinson claims, are taught to accept their "place" in society which is characterized by lower expectations and standards for academic achievement and behavior. They may sense what is happening and develop a variety of defenses to protect themselves. Black children facing compulsory education and needing to survive, may either withdraw into apathy and persuade themselves that they do not care or they may act out by rebelling against the system and risk expulsion.¹⁸ More often than not, among minority as well as female students, the strategy of conformity prevails in the face of biased teacher attitudes.

Recent research in the area of student perceptions of teacher attitudes toward Blacks in a predominantly white school has been done by Nelson and Uhl.¹⁹ Via questionnaire, they sampled 123 Black males and 295 Black females representing 85 different high schools. Their findings indicated that "black students revealed generally negative perceptions and feelings concerning the fairness of discipline in predominantly white schools. Particularly

females, but males as well, indicated that discipline and punishment were not administered with the same fairness and effectiveness for majority and minority students."²⁰ Black females from predominantly white high schools seemed to be especially sensitive to racial prejudice, favoritism, discrimination, and/or laxness among teachers. Unfortunately, the authors could not provide an explanation of this latter finding from their data. Clearly, more research examining the overlapping aspects of sex role and racial discrimination is needed in order to properly assess the extent of teacher bias as an influence on students' social adjustments and academic achievement.

Curriculum bias. Teacher bias does not exist in isolation. Co-existent with prejudicial attitudes and interactions have been institutionalized discriminatory practices and materials which have had considerable impact on the quality of public education. Examples include culturally biased testings (I.Q. tests), ability grouping (tracking), compensatory educational programs (inappropriate clinical approaches), and biased (white-focused) curriculum. These vehicles of discrimination are so standard in most schools that they often go unchallenged--leaving racism and sexism as part of the hidden curriculum. Instructional materials (i.e., textbooks, films, etc.), although designed primarily

as a means to transmit knowledge and skills, are equally effective in transmitting values and standards of appropriate behavior by selecting and/or omitting certain life experiences.

Extensive documentation of sex bias in curriculum has been provided by feminist critics. One of the most comprehensive analyses at the elementary level has been compiled by a National Organization of Women task force called "Women on Words and Images." In their 1972 study²¹ of 2,760 stories in elementary school readers (representing fifteen different publishers) they provided both a statistical and content analysis. Briefly, their findings showed that boy-centered stories outnumber girl-centered stories 5:2; male biographies outnumber female biographies 6:1; and adult male, main characters outnumber adult female, main characters 3:1. Content analysis of story themes showed that active mastery themes (i.e., ingenuity, creativity, bravery, perseverance, achievement, etc.) belonged to males at a ratio of over 4:1.²²

At the high school level, investigations show that sex bias still pervades the curriculum. Trecker, in her review of more than a dozen high school history textbooks, observed that they "omit many women of importance, while still simultaneously minimizing the legal, social, and

cultural disabilities which they faced. The authors tend to depict women in a passive role and to stress that their lives are determined by economic and political trends. Women are rarely shown fighting for anything; their rights have been 'given' to them."²³ Also at the high school level (in addition to classroom curriculum), young women are confronted with discrimination in counseling, guidance materials and extracurricular activities. Tittle²⁴ has documented sex bias in the use, interpretation, and content materials of vocational tests. Tiedt²⁵ has made several recommendations for the provision of more realistic counseling for high school girls who must overcome limitations imposed by socialized, sex role expectations--specifically the pressure to marry and have a family rather than to compete for professional training and a career. Trecker²⁶ has highlighted difficulties facing high school women in the areas of competitive athletics as well as physical education opportunities.

Discrimination against minorities in curriculum has been equally well documented. Beck has observed that "public schools, through the use of racist textbooks written, edited, published, selected, and taught by whites, are inculcating into white children false notions of superiority over people of color. This is accomplished

by presenting a distorted view of the historical and contemporary roles of whites and non-whites in the world."²⁷ Young has emphasized that even "when books take a more positive approach to the black people in our history, it is usually the 'safe' black man whose life is taught-- Booker T. Washington, who urged Negroes to reach an accommodation with White America, rather than Frederick Douglass or W.E.B. DuBois, who fought segregation and insisted on equal rights."²⁸ Other stereotypes of Blacks in school history texts include the "barbaric" African, the "happy" slave, the "irresponsible" and "ignorant" freedman, and the "carefree" song and dance man. Drimmer²⁹ theorizes that these stereotypes are based on more than mere ignorance on the part of white historians. The first history of the Black people was written in 1841 by James Pennington, and was followed by many historical studies including George Washington Williams' well-researched, two volumed history of nearly one thousand pages which was completed in 1883.³⁰ Exclusion of the wealth of these materials by white historians cannot be attributed to lack of sources of information.

In addition to textbooks and other curricular materials, compensatory educational programs for minority children have been severely criticized by eminent Black

educators. Weaver states that compensatory education programs for the Black ghetto child are "too little, too late, and are based on theories of colonialism, dependency, power, and [are unfairly utilized] as bases for obtaining grants."³¹ Gunnings³² examined the purposes of three compensatory educational programs--Headstart, Follow Through, and Upward Bound. His findings³³ indicated that all three were faulty because they were clinical and symptom-oriented (i.e., the child is the problem) rather than system-oriented (i.e., society is the problem).

Damaging effects of the abuses of standardized testing on minority school children has been examined by Williams, Barnes, Brazziel, and others.³⁴ Williams has documented the disproportionately large number of Black children who are misplaced in special education classes and low achievement tracks. Barnes discusses the limitations of I.Q. tests with oppressed, minority group members. He gives several examples of invalidities arising from biased concepts of intelligence, lack of separate reliability coefficients for minority groups, examiner-examinee interaction factors and other barriers which cause failure. Brazziel criticizes the position of Jensenites and their genetic inferiority rationale for minority I.Q. scores.

Deficiencies in counseling approaches of school

counselors have been underscored by Anderson and Love.³⁵ They feel that counselors have "been at a loss in prescribing ways to re-orient themselves and their roles within institutions to deal with such social problems as racism."³⁶ They propose that counselors become more involved in racial awareness and provide a student workshop strategy for becoming more effective change agents. Other data pertaining to the counseling of minority students and interracial counseling issues have been published by Beck, Mosby, Hilliard, and Hall, et. al. to name a few.³⁷ Beck has provided a model for more authentic interpersonal relations between Blacks and whites in counseling situations which recognizes and transcends the limitations of the American racist power system. Mosby proposed a new cultural perspective on Black personality development and examined the psychological effect of new pride in Blackness upon divergent cultural systems. Hilliard studied personality dynamics differentiating Black activist and non-activist students. Results from his administration of three personality measures provided evidence of greater psychological health among Black student activists on all scales when compared to non-activist students. Hall et. al. have tested the hypothesis that Black Americans have gone through four stages of identity development, each

characterized by certain values which must be considered in the counseling process with young people. Pine³⁸ has provided extensive documentation of how guidance counseling practices generally do not reflect any awareness perspectives and needs. He points out that malpractice suits may be levied in the future against counselors who deliberately place minority students, regardless of potential, into non-academic programs or who discourage minority students from applying to college.

The complexity of nuances and subtle, biased messages that are conveyed to children in the materials and methods of our public school programs cannot be adequately measured. However, there has been state and federal legislative action in response to identified needs of minority groups and women when these groups have demanded that the ideal of equal educational opportunity be put into action.

Anti-discrimination legislation. A review of all state and federal legislation affecting females and/or minorities in public education is beyond the scope of the present investigation. However, in order to provide a contextual backdrop against which Chapter 622 of the Massachusetts Legislative Acts of 1971 can be examined and evaluated, it is necessary to review general legislative trends affecting the aforementioned groups.

One of the earliest pieces of federal legislation prohibiting discrimination against minorities and women was Title VII of the Civil Rights Acts of 1964 (P.L. 88-352, July 2, 1964), which outlawed discrimination in private employment agencies. Whereas this was a major step toward upgrading the employment status of racial, religious, and ethnic minorities, as well as that of women, it excluded educational institutions. However, in March of 1972, amendments to Title VII extended the equal employment opportunity provisions to include educational institutions (P.L. 92-261).

The most comprehensive federal legislation to date prohibiting sex discrimination is Title IX of the Education Amendments of 1972 (P.L. 92-318, June 23, 1972). This legislation is patterned after Title VI of the Civil Rights Act of 1964, which forbids discrimination on the basis of race, color, and national origin in all federally assisted programs. Title IX specifies that no person, on the basis of sex, shall be excluded from participation or subjected to discrimination under any activity receiving federal funding. Sections of the law cover specific areas such as school admissions, treatment of students once they are in school, participation in physical education and athletics, participation in school organizations, provision

of services, and financial aid.

Compliance with Title IX regulations is far from being fully achieved, especially in vocational education programs.³⁹ Local, state and/or city efforts to achieve compliance in all areas of Title IX have been developed primarily by community members, institutions of higher learning, and state boards of education. These efforts could be divided into two major categories--those which are oriented toward compliance/implementation of the law and those which focus more generally on developing awareness activities and/or social change strategies to eliminate sex role stereotyping and sexism in schools. One approach that is frequently used in compliance-oriented programs for Title IX implementation is the development of a policy handbook. Two examples of policy handbooks are: Suggestions for Planning, Implementing and Evaluating Title IX Compliance Procedures and Programs (prepared for local school systems by the University of Pittsburgh) and A Suggested Policy Guide for School Districts Prohibiting Sex Discrimination in Education (prepared by the Dover, Delaware Department of Public Instruction).⁴⁰ Both publications outline specific Title IX regulations in lay terms and provide specific suggestions for achieving goals as well as evaluation instruments.

An exemplification of the second, awareness-oriented category of Title IX compliance is provided in Ahlum's documentation of the Committee to Study Sex Discrimination in the Kalamazoo Schools (CSSD).⁴¹ The goal of this committee, organized in December, 1971, was to introduce appropriate, systemic mechanisms whereby "school personnel themselves would develop their own strategies for eliminating sex discrimination."⁴² After eighteen months of studying all aspects of the system, the CSSD task force produced five well-documented reports which were utilized as action plans for needed change. Another example of an awareness-oriented strategy for Title IX compliance, this time sponsored at the federal level, is Verheyden-Hilliard's handbook⁴³ of workshops to increase sex role awareness of school and guidance personnel.

An evaluative comparison of "compliance-oriented" with "awareness-oriented" implementation approaches reveals that each has merit and success may depend heavily on the variables of administrative support and community involvement and commitment at the local level. The former approach may be most efficient in communities where resistance and/or ignorance of legislative policies is depriving women and/or minority groups of their rights. The latter approach might be most beneficial in helping

receptive communities design local equity standards which could go beyond legislative mandates to insure rights and meet specific, locally identified needs. Combined approaches have been utilized in legislative compliance programs as well. This will be examined more closely in reference to Chapter 622 implementation in Massachusetts.

A Review of Implementation Programs Developed
by State and Local Educators to Facilitate
Compliance with Chapter 622

Historical development of Chapter 622. Implementation programs to facilitate compliance with Chapter 622 have mirrored the process which is characteristic of its historical development. Both have come from and speak to specific problems and needs as defined by citizen groups. The concept of Chapter 622 was developed in 1970 during a meeting of "a group of feminists whose particular concern was whether state legislation could be an effective means of improving the economic position of women."⁴⁴ The group focused on Massachusetts high schools and the thwarted vocational aspirations of young women resulting from sex bias. From these group meetings came a proposal for action designed to enlarge the scope of educational opportunities for girls and consequently increase the earning power of women. Care was taken in drafting the

bill to include the key phrase "no child shall be excluded from or discriminated against in obtaining the advantages, privileges, and course of study of such public school [*italics mine*]." ⁴⁵ This language offered the possibility for much broader interpretation than mere access to schools, including such areas as curriculum content, physical facilities, extra-curricular activities, etc.. The proposed legislation was fortunate enough to attract the interest and sponsorship of David M. Bartley, then Speaker of the House, who conducted a survey documenting the existence of inequality in school admissions, programs, and athletics. The results from this survey, coupled with statistics showing that 31.7 percent of Boston families were female headed and in need of vocational training, prompted swift and fairly uneventful legislative enactment in August of 1971. Four years after the passage into law of Chapter 622, the state Board of Education (on the recommendation of regional advisory committees) adopted Chapter 622 regulations ⁴⁶ to insure that the purposes of the legislation were clearly articulated and to provide minimum compliance standards and procedures for local public school systems.

Chapter 622 was a timely law. Public interest in sex role stereotyping in schools was growing ⁴⁷ and

pressure by individuals on local school boards now had the backing of the state legislation--legislation which had preceded and was even more comprehensive than Title IX at the federal level. Policy changes began to be implemented in a variety of creative ways.

Implementation programs. Documentation of eighty-three public school programs to implement Chapter 622 has been provided in Kaleidoscope 13.⁴⁸ These local school projects are categorized into seven major areas: 1) Stereotypes and Sex Roles; 2) Physical Education; 3) Home and Industrial Arts; 4) Career Education; 5) Staff Development; 6) Ethnic Studies; and 7) Bilingual Programs.

A review of these implementation programs shows that many local communities have been successful in designing creative programs which speak to the intent of the law as well as the identified needs of the community. One such program entitled "Adult Role Models for Girls and Boys"⁴⁹ was developed in 1974 by the Monroe School Staff, Lexington, Massachusetts. The eight staff members researched various parent roles of their students and designed a visitation/speaker program which allowed female cabinet makers and male cooks, etc., to visit the school and talk about their professions. Other school systems such as Brookline and Worcester have organized "Sex Role

Stereotyping" and "Equal Opportunity" committees⁵⁰ to provide in-service training for improved 622 compliance in areas of curriculum, physical education, career aspirations and attitudes.

Unfortunately, despite the efforts of many local communities to go beyond the letter of the law in providing innovative programs, careful analysis of overall content and methodological applications of these efforts shows weaknesses in two specific areas:

- (1) the vast majority of programs are focused on sex role stereotyping as an isolated issue; and
- (2) most of the programs concentrate on teachers or staff as the primary target population for in-service educational programs.

Out of the eighty-three voluntary public school programs documented in Kaleidoscope 13, only two have a combined focus on issues of both race and sex role awareness in their attempts to implement Chapter 622 regulations. Recent research by Bell, et. al. has indicated that "efforts to change attitudes must not deal with 'race discrimination' or 'sex discrimination' as single entities."⁵¹ The importance of the present research for its innovation in this area will be discussed in a later section.

Examination of the three staff development programs

utilizing in-service as a method for implementing Chapter 622 regulations indicates that adult professional staff are the sole recipients of such training. While it is crucial that adults be responsible and equitable in their approach to teaching and counseling methods, materials, and policies, the omission of other populations (i.e., students, parents, non-professional staff, etc.) from in-service programs is a serious limitation. For the most part, in-service programs are either entirely voluntary in nature, or have so many topic options that a group of teachers involved in Chapter 622 in-service education have chosen to participate. They may be already concerned and/or actively involved in counteracting sex role and racial stereotypes. Outreach to other staff members who are not involved is minimal. Changing the target population for local community in-service programs from staff to students is proposed by the present research. Only by involving students (both in the areas of 622 implementation as well as sex role and racism awareness training) can pivotal access to a wider range of parents, teachers, community members, and other students be achieved.

Student implementation programs. At present only one program, "Student Commitment to Educational Equity (SCEE),"

is addressing the need for student-based implementation of Chapter 622. Project SCEE is a special program, federally funded by the Women's Educational Equity Act and sponsored by the Massachusetts Department of Education, to involve high school students in the elimination of educational inequities in secondary schools (as outlined by Chapter 622 and Title IX). SCEE has developed a workshop series which is designed to train selected students to become state regional leaders in implementing the regulations of these pieces of legislation for local communities. Excellent materials are presently being compiled and/or designed by SCEE staff and students for publication in a set of student-oriented implementation manuals. The project, although federally funded and focused on sex-biased practices, is attempting to include a cultural perspective as well. Unlike the present study, the SCEE staff has not compiled a sequential, in-service course curriculum (combining racism and sexism awareness with Chapter 622 implementation skills) for secondary school students. However, the project has provided extensive, regional Chapter 622 leadership training for their student representatives. In addition, SCEE has compiled a manual of workshop designs and is presently developing a handbook of leadership models for high

school students who are involved in implementing Title IX and Chapter 622 in their schools.

The present researcher has maintained contact with SCEE project directors, Kathleen Atkinson and Polita Cohen, in developing and evaluating curriculum materials for the in-service course, Chapter 622: Strategies for Student Implementation. Materials and methods utilized in this course differ significantly from SCEE materials and methods in the following ways:

- (1) The present research provides a home-school rather than regional training site for secondary students.
- (2) Course content of the present research is focused on Chapter 622 only rather than Title IX and Chapter 622. The rationale for this is that Chapter 622 is a more comprehensive piece of legislation and affects the student population most directly.
- (3) The present research provides sixteen hours of in-service course materials which examine the legal implications of Chapter 622 in the content of personal awareness training in both the areas of sex role stereotyping and racism. SCEE materials place a heavier emphasis on issues of sex discrimination.
- (4) Students involved in the present research are required to plan, implement, and evaluate their own in-school project implementing a specific Chapter 622 regulation.
- (5) Students in the present research are part of a pilot study. They have been pre and post tested (and compared with a control group) on their levels of information, awareness, and action with respect to Chapter 622 and

the related issues of racism and sex role stereotyping.

- (6) The present research develops a curriculum handbook for a sequential in-service course rather than a handbook of leadership models and workshop designs as being prepared by SCEE staff.

It should be emphasized that differences between methods and materials of the present study and SCEE methods and materials are primarily due to variance in scope and target population rather than philosophical considerations. The present researcher is extremely impressed with and supportive of the expertise and success of the state level SCEE project and staff.

An Investigation of Research Supporting the Purposes and Major Innovations of this Study

Concern over the negative effects of sex role stereotyping and racism has received considerable attention in the Amherst Public Schools. Because of the academically-oriented, five-college community environment,⁵² parents and concerned citizens have historically been involved--both formally and informally--in matters affecting the quality and responsibilities of the educational system. Before documenting specific research supporting the innovations of the present study, it is crucial to have an understanding of the educational climate from which it

evolved. Unfortunately, a review of all previous achievements in counteracting sex and race discrimination in the Amherst schools is beyond the scope of this investigation. A major portion of the active efforts in these areas has been initiated by members of both the Cultural Diversity and the Sex Role Stereotyping Committees. Perhaps, however, the most specific and directly identifiable connection of the present research (and its particular innovations) with other system supported awareness efforts is rooted in the accomplishments of the 1976-1977 Sex Role Stereotyping Project.

The Sex Role Stereotyping Project. As stated in Chapter I, the most comprehensive program to implement Chapter 622 regulations in the Amherst schools was organized by the staff and participants in the Sex Role Stereotyping Project. Articulated goals of the Title IV-C grant, funded for the 1976-1977 academic year, included:

- (1) Provision of training to bring about an awareness of the origin, nature, and effects of sex role stereotyping, the relationship between sex role stereotyping and other forms of stereotyping, and the skills necessary to counteract such stereotyping;
- (2) Development of support systems within individual schools to facilitate individual teacher changes and institutional change in the direction of eliminating sex role stereotyping; and

- (3) To provide a mechanism, through core groups to continue awareness training with other staff beyond the funding period.⁵³

The target population was twenty elementary and secondary staff, selected by the project director, and grouped into school-based peer support teams. The training program provided an intensive, one-week summer workshop during August of 1976, and the project included continued in-service training throughout the 1976-1977 academic year. As summarized in Chapter I, accomplishments did include the establishment of on-going support groups in several schools, the publication of a newsletter, several workshop offerings, and a variety of services to staff in the areas of non-sexist curriculum design and teaching methods. A substantial emphasis was placed on in-service education as the primary mode of goal implementation. This was an effective as well as expedient measure because the Amherst school system already had an ongoing in-service development program for staff. It was convenient to incorporate the Sex Role Stereotyping Project's workshops into this familiar format, and certainly it was a successful vehicle for reaching other interested school personnel. However, as might be expected, the choice of the staff-oriented, in-service focus for implementation did limit the range and diversity of project participants to the

aforementioned population.

In-service training for students. The use of in-service education as a means for professional growth or development has received considerable attention in the literature. In 1971, Friedan and West addressed American school boards urging them to provide "inservice consciousness raising [sessions] for small groups of teachers and administrators to meet weekly for a semester to take a closer look both at the relevant biological and cultural research on sex differences and at their own experiences and attitudes."⁵⁴ Beck and Beck⁵⁵ advised school systems to broaden and extend in-service training programs to improve race relations in desegregated schools. Sobo,⁵⁶ in a 1976 case study, evaluated the Philadelphia schools' in-service approach to combating sexism in the classroom. Her findings indicated that in-service programs can deepen a teacher's understanding and awareness of the problem of sexism in school and society. In 1977, Goerss concluded that "teachers should be made aware of sexism in the school [through] in-service sessions...planned by the counselor to assist [them] in changing their teaching practices."⁵⁷ Most recently, Honora Kaplan (Chairperson of the Newton, Massachusetts School Committee), in her keynote address⁵⁸ to a state-wide conference on Chapter 622,

emphasized that in-service training (especially for longevity teachers) is a critical priority in achieving compliance.

Support for in-service as a means of legal compliance and systems change to counteract sex and race discrimination has been written into major state and federal legislative acts. For example, provisions of the Women's Educational Equity Act (passed as a part of the Special Projects Act of the Educational Amendments, 1974) outline "preservice and inservice training for educational personnel"⁵⁹ as one of its recommended activities to be included in grant proposal designs. Also, section 8.03 of Chapter 622 regulations specifically states that it is "the responsibility of the school committee and the superintendent to provide necessary information and inservice training for all school personnel."⁶⁰ Again, it should be noted that the target population for in-service programs at both the state and federal levels is adult school staff. The concept of extending in-service training to other groups has not been extensively explored. Case has stated that "the best inservice programs involve a critical mass of people within a school...who as a group have the ability to put into effect a new approach or program and who can give each other the support and assistance needed."⁶¹ "Ideally," he goes on to say, "this critical mass includes most of those who will be affected--

teachers, administrators, parents, sometimes students. Participation should be defined pragmatically, ...by the nature of the problem--and not by position in a hierarchy."⁶² He adds that "programs offered on-site are more apt to attract the appropriate cross-section of participants."⁶³ Kaplan strengthened Case's proposal to expand the target population of in-service education by stating that "students have an instinct for fairness and equality [and] there is a need for student participation at all levels"⁶⁴ of Chapter 622 implementation. The present study seeks to validate the latter two positions and document the potential effectiveness of in-service programs for interested students.

Racism and sex role awareness--A common curriculum. As outlined in Chapter I, the second major innovation of the present research is to provide a curricular mechanism for examining the damaging effects of both racism and sexism on the educational process and the potential changes that could be effected by compliance with Chapter 622 regulations. In the area of curriculum design, many programs have been developed which deal with racism or sexism awareness as separate issues. Pat Bidol⁶⁵ is noted for her publication of significantly useful secondary social studies materials dealing specifically with racism aware-

ness. Fromkin and Sherwood⁶⁶ have edited an experiential handbook which provides many samples of workshop designs in minority relations and other structural experiences for improving racism awareness. Puerto Rican Resource Units⁶⁷ have been developed collaboratively by the New York State Bureaus of Migrant and Bilingual Education. Their stated purpose is to provide instructional, as well as consciousness raising, curriculum activities for elementary and secondary teachers. Elder⁶⁸ set forth a theory for "white on white" racism awareness training which involves a five-phase process, and Kranz⁶⁹ experimented successfully with the mechanism of a volunteer racial confrontation group which was organized to alleviate racial tension in a public high school.

Major curriculum programs designed to counteract sexism and/or sex role stereotyping have also been developed in recent years. Chapin, Jones, and Waldman⁷⁰ have written an in-service handbook for counselors and human services personnel. In 1975, Sargent⁷¹ proposed a model for a group consciousness-raising process to examine sex role stereotypes. Miller and Johnson⁷² developed a series of twenty-two activities for high school students, centered on the topics of family relationships, lifestyle alternatives, and career opportunities. A course entitled

"Feminism and Values" was organized for high school women by Rossett and Steinberg⁷³ to help high school women focus on their position as women and to provide them with a skill development process leading toward feminist action. At the college level an extensive sex role training program was compiled and edited by Riccelli⁷⁴ for male and female dormitory counselors. A goal of this curriculum model was to train these counselors to facilitate similar consciousness raising seminars in their own dormitories. Perhaps the most comprehensive compilation of resources for counteracting sex role stereotypes is provided by Guttentag and Bray.⁷⁵ In 1976 they published a substantial document of curriculum objectives for all grade levels through high school. Their materials and interventions were field tested during a six-week, non-sexist intervention project in three school systems. Their findings indicated that a number of social variables, as well as critical teacher and peer behaviors, influence the presence or absence of sex role stereotypy. Non-sexist curriculum packets, which have been evaluated for practicality and effectiveness, constitute the major portion of their publication.

Resources that provide awareness experiences and/or curriculum modules examining common factors in race and

sex discrimination are sparse. Despite the fact that as early as 1847 parallels between black and female oppression had been documented by Frederick Douglass with his phrase "Right is of No Sex" in the first issue of North Star,⁷⁶ ideological coalitions between the civil rights and women's movements have been both hindered, and indeed thwarted by, diverse tactics of the white male-dominated power structure in this country. A careful analysis of this phenomenon, as well as an analysis of significant parallels between racism and sexism is provided by Blakey.⁷⁷ Recent research by Bell, Dolly, and Helsley on common factors in race and sex discrimination has determined that "efforts to combat prejudice and discrimination in society must take into account the perceptions of the subgroups in society."⁷⁸ In their study of eighty-six graduate students in two Southern institutions of higher education, they measured prejudicial attitudes toward both women and blacks using the Dolly-Bell Race and Sex Discrimination Inventory. Based on the data collected, the researchers recommended that "efforts to change attitudes must not deal with 'race discrimination' or 'sex discrimination' as single entities."⁷⁹ Coupling these most recent research findings with a sound commitment to educational equity for all students regardless of race,

color, sex, religion or national origin. The present study proposes to combine racism and sexism awareness experiences with its examination of Chapter 622 litigation issues and implementation strategies.

The present chapter has provided an overview of the historical development and implementation of Chapter 622 as well as an examination of the various approaches and strategies of social change curricula. Chapter III will describe the methodology of the current research.

C H A P T E R I I I

METHODOLOGY

Introduction

As outlined in Chapter I, the purpose of the present study is threefold:

- (1) to develop an in-service course (and curriculum handbook) for high school students entitled: Chapter 622: Strategies for Student Implementation;
- (2) to pilot the above mentioned course during the Fall, 1977, semester with a group of ten Amherst Regional High School students; and
- (3) to evaluate changes in the course participants':
 - (a) information with respect to Chapter 622 regulations,
 - (b) awareness of situations that are racist and/or sex role stereotypic, and
 - (c) actions to implement the spirit as well as the letter of Chapter 622.

In this chapter methodology integral to the accomplishment of these purposes is described. Processes employed in selecting and/or designing the study sample, instrumentation, research design, and statistics are also reported, along with a detailed procedural analysis.

Sample

The sample for this study was selected from the student body of Amherst Regional High School. Serving the towns of Amherst, Pelham, Shutesbury, and Leverett, Massachusetts, the high school population consists of 969 students in grades ten through twelve. The Amherst Community is predominantly white, middle-classed, and academically-oriented (due to its close proximity to five major institutions of higher education). For the purposes of this study a "two-phased"¹ sampling procedure was utilized.

Phase 1. A school-wide course description and interest survey (See Appendix B) was distributed to the entire student population. Of the 919 surveys returned, 67 students indicated that they were interested in taking the in-service course.

Phase 2. From the first sample of sixty-seven interested students, twenty students were randomly selected (using a random numbers table) to comprise the actual student sample. Of these twenty selected subjects, ten were randomly assigned (by drawing names from a hat) to the experimental group (X_e) and ten to the control group (X_c). Table 1 shows the demographic data for each group in the sample.

Table 1
 Composition of the Sample
 (n = 20)

Group	Grade			Sex		Race	
	10	11	12	Male	Female	Black	White
X _e	1	7	2	6	4	2	8
X _c	1	5	4	4	6	2	8

Limitations of sample size. Due to the fact that the nature of this study requires a small student sample for participation in the in-service course, consideration must be given to the consequent limitations of such a small sample. Twenty students constitutes a minute 2.1% of the total high school population, so it is reasonable to assume that measures on a sample this small would deviate substantially from population values. For this reason, generalizability of results will be limited to similar groups of high school students who indicate interest in taking the in-service course. In the present study the sample size of twenty students represents 29.9% of the students who indicated interest in the course.

Instrumentation

All five instruments utilized in this study are contained in Appendix B. Due to the non-existence of available measures for Chapter 622 knowledge and the need for measures which related to the specific experiences of the sample, the present researcher designed a course interest survey, three instruments integral to the measurement of changes proposed in section three of the purpose, and a course evaluation. A brief description of each instrument is presented below.

Course interest survey. This survey was designed to identify a sample of interested students for participation in the present study. In addition to documenting interest, the instrument provided demographic data of grade level, sex, and race of respondents.

Chapter 622 regulations. This instrument, consisting of fifteen fixed alternative (true/false/I don't know) items, was designed to measure pre-post changes in the subjects' factual knowledge of a representative sample of the forty-nine Chapter 622 regulations (See section 3a of the purpose). Items were developed directly from the regulations using care to utilize verbatim phraseology whenever possible. The "I don't know" response category was utilized to preclude guessing and thereby improving the power of the

"true" response.

Situation studies. This instrument, consisting of twelve situation descriptions, was designed to measure pre-post changes in the subjects' ability to accurately diagnose situations that are racist, sexist, or both racist and sexist (See section 3b of the purpose). Items were developed directly from actual school and/or community situations observed by the present researcher over a period of two years. Care was taken to obscure potentially recognizable personalities and/or situations. Face and content validity were checked by piloting the instrument with five selected experts.² Again, the fixed alternative (sexist/racist/both sexist and racist/neither sexist nor racist/I don't know) item category was utilized to minimize guessing.

Self reports. This instrument, consisting of two parallel-structured sections, was designed to measure pre-post, as well as weekly, changes in the subjects' ability to document observations of, and reactions to, racist and/or sexist experiences in their personal lives (See section 3c of the purpose). An open-ended item format was chosen to allow for variations in range and depth of subjects' individual responses.

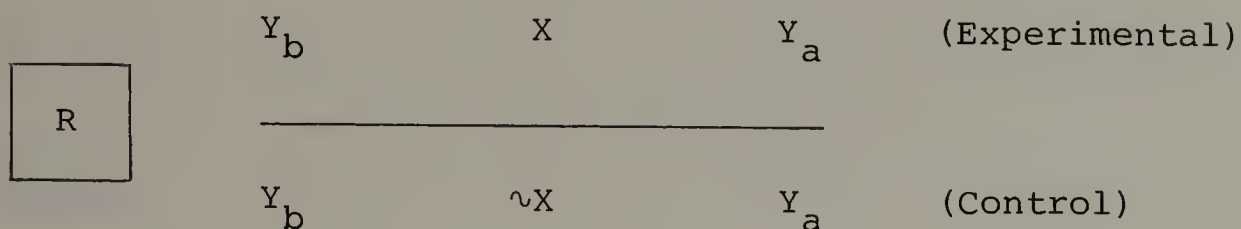
Course evaluation. The course evaluation instrument is summative in nature and allows for both fixed and open-ended responses to each of the eight course sessions.

Research Design

The design utilized in this study was a before and after, control group design, with randomization (See Figure 1).

Figure 1

Design Configuration



This design was chosen because of its experimental control over the internal validity problems related to history, maturation, and the effect of testing on the sample. External validity factors (i.e., pre-test sensitizing and the Hawthorne effect) potentially affecting this study are discussed below.

Sensitizing effect of the pre-test. While the pre-test sensitizes both experimental and control groups to issues

of racism, sexism, and their rights under Chapter 622, it could cause the experimental subjects to respond to the treatment wholly or substantially due to that sensitivity. In some cases this might cause a reduction of generalizability of a study's findings to pre-tested groups only. However, since Amherst High School students are normally pre- and post-tested in the individualized modules of their regular courses, and since precautions were taken to insure that the pre-/post-testing in this study was not particularly lengthy or encumbered with highly unusual procedures, the sensitizing effect should have been minimized.

Hawthorne effect. Since curriculum studies are particularly vulnerable to the effect of special attention, the control group in this experiment was given an informal, placebo treatment. During the eight weeks which constituted the major portion of this study, each individual in the control group was seen by the experimenter on two separate occasions for half-hour academic advising, course scheduling, and/or career counseling sessions. In addition, extra effort was made by the experimenter to greet individual control group members in the school building and engage them in short conversations whenever feasible and natural.

Statistics

As stated in Chapter I, hypotheses integral to the purposes of this study are:

- Hypothesis I. There will be no significant increase in the level of the participants' information regarding Chapter 622 regulations due to treatment.
- Hypothesis II. There will be no significant increase in the level of the participants' awareness of situations that are racist and/or sex role stereotypic due to treatment.
- Hypothesis III. There will be no significant increase in the level of participants' individual actions to diagnose and counteract effects of sex role stereotyping and racism due to treatment.
- Hypothesis IV. (Not conducive to null form). Participants will demonstrate positive action to implement the spirit and letter of Chapter 622 regulations by their work on an independent project related to counteracting racism and/or sex role stereotyping in their school community.

A statistical representation of the first three hypotheses is presented in Figure 2.

Figure 2

Statistical Representation of
Hypotheses I through III

$$H_0 : \mu_e - \mu_c \leq 0$$

$$H_1 : \mu_e - \mu_c > 0$$

Where μ = interested students and $\alpha = .05$

Analysis of variance and descriptive statistics were employed to determine the significance of changes from pre-post testing on hypotheses one through three. Hypothesis four was treated as a separate case utilizing descriptive statistics and case study analysis. Further examination along demographic categories was possible only on a very speculative level due to the small sample size.

Procedures

In order to facilitate the reporting of procedures utilized to implement the present study, a sequential timeline is provided.

September 7. All Amherst High School teachers were informed at a faculty meeting that Chapter 622: Strategies for Student Implementation was an in-service course being made available to students during the Fall, 1977 semester through the Guidance Department. They were notified that instructions and a detailed description of course materials would be made available to them within a week. Homeroom teachers were asked to be involved in distributing and collecting a course interest survey.

September 14. Course announcements, descriptions, and interest surveys in the form of five page packets (see Appendix B) were given to all homeroom teachers. Each

teacher was given enough packets for students in their homerooms, along with a memorandum containing explicit instructions for distribution and collection of the materials (see Appendix D).

September 22-25. Course interest surveys were read and interested students were identified. A random sample of twenty interested students was then selected for participation in the study.

September 26. The twenty subjects were notified (in person) of their selection and instructed to report to the preliminary meeting. They were also informed that at that meeting a random process would be utilized to assign ten students to a control group and ten students to an experimental group due to the fact that this was a pilot study of the course curriculum materials. It was made clear that students assigned to the control group would be guaranteed slots in the next course administration and that they would be given information on the results of their participation following the final course session.

September 27 (afternoon). All three pre-test measures were administered to the group of twenty interested students. Each instrument was distributed separately

beginning with Chapter 622 Regulations and followed with Situation Studies and Self Reports respectively. All instructions were read aloud and no additional explanations were given. Each instrument was collected after all twenty students had finished. No time limits were imposed. Following the administration of Self Reports, each student was randomly assigned (by drawing names from a hat) to either the control or experimental group. Experimental group members were instructed to report that evening for session one. The entire pre-testing session took one hour and fifteen minutes.

September 27-November 15. Experimental group students participated in eight weekly evening sessions of two hours duration each utilizing the curriculum presented in Appendix A. All sessions were tape-recorded with permission of the entire group. Control group students received placebo treatment as discussed in the research design section of this chapter.

November 22. A combined post-testing session was held with both experimental and control group members. All three measures were administered utilizing the same procedures as outlined for pre-testing above. The entire administration of post-tests took one hour, and was followed by a

pot-luck dinner and informal sharing session.

November 23-26. Results of post tests were tabulated and compared with pre-test results.

November 29. An informal after-school session was held for all interested participants in the study to give a brief report of findings. Nine experimental group members and five control group members attended.

Chapter III has discussed methodology related to the design and implementation of the present research.

Chapter IV will report the findings and evaluate results from each of the described measures.

C H A P T E R I V
ANALYSIS OF THE DATA

In this chapter results from the present research are organized into five major sections. Sections one through four will parallel Hypotheses I through IV. Descriptive statistics will be reported for Hypotheses I through III. Also the test of significance for Hypotheses I through III will be described and followed with a discussion of whether to accept or reject each null hypothesis. Hypothesis IV is not stated in null form-- nor is it conducive to statistical analysis in the traditional sense. Therefore, empirical evidence in section four will be presented primarily in the form of case studies. Section five will report and discuss results from the course evaluation.

Section One

Hypothesis I states that there will be no significant increase in the level of the participants' information regarding Chapter 622 regulations due to treatment. An objective pre/post instrument entitled Chapter 622 Regulations was administered to both experimental and

and control groups as outlined in the procedural section of Chapter III. Frequency data from this instrument are presented in Table 2.

The data presented in Table 2 demonstrate that there was a 54% increase in the experimental group's correct responses on Chapter 622 Regulations from pre-test (63/15) to post-test (144/150). The control group showed a 4.6% increase on the same measure. Incorrect responses of the experimental group decreased 18% from pre-test (28/150) to post-test (1/150). The corresponding decrease in control group incorrect responses was 3.3% (from 26/150 to 21/150). "I don't know" responses of the experimental group dropped 36% (from 59/150 to 5/150) while a 1.3% drop was observed on the same measure for the control group (from 49/150 to 47/150).

Table 3 provides tabulations of the mean, mode, median, and range (for both groups) on the correct response dimension of the Chapter 622 Regulations instrument.

Data from Table 3 indicate that the average number of correct responses given on Chapter 622 Regulations by students in the experimental group increased from 6.3 (pre-test) to 14.4 (post-test) out of a possible score of 15.0. Corresponding control group mean scores increased from 7.5 (pre-test) to 8.2 (post-test). The highest

Table 2

Frequency Distribution of Pre and Post; Correct, Incorrect, and I Don't Know Responses on Chapter 622 Regulations

Responses (n = 150)	Experimental Group (n = 10)		Control Group (n = 10)	
	Pre-test	Post-test Difference	Pre-test	Post-test Difference
Correct	63	144 +81	75	82 +7
Incorrect	28	1 -27	26	21 -5
I Don't Know	59	5 -54	49	47 -2

pre-test score (obtained by one individual) in the experimental group was 10. The post-test mode of the experimental group increased to a perfect score of 15. Two individuals in the control group received scores of 10--the pre-test mode of that group. The post-test mode of the control group increased to 11. The most frequent pre-test score for both the experimental and the control groups was 7, which occurred three times in each group. Post-testing increased the experimental median to 14 and the control median to 8. The pre-test range of scores for the experimental group went from a low of 2 to a high of 10. The range of the control group on the pre-test went from 3 to 10. The post-test range of the experimental group was narrowed to 14-15. The corresponding control group's range on the post-test changed to 5-11.

A histogram depicting the frequency of correct post-test responses of each of the ten experimental group members is provided in Figure 3. Figure 4 is a histogram showing the same data on each of the control group members.

Graphic representations of pre-test data on individuals in both groups is not presented. An F-ratio ($F = 1.40$) was computed which did not show significance at the .05 level. This allowed the researcher to conclude that the two groups were essentially the same at

Figure 3. Histogram Depicting the Frequency of Correct Post-Test Responses of Each Experimental Group Member on Chapter 622 Regulations.

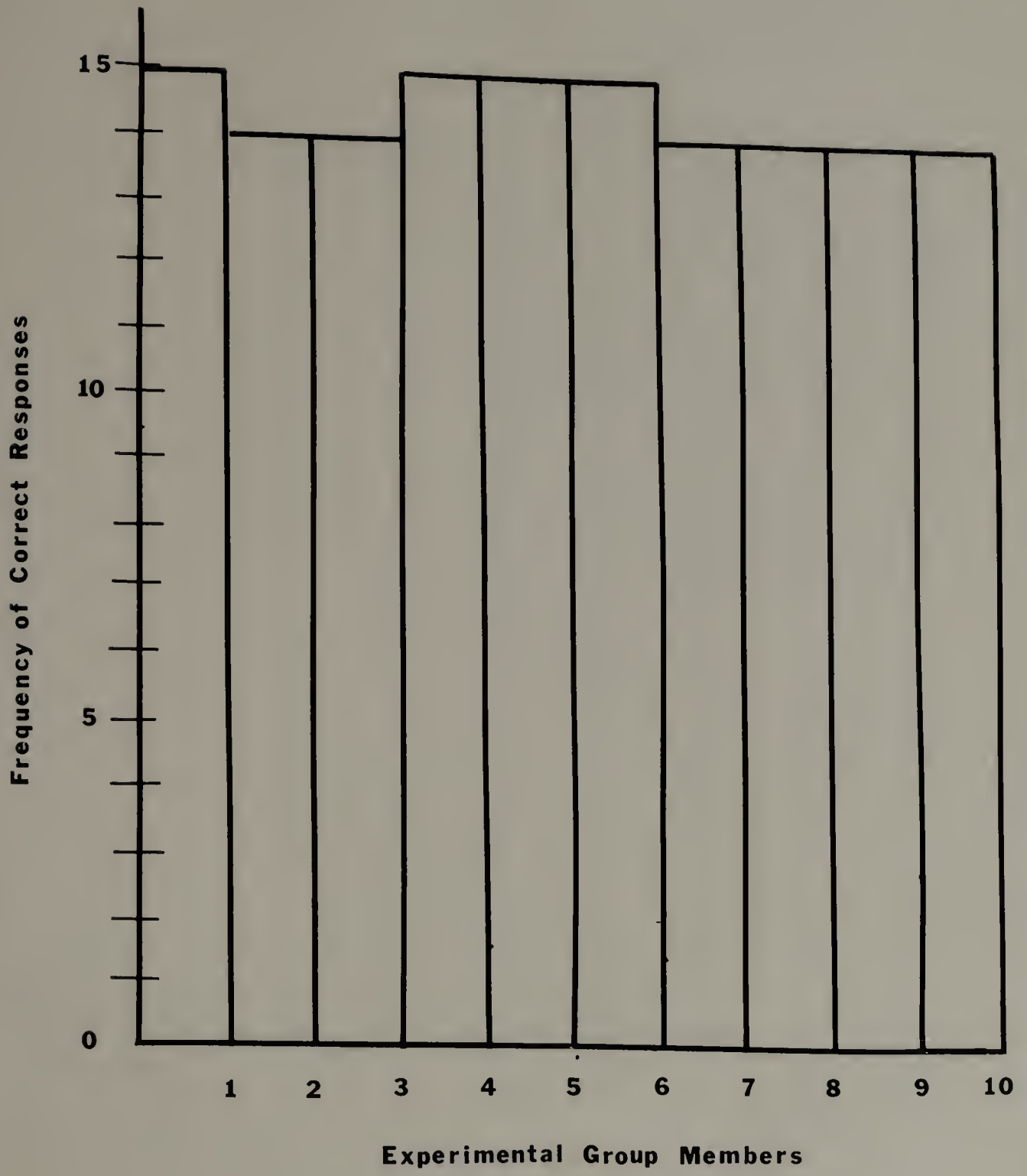
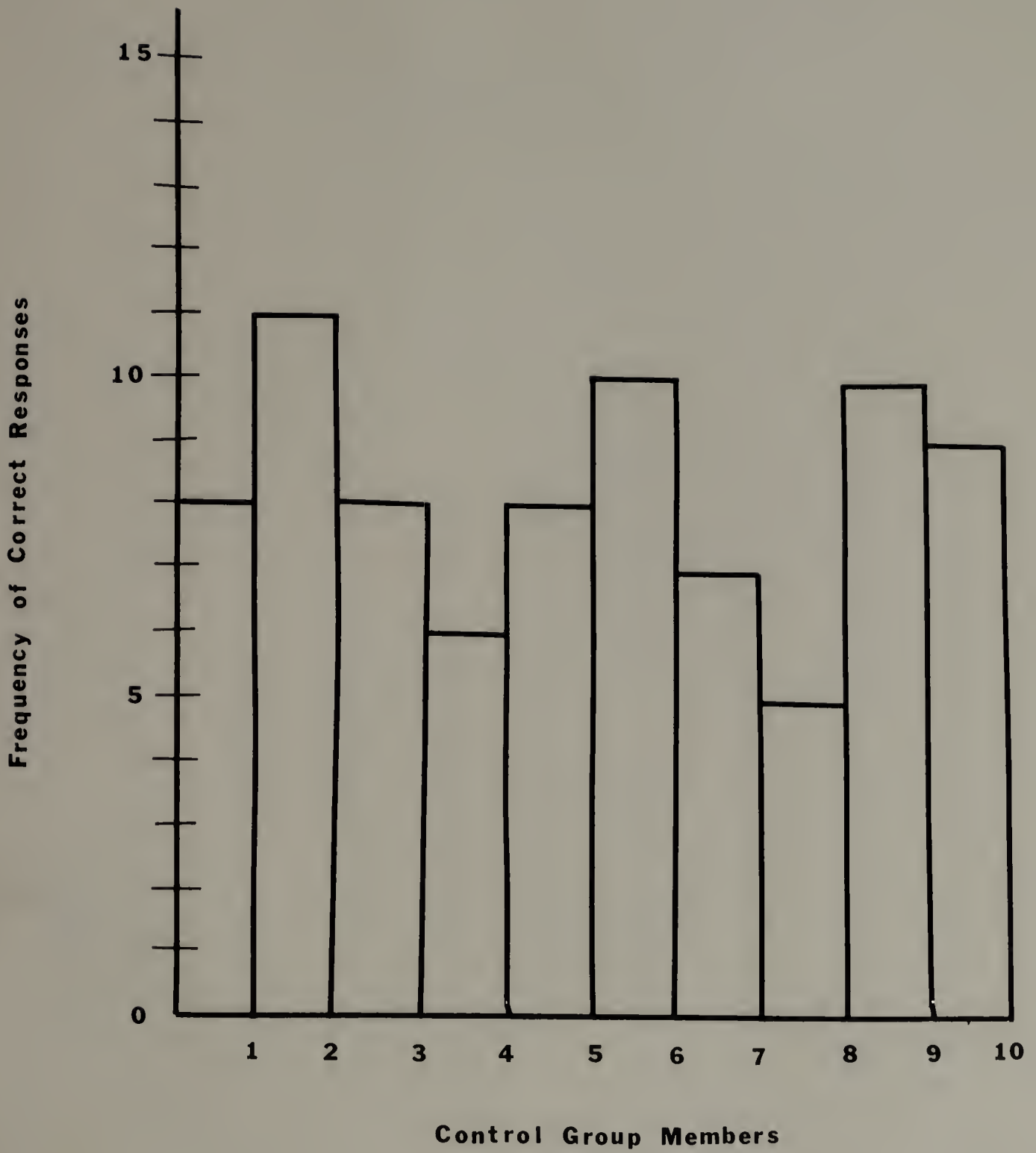


Figure 4. Histogram Depicting the Frequency of Correct Post-Test Responses of Each Control Group Member on Chapter 622 Regulations.



the beginning of the study. An additional F-ratio ($F = 101.75$) was calculated to provide a test of significance for the null hypothesis stated at the opening of this section. This value for F was significant at the .05 level, allowing the researcher to reject the null hypothesis ($H_0 : \mu_e - \mu_c \leq 0$) and accept the alternate hypothesis ($H_1 : \mu_e - \mu_c > 0$).

Alternate Hypothesis I. There is a significant increase in the level of participants' information regarding Chapter 622 regulations due to treatment.

Section Two

Hypothesis II states that there will be no significant increase in the level of the participants' awareness of situations that are racist and/or sex role stereotypic due to treatment. An instrument entitled Situation Studies, consisting of twelve descriptions of situations that may imply racism and/or sexism, was administered to both experimental and control groups as outlined in the procedural section of Chapter III. Frequency data from this instrument is shown in Table 4.

Data presented in Table 4 indicate that there was a 14.1% increase (from pre-test to post-test) in the experimental group's ability to correctly diagnose racist and/or

Table 4

Frequency Distribution of Pre and Post;
 Correct, Incorrect, and I Don't
 Know Responses to Situation Studies

Responses (n = 120)	Experimental Group (n = 10)		Control Group (n = 10)	
	Pre-test	Post-test Difference	Pre-test	Post-test Difference
Correct	99	+17	93	+2
Incorrect	15	-12	17	-5
I Don't Know	6	-5	10	+3

sexist situations on the Situation Studies instrument. The control group showed a corresponding 1.7% increase. Incorrect responses of the experimental group decreased 10% from pre-test to post-test. The control group decreased 4.2% on the same item. "I don't know" responses of the experimental group dropped 4.2% from pre-test to post-test while "I don't know" responses of the control group increased 2.5%.

Table 5 reports tabulations on measures of central tendency (including the mean, mode, median, and range) for both groups. Correct responses on the Situation Studies instrument only are given.

Table 5 shows that the mean correct responses given by students in the experimental group on the Situation Studies instrument increased from 9.9 (pre-test) to 11.6 (post-test) out of a possible 12.0. Corresponding control group mean scores increased from 9.3 (pre-test) to 9.5 (post-test). The pre-test mode of the experimental group was 11.0 (obtained by three individuals). The highest post-test score increased to 12.0, which was a perfect score. The pre-test mode of the control group was 11.0, which remained constant in the post-test measurement. The median pre-test score for both the experimental and control groups was 10. Post-test results on that measure

Table 5

Measures of Central Tendency Depicting
Correct Response Scores on
Situation Studies

Measures of Central Tendency	Experimental Group (n = 10)		Control Group (n = 10)	
	Pre-test	Post-test Difference	Pre-test	Post-test Difference
Mean	9.9	11.6 +1.7	9.3	9.5 +0.2
Mode	11.0	12.0 +1.0	11.0	11.0 0.0
Median	10.0	12.0 +2.0	10.0	10.0 0.0
Range	4.0	3.0 -1.0	5.0	4.0 -1.0

for the experimental group increased to 12, whereas the control group post-test median remained constant. The pre-test range of scores for students in the experimental group was 4 (from 8-11) and post-test results narrowed the range to 3 (from 10-12). The spread of scores for the control group's pre-test was 5 (from 7-11), which decreased to 4 (from 8-11) on the post-test.

A histogram depicting the frequency of correct post-test responses of each of the ten experimental group members on Situation Studies is provided in Figure 5. A histogram providing the same data on each of the control group members is depicted in Figure 6.

Graphic representation of pre-test data on individuals in both groups is not presented here. However, an F-ratio ($F = 1.30$) was computed showing no significance at the .05 level. This allowed the researcher to conclude that the experimental and control groups were essentially the same at the beginning of the study. Another F-ratio ($F = 23.49$) was computed for the purpose of testing the null hypothesis stated at the beginning of this section. The reported F value was significant at the .05 level. Therefore, the null hypothesis ($H_0 : \mu_e - \mu_c \leq 0$) was rejected and the alternate hypothesis ($H_1 : \mu_e - \mu_c > 0$) was accepted.

Figure 5. Histogram Depicting the Frequency of Correct Post-Test Responses of Each Experimental Group Member on Situation Studies.

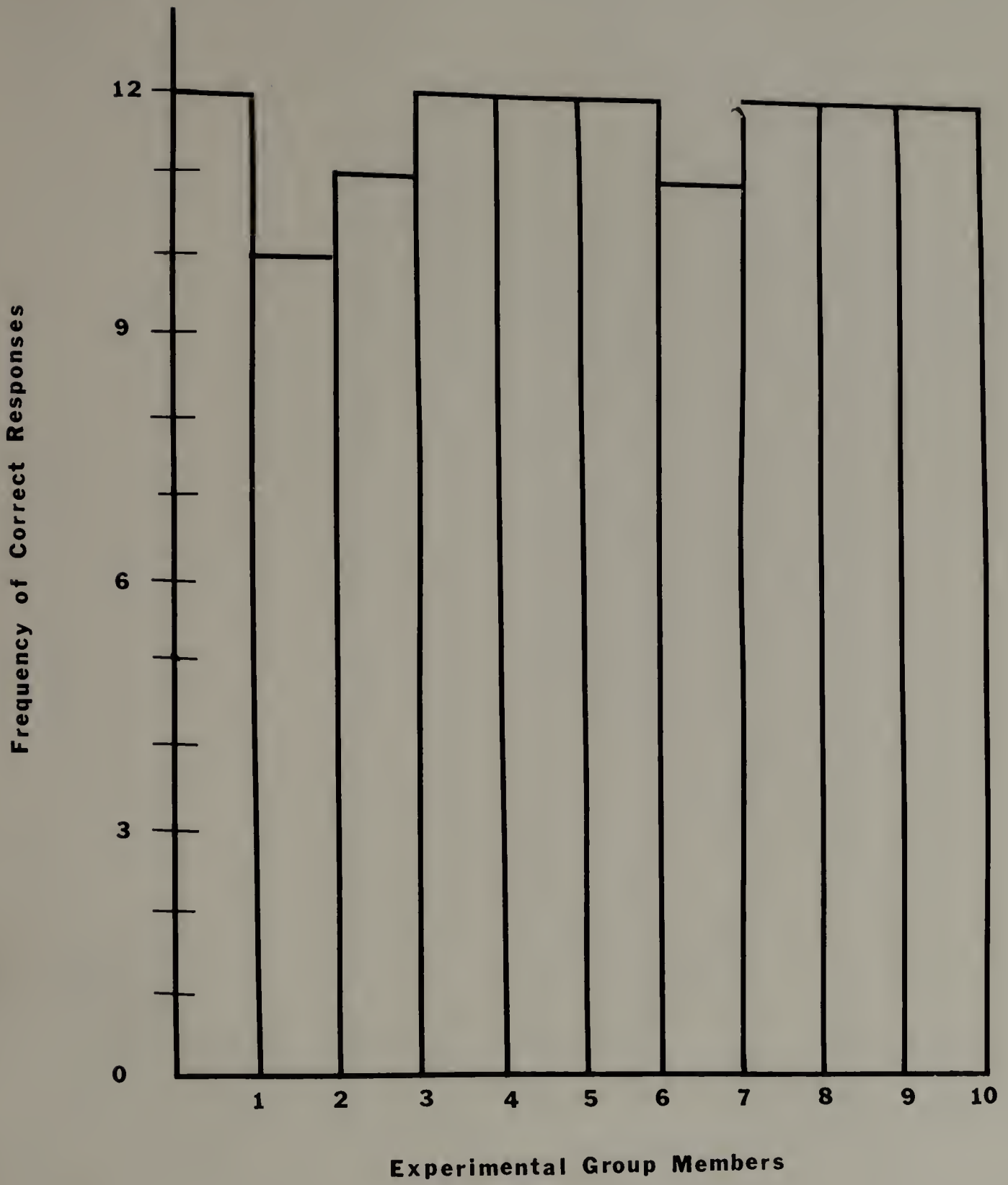
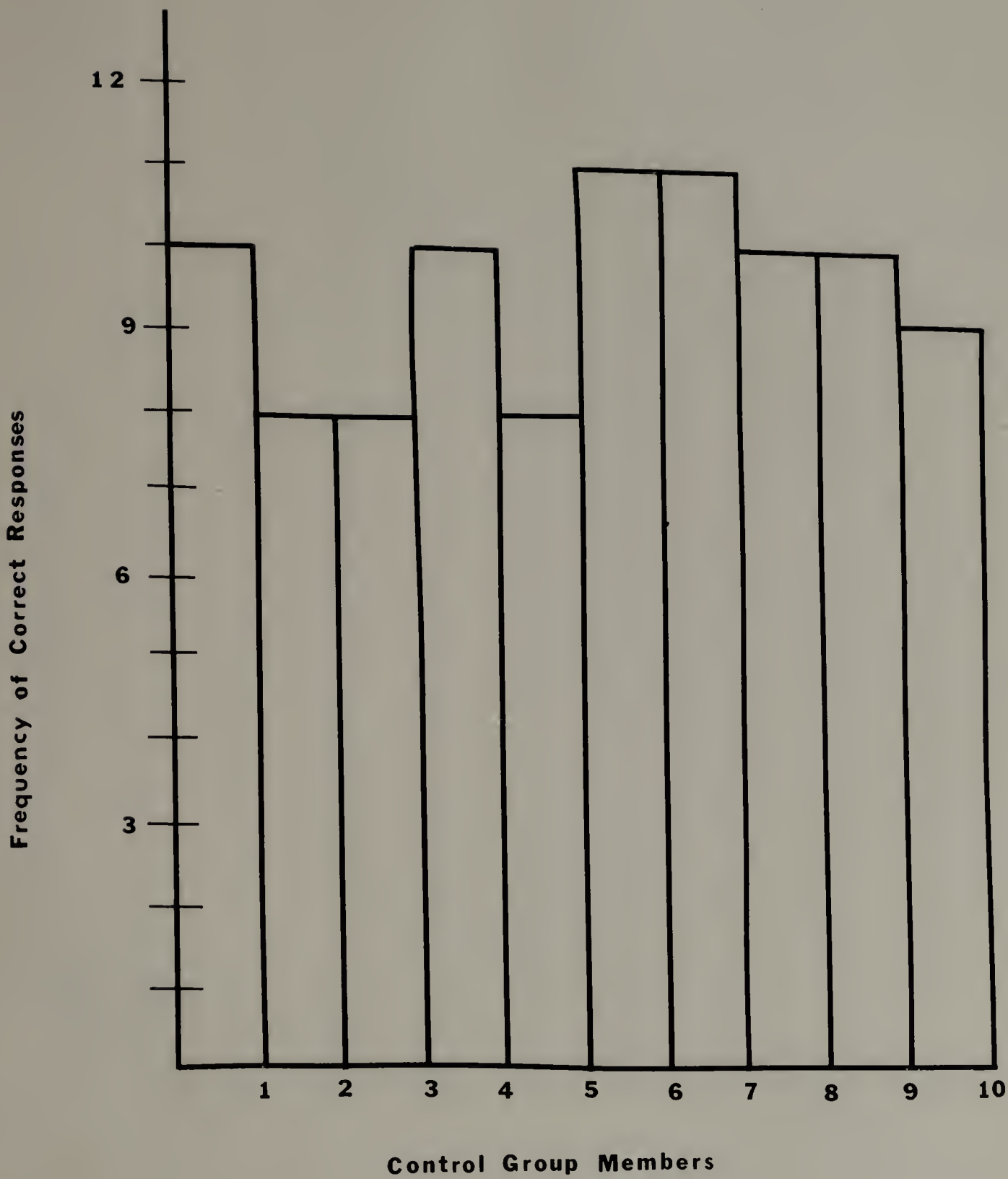


Figure 6. Histogram Depicting the Frequency of Correct Post-Test Responses of Each Control Group Member on Situation Studies.



Alternate Hypothesis II. There is a significant increase in the level of participants' awareness of situations that are racist and/or sex role stereotypic due to treatment.

Section Three

Hypothesis III states that there will be no significant increase in the level of participants' actions to diagnose and counteract effects of sex role stereotyping and racism due to treatment. Actions of students were measured both by pre and post treatment, as well as on a weekly basis utilizing a student, self-report instrument entitled Self Reports. This instrument has two major sections, one for reporting observations of and reactions to personal experiences with sex role stereotyping and the other for reporting observations of and reactions to personal experiences with racism. For purposes of data analysis, this section (and its corresponding Hypothesis III) will be sub-divided into four categories. Each category will examine findings from one of the following four measures of the Self Reports instrument:

- a) sex role stereotyping observations,
- b) sex role stereotyping reactions,
- c) racism observations, and
- d) racism reactions.

Appropriate hypotheses (Hypotheses IIIa - IIIId) for each measure will be included in each categorical analysis.

Category A. Hypothesis IIIa for this category states that there will be no significant increase in the participants' number of reported observations of sex role stereotyping due to treatment. Part a of the Self Reports instrument required students in both the experimental and the control groups to report all instances of sex role stereotyping that they had observed in the one-week interval immediately preceding the pre-test and in the one-week interval immediately preceding the post-test. Table 6 shows the pre and post frequency data obtained on this measure for both groups.

Table 6

Frequencies of Pre-Post Observations of Sex Role Stereotyping on Part a of Self Reports

Group	Observations of Sex Role Stereotyping		
	Pre-Test	Post-Test	Difference
Experimental (n = 10)	11	20	+9
Control (n = 10)	9	12	+3

The data in Table 6 show that there was a 29.0% increase in observations of sex role stereotyping from pre-test to post-test made by students in the experimental group. Students in the control group showed a corresponding increase of 9.7% on the same measure. An F-ratio ($F = .228$) was computed prior to treatment which did not show significance at the .05 level. Therefore, the researcher concluded that the groups were similar at the beginning of the study on the dimension being tested. Following treatment another F-ratio ($F = 4.966$) was calculated which was significant at the .05 level, allowing the researcher to reject the null hypothesis ($H_0 : \mu_e - \mu_c \leq 0$) and accept the alternate hypothesis ($H_1 : \mu_e - \mu_c > 0$).

Alternate Hypothesis IIIa. There is a significant increase in the participants' number of reported observations of sex role stereotyping due to treatment.

Category B. Hypothesis IIIb for this category states that there will be no significant increase in the participants' number of reported reactions to each instance of observed sex role stereotyping due to treatment. Part b of the Self Reports instrument required students to report their reactions to the documented observations of sex role stereotyping. Table 7 shows the pre and post frequency

data on total reactions for both groups.

Table 7

Frequencies of Pre-Post Reactions to Observations of Sex Role Stereotyping on Part b of Self Reports

Group	Reactions to Observations of Sex Role Stereotyping		
	Pre-Test	Post-Test	Difference
Experimental (n = 10)	11	15	+4
Control (n = 10)	7	12	+5

Data in Table 7 indicate that there was a 15.4% increase in reactions of the experimental group from pre-test to post-test. The control group members increased 26.3% on the same measure. An F-ratio ($F = .503$) computed prior to treatment indicated no significance at the .05 level, therefore pre-study similarity of groups was assumed. The post-treatment F-ratio ($F = .574$) also indicated no significance, therefore the null hypothesis (Hypothesis IIIb above) must be accepted. There was no significant increase in the students' number of reported

Table 8

Frequencies of Pre-Post Observations of
 Racism on Part c of Self Reports

Group	Observations of Racism		
	Pre-Test	Post-Test	Difference
Experimental (n = 10)	8	16	+8
Control (n = 10)	8	9	+1

reactions to each observation of sex role stereotyping due to treatment. A discussion of the rationale and implications of this finding for the present research as well as future research will be presented in Chapter V.

Category C. Hypothesis IIIc corresponding to this category states that there will be no significant increase in the participants' number of reported observations of racism due to treatment. Self Reports, Part c, instructed experimental and control group members to report all instances of racism that they had observed in the one-week interval immediately preceding the pre-test and in the one-week interval immediately preceding the post-test. Table 8 shows the pre and post frequency data obtained on this measure for both groups.

In this table the data show that there was a 33.3% increase in racism observations from pre-testing to post-testing by experimental group members. Students in the control group showed a corresponding increase of 5.9% on the same measure. Prior to treatment an F-ratio ($F = .000$) was computed which was not significant at the .05 level. Assuming initial similarity of groups, the researcher computed another F-ratio ($F = 4.74$) following treatment. This was significant at the .05 level, allowing for the

rejection of the null hypothesis ($H_0 : \mu_e - \mu_c \leq 0$) and acceptance of the alternate hypothesis ($H_1 : \mu_e - \mu_c > 0$).

Alternate Hypothesis IIIc. There is a significant increase in the participants' number of reported observations of racism due to treatment.

Category D. Hypothesis IIIId for this category states that there will be no significant increase in the participants' number of reported reactions to each instance of observed racism due to treatment. Part d of the Self Reports instrument required students to report their reactions to the documented observations of racism. Table 9 shows the pre and post frequency data on total reactions for both the experimental and the control groups.

Table 9

Frequencies of Pre-Post Reactions to Observations of Racism on Part d of Self Reports

Group	Reactions to Observations of Racism		
	Pre-test	Post-test	Difference
Experimental (n = 10)	7	13	+6
Control (n = 10)	6	7	+1

Data in Table 9 show that there was a 30.0% increase in reactions of the experimental group from pre-test to post-test. The corresponding control group increase was 7.6%. An F-ratio ($F = .138$) indicated no significance at the .05 level, allowing for the assumption of pre-study similarity of groups. A post-treatment F-ratio ($F = 2.656$) also indicated no significance at the .05 level, despite the fact that the percentage increase in reactions to racism for the experimental group was large. Reasons for this insignificance could have statistical and/or programmatic rationales. Due to the small sample size of this study and the small number of variable cases, statistical significance is difficult to achieve. However, a more likely rationale with theoretical implications for the present and similar future research will be presented in Chapter V. The null hypothesis (Hypothesis IIIId) is accepted. It must be concluded that there was no significant increase in the students' number of reported reactions to each observation of racism due to treatment.

Section Four

Hypothesis IV states that participants will demonstrate positive action to implement the spirit and letter of Chapter 622 regulations by their work on an independent

project related to counteracting racism and/or sex role stereotyping in their school community. A requirement of the in-service course, Chapter 622: Strategies for Student Implementation (see Appendix A) related to this hypothesis was for each student to design, implement, and evaluate an independent study project which would focus on at least one specific regulation of the law. Of the ten students in the course, nine were registered for academic credit and had to complete a written and/or audio-visual project report. One student audited the course, fulfilled all other requirements, but did not submit a final project report. Table 10 lists the final project topics of each student.

As can be seen from Table 10, the topics and specific Chapter 622 regulations covered by the students in their projects were both varied and comprehensive. Five projects (1, 2, 4, 5, and 7) concentrated on various sections of Chapter 622 curricula regulations. Subject areas analyzed included French (1), Physical Education (4), Social Studies (5), German (7), and Media (2). Projects 3 and 6 dealt primarily with attitude change. Students were specifically concerned with how teacher and/or student attitudes can be improved to comply with the spirit as well as the letter of Chapter 622 regulations. Project 3 was

Table 10

A List of Topics of Final Projects Submitted by
 Student Participants in Chapter 622:
Developing Strategies for Student Implementation

Student	Final Project Topic
1	Analysis of a Course: French III
2	An Analysis of Minority Representation in the Amherst High School Media Centers
3	Chapter 622 Regulations and Attitudes: A Graffiti Project
4	Athletic Regulations under 622 and Co-Ed Physical Education at Amherst Regional High School
5	An Analysis of Chapter 622 and American History at Amherst Regional High School
6	Attitude Change as it Relates to Racism and Sexism: Violations of the Law Chapter 622
7	Evaluating and Implementing Chapter 622 in the German Curriculum at Amherst Regional High School
8	Auditing course--no project
9	An examination of Regulation 8.06 and the Superintendent's Compliance--A Survey
10	A Personal Analysis of 622 Regulations Affecting a German Exchange Student

especially unique. The student made copies of "controversial but true" regulations on large posters and hung them up in strategic locations around the school (i.e., male versus female locker rooms, bathrooms, teachers' lounges, shop areas, the home economics room, etc.). He then waited for the graffiti to arrive and reported his "findings" to the class. Project 9 involved a survey to find out if students had received notification of their rights under Chapter 622 from the Superintendent of Schools. The investigator then took her survey results and presented them to the Superintendent in a very positive meeting. Project 10 was an interesting analysis of problems that non-English speakers face when entering Amherst High School for the first time. Unfortunately, space limitations prevent a detailed analysis of each project and its particular unique approach to implementing Chapter 622 regulations. However, the present researcher has chosen two sample projects to be reprinted in their entirety (see Appendix C). The basis of selecting these two projects (1 and 6 in Table 10) was based on the criteria which follows.

- 1) They were representative of the two largest project topic areas (curriculum, and attitude change in extra-curricular activities). This criterion narrowed the choice to 1-7.

- 2) They were written (as opposed to audio-visual) projects of reasonable length. For example, the most comprehensive project (7) was excluded because it has thirty-three pages. This narrowed the choice to 1, 4, or 6.
- 3) They were as representative as possible of the class demography. (Project 6 belongs to a white female, and project 1 to a white male. Project 4 was omitted because it belonged to a white female and was less comprehensive than 6. Two Black students took the course but one student audited and the other did an extensive media project which was taped).

Section Five

A summative course evaluation instrument was administered anonymously to all ten students in the experimental group during the last thirty minutes of the final course section. An informal evaluation discussion had been done earlier in the course, but due to the fact that this was a pilot study of the curriculum, the summative measure (including both fixed and open-ended response items) was administered once, at the end of the total curriculum presentation. Table 11 presents the data from this evaluation.

The data show from responses to item one on the evaluation, that the mean attendance at class sessions was 9.5 (95%) over the eight week period. Four out of eight sessions had perfect attendance. Item two responses

Table 11

Frequency of Responses to Each Fixed Item (1-5) on the Course Evaluation Organized According to Class Session (1-8)

Class Sessions	Responses				
	(1) Indicated Attendance	(2) Indicated as an especially valuable session	(3) Indicated that session was not at all valuable	(4) Indicated a preference for more time on this session	(5) Indicated a preference for less time on this session
1	10	6*	1	4	1
2	9	5*	1	1	0
3	10	8*	1	7*	0
4	10	2	2	2	3
5	9	5*	0	2	0
6	9	5*	0	3	0
7	9	7*	0	3	1
8	10	7*	0	3	1

*Indicates that more than 50% of students attending this session responded on this item.

showed that 80% of the participants (8/10) found session three (Starpower Game) to be especially valuable. Comments from open-ended responses of participants emphasized this finding as follows:

"I learned so many things at once."

"I thought session three was very interesting because it reflected society."

"We learned alot about ourselves and each other in terms of relationships and prejudices."

"It made people aware of their own power trips and sort of shaked some."

"It was relevant to my experience."

"I learned a very important thing about myself that I wasn't aware of before."

"It showed alot about my prejudices."

"Great."

Item three responses showed that class session four received the highest number of responses. Of the ten people present, two indicated that session four (design a racist/sexist school exercise and discussion groups on project proposal) was not at all valuable. Open-ended responses indicated the following:

"It didn't work very well."

"I don't feel we discussed the exercise enough for it to be of significant value."

Item four responses showed that students wanted to

spend more time on class session three (Starpower). Seven out of ten students present (70%) indicated their reasons as follows:

"It really takes more than two hours to get into it."

"It made me feel energetic."

"It's hard to describe why."

"It would be interesting to do it again."

"It was fun and educational."

"I want to learn how to teach it to others."

"It is just like life. I saw first-hand how selfish the top group is."

On item five the highest score was given to session four (Design a racist/sexist school and proposal idea discussion groups). Three out of ten students (30%) wanted to spend less time on session four materials.

Open-ended responses were:

"I didn't feel I got as much out of the activity as I would have liked to."

"It didn't hold great meaning."

"If we had more time I think people's true feelings would have come out."

The following responses (abridged where lengthy) were added by students in the comment section on the last page of the evaluation:

"I think the quality of this course is very high and I can't think of much else."

"I feel the course is excellent just the way it was. One thing is that some of the more quiet people didn't get as much of a chance to speak their piece, but no discussion group will ever have perfect balance."

"The readings you handed out were excellent, I've really got positive feelings from them and would like to see more articles by Angela Davis about Black Women."

"Everyone shared at least one thing that was personal and has possibly never been shared before. I have learned to be more open now and less hesitant to talk about myself and feelings. I don't know, but I think this feeling can be carried through to other situations outside of class. I really enjoy the material, too."

"I found out alot about 622. It's hard to believe that it affects so much and so few people know about it."

"I like the fact that people aren't inhibited in our discussions. I wish the course would go on so we could do more about racism and sexism as a group. It seems easier that way."

"The best thing about this course was that it broke down cliques. I didn't even know anyone before this course and now I feel close to some people."

"I feel I have really learned about my prejudices and the structure behind my attitudes."

"This course was alot of work, but it was worth it. I think it should be phase 5 because of the independent study."

"Chapter 622 was interesting. It should be offered again so more students could learn their rights."

The evaluation data presented above has implications

for the content and structure of Chapter 622: Strategies for Student Implementation. Recommendations are included in Appendix A.

Chapter IV has reported the findings on each of the four major hypotheses of this study. Results of the course evaluation have also been presented. Chapter V will present a summary of the present research, draw conclusions, and outline recommendations for further related research.

C H A P T E R V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

Summary

The purpose of the present study was threefold:

- (1) to develop an in-service curriculum handbook for an eight-week (16 hour) course entitled: Chapter 622: Strategies for Student Implementation;
- (2) to pilot the above mentioned course during the Fall 1977 semester on a sample of ten Amherst Regional High School students; and
- (3) to evaluate changes in the course participants':
 - (a) information with respect to Chapter 622,
 - (b) awareness of situations that are racist and/or sex role stereotypic, and
 - (c) actions to implement the spirit as well as the letter of Chapter 622.

The curriculum mentioned in part one of the purpose was developed and is presented in its entirety in Appendix A. During the time period from September 27, 1977, through November 27, 1977, this curriculum was piloted with an experimental group of ten Amherst Regional High School students. Evaluation results from both fixed and open-

ended items indicated that students were quite satisfied with the course content, materials, and learning atmosphere. The session which was most consistently rated as "valuable" was session three (Starpower Game). During this session students participated in a two hour simulation of institutional (and personal) racism and sexism. The value of social awareness simulations as a curriculum method has been discussed by Chapman.¹

In order to evaluate changes in the course participants' information, awareness, and actions relevant to implementing Chapter 622 regulations, the present researcher designed three separate instruments. They were field-tested with five experts for face and content validity and administered (pre and post study) to the ten experimental group members. F-ratios ($\alpha = .05$) were calculated and the following hypotheses were accepted:

- (1) There was a significant increase in the level of participants' information regarding Chapter 622 due to treatment.
- (2) There was a significant increase in the level of participants' awareness of situations that are racist and/or sex role stereotypic due to treatment.
- (3) There was a significant increase in the participants' number of reported observations of sex role stereotyping due to treatment.
- (4) There was no significant increase in the participants' number of reported

reactions to each instance of observed sex role stereotyping due to treatment.

- (5) There was a significant increase in the participants' number of reported observations of racism due to treatment.
- (6) There was no significant increase in the participants' number of reported reactions to each instance of observed racism due to treatment.

In addition to the empirical data provided above, the present researcher has included in Appendix C, two examples of student projects printed (unedited) in their entirety. One project is a curriculum analysis, the other is an attitude study. Both are reports of student attempts to implement a specific Chapter 622 regulation. A study follow-up meeting was held for all students (in both the control and experimental groups) one week after the post test was given. Nine experimental group members and five control group members attended this meeting to receive a brief report of the study's findings.

Beyond the purposes articulated above, the present research also investigated the potential effectiveness of two major curricular innovations:

- (1) in-service training for students as a means of Chapter 622 implementation, and
- (2) combining racism and sexism awareness training with Chapter 622 implementation strategies.

Responses from open-ended items on the course evaluation,

classroom discussions, and teacher's reports indicated that both innovations were effective for the particular purposes of this study.

Conclusions

Hypothesis testing on the two variables of "reactions to observed instances of racism" and "reactions to observed instances of sex role stereotyping" yielded no significant increase in the quantity of such reactions due to treatment. This is an interesting, but not surprising, result. One explanation, as briefly outlined in Chapter IV, could be that the small sample size imposes statistical limitations in reporting significance. However, since significance with the same sample size was achieved on the "observation of racism/sex role stereotyping" dimensions of the same instrument, a more comprehensive, theoretical conclusion seems appropriate.

As Fromkin and Sherwood have asserted, "racism [and] sexism, ...are not simply matters of individuals' stereotyping, prejudice, and bigotry. While these factors are important, ...the balance of power [*italics mine*] must be altered in some fundamental ways before certain minority groups can successfully control their own fate."² Since power is an influential aspect of any relationship-- whether it is personal power (i.e., of friends, family,

etc.) or institutional power (of schools, economic systems, etc.)--students were confronted with some difficult decisions that had to be made in relation to their new role as student-educator. In the in-service support discussions and activities (see Appendix A), a great deal of time was spent examining the various influences of power (i.e., "teacher grading" power, "parental discipline" power, and peer pressure) on their ability to effectively implement Chapter 622 regulations. One of the collective decisions that came out of these support discussions was the need to define attainable, short-term goals which could make a small, but effective, change. Consequently, many of the students in the course were able to improve the quality but not the quantity of their reactions. The following unedited examples from the pre and post Self Reports instrument of a white male course participant reflects this qualitative rather than quantitative change.

Sample Pre-test Observation of Racism.

"A German in my gym class has been (every day this week) pushed into the lockers and called a Nazi and other names."

Sample Pre-test Reaction to the Above Observation. "I came in just as it was finishing and when I tried to talk to him he ignored me."

Sample Post-test Observation of Racism.

"One of my friends told me this joke:

Q: Why aren't there any Black nuns?

A: Because they can't say the word superior after the word mother."

Sample Post-test Reaction to the Above Observation. "I told him that from my own experience, whites use the phrase 'mother fucker' as much as Blacks do and it is whites who have mainstreamed the word 'fuck' into the American lifestyle, making it acceptable to say in print and even sometimes on the radio. The word 'fuck' is at least 80 years old (it was used in prisons and reform schools at the turn of the century). The most interesting fact is that it came from the German word 'fokken,' to strike, which shows that sex is used as a weapon against women. I think that this involves both racism and sex role stereotyping. Whites have always been the first to break in new prejudices and then shift the blame to minorities."

As evidenced in the above samples, the depth of this student's reaction and internal reflection upon a racist incident increased significantly but not statistically from pre to post study. A major conclusion which can be drawn from these data is that the in-service course, Chapter 622: Strategies for Student Implementation, is more conducive to qualitative rather than quantitative increases in a student's reactions to situations that are racist and/or sex role stereotypic.

Other conclusions which can be directly drawn from the results of hypothesis testing are:

- (1) Chapter 622: Strategies for Student Implementation is an effective program for increasing a high school student's information about Chapter 622 regulations;
- (2) Chapter 622: Strategies for Student Implementation is an effective program

for increasing a high school student's awareness of situations that are racist and/or sex role stereotypic--both generally and in their own personal experiences; and

- (3) Chapter 622: Strategies for Student Implementation provides an effective training program for developing and implementing student compliance projects.

Recommendations for Further Research

The present research offers a curriculum for a student in-service training course which combines legal awareness (Chapter 622 regulations) with social awareness (specifically issues of racism and sex role stereotyping). One of the greatest untapped resources for implementing change in school systems has been the students themselves. The results from this study indicate that students are in a unique position to facilitate changes in information, attitudes and actions of others when given the appropriate training and guidance. As Kaplan has stated, "students have an instinct for fairness and equality [and] there is a need for student participation at all levels."³ Chapter 622: Strategies for Student Implementation has provided a successful format for that participation. Further research which would improve the effectiveness of this student in-service curriculum is outlined below.

- (1) replication. In order to build a broader base of empirical data to substantiate the generalizability of the effectiveness of Chapter 622: Strategies for Student Implementation, it is suggested that the course be replicated in a representative cross-section of other Massachusetts public high schools.
- (2) follow-up studies. Appropriate follow-up studies could be designed to assess the persistence of efforts of participants to implement Chapter 622 after the course is completed.
- (3) variations in the composition of the sample. Experimentation might be done to determine the potential impact of faculty, community, and/or parent involvement in the course.
- (4) comparison studies. Appropriate comparison studies could be developed to assess the effectiveness of this Chapter 622 student in-service curriculum with a similar faculty in-service curriculum.
- (5) qualitative analysis of results from students' Self Reports. Categories (i.e., verbal/non-verbal; direct/indirect; effective/ineffective, etc.) could be imposed on the open-ended responses from the Self Reports. This would allow for a qualitative measure of student's pre- and post-study reactions to incidents of racism and/or sex role stereotyping.
- (6) variations in the placebo treatment. Control group members could attend weekly discussion groups on racism/sex role stereotyping and Chapter 622 without utilizing any of the experimental in-service course materials. A post-study comparison of groups would then specifically measure the extent of curriculum effectiveness.

Since its inception, Chapter 622 of the Acts of 1971 has had a notable consciousness-raising effect on Massachusetts public school communities. For some of these communities, it has provided a much needed mechanism for effectively superimposing the previously rhetorical concept of "equal educational opportunity" onto the reality of discriminatory local school practices and actually affecting change. For others, the translation of Chapter 622 regulations into local action toward compliance has been a long and arduous process. Chapter 622: Strategies for Student Change seeks to facilitate that process.

F O O T N O T E S

CHAPTER I:

¹Chapter 622 (House Bill No. 3576) of the Massachusetts Legislative Acts of 1971, an act which prohibits discrimination in public schools, was adopted on August 5, 1971. It reads:

Be it enacted by the Senate and House of Representatives in the General Court assembled, and by the authority of the same as follows:

Section 1. Chapter 76 of the General Laws is hereby amended by striking out Section 5, as appearing in the Tercentenary Edition, and inserting in place thereof the following section:

Section 5. Every child shall have the right to attend the public school of the town where he actually resides subject to the following section. No child shall be excluded or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin.

Section 2. Section 16 of said Chapter 76, as so appearing is hereby amended by inserting after the word "schools", in line 2, in words: - or from the advantages, privileges, and courses of study of such public schools.

²Massachusetts, Department of Education, Chapter 622 Regulations (Boston: Bureau of Educational Information Services, 1975), p. 1.

³Ibid.

The ten specific areas for compliance outlined in the regulations are: 1.00) Purpose, 2.00) School Admissions, 3.00) Admission to Courses of Study, 4.00) Guidance, 5.00) Curricula, 6.00) Extra-Curricular Activities, 7.00) Facilities, 8.00) Active Efforts, 9.00) Complaint Procedure, and 10.00) Private Right of Enforcement.

⁴Ibid.

⁵Ibid.

⁶Ibid., p. ii

⁷The full title of the ESEA Title IV grant is: Counteracting Sex-Role Stereotyping in the Amherst-Pelham Schools: Developing Staff Awareness, Skills and Ongoing Training Capabilities." The proposal was submitted jointly on February 6, 1976, by the Committee on Sex Role Stereotyping and the Amherst-Pelham Schools. Funding was awarded for the 1976-1977 academic year.

⁸Joyce Berkman et al., "Counteracting Sex-Role Stereotyping in the Amherst-Pelham Schools: Developing Staff Awareness, Skills, and Ongoing Training Capabilities" (ESEA Title IV, Part C grant proposal, Amherst, Massachusetts, 1976), p. 2.

⁹Ibid.

¹⁰Course enrollment statistics were reported in the February, 1977, issue of Rockin' Roles, the monthly newsletter of the Sex Role Stereotyping Project. Figures reflect enrollment for the Spring Semester which ended in June, 1977.

¹¹See note 10.

¹²Brown vs. Board of Education of Topeka, Kansas, 1954, 349, U.S. 294.

¹³Richard Rothstein, "Down the Up Staircase," in And Jill Came Tumbling After: Sexism in American Education, ed. Judith Stacey, Susan Bereaud, and Joan Daniels (New York: Dell Publishing Co., Inc., 1974), p. 226.

¹⁴Peter John Graham, Jr., "Implementation of Anti-Sex Discrimination Legislation: A Study of Chapter 622 of the 1971 Massachusetts Legislative Acts" (Ed.D. dissertation, University of Massachusetts, 1975), p. viii.

¹⁵See Appendix A.

¹⁶See Appendix B.

¹⁷Graham, Ibid.

¹⁸Arlington, Worcester and Brookline Public Schools all have programs for staff development in the area of sex role stereotyping. For more information contact:

Beverly W. Lydiard, ed. Kaleidoscope 13. Massachusetts Department of Education. Winter, 1975.

¹⁹Abington and Jamaica Plain both have programs that deal with racial and sex role stereotyping. For more information consult:

Beverly W. Lydiard, ed. Kaleidoscope 13. Massachusetts Department of Education. Winter, 1975.

²⁰See Note 1 for a full citation of the law.

²¹This was adapted from the definition of stereotype found in:

Milton Rokeach, Beliefs, Attitudes and Values.
San Francisco: Jossey-Bass, Inc., 1968.

²²This definition was adapted from the following sources:

Racism in America and How to Combat It, U. S.
Commission on Civil Rights, Urban Series
#1. Government Printing Office, Washington,
D. C., January, 1970.

Delmo Dell-Dora, What Curriculum Leaders Can Do
About Racism. Detroit: New Detroit, Inc.,
1970.

²³See Note 21.

²⁴This definition was adapted from sources listed in Note 22 as well as:

Webster's New Collegiate Dictionary, (1975),
S.V. "sexism."

The World Book Dictionary, (1970), S.V. "sexism."

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²Albert Einstein, "The Negro Question," in Racism a Casebook, ed. F. R. Lippes and D. J. Burrows (New York: Thomas Y. Crowell, 1971), pp. 49-51.

³E. J. Barnes, "The Black Community as the Source of Positive Self-Concept for Black Children: A Theoretical Perspective," in Black Psychology, ed. R. L. Jones (New York: Harper & Row, 1972), pp. 166-192.

⁴E. Reimer, An Essay on Alternatives in Education (Cuernavaca, Mexico: CIDOC, Suaderno No. 1005, 1970).

⁵James D. Beck, The Counselor and Black/White Relations (Boston: Houghton Mifflin Company, 1973), p. 19.

⁶Ann Sutherland Harris, "The Second Sex in Academe," in And Jill Came Tumbling After: Sexism in American Education, ed. Judith Stacey, Susan Bereaud, and Joan Daniels (New York: Dell Publishing Co., Inc., 1974), p. 297.

⁷Barbara J. Love, "Combatting Racism through Teacher Training: The Documentation of a Course in Survival Strategies" (Ed.D. dissertation, University of Massachusetts, 1972).

⁸Pauline Sears and David H. Feldman, "Teacher Interactions with Boys and Girls," in And Jill Came Tumbling After: Sexism in American Education, ed. Judith Stacey, Susan Bereaud, and Joan Daniels (New York: Dell Publishing Co., Inc., 1974), pp. 147-158.

⁹Ibid., p. 148.

¹⁰Ibid., p. 149.

¹¹Betty Levy, "Do Schools Sell Girls Short," in And Jill Came Tumbling After: Sexism in American Education, ed. Judith Stacey, Susan Bereaud, and Joan Daniels (New York: Dell Publishing Co., Inc., 1974), p. 144.

¹²Ibid.

¹³Sally Wendkos Olds, "Giving Children the Freedom To Be Themselves," Colloquy 6 (November, 1973): 9-10.

¹⁴R. Rosenthal and L. Jacobson, Pygmalion in the Classroom (New York: Holt, Rinehart Winston, 1968).

¹⁵Whitney M. Young, Jr., Beyond Racism (New York: McGraw-Hill Book Company, 1969), p. 139.

¹⁶Ibid., pp. 140-141.

¹⁷Isaiah E. Robinson, Jr., "Preparation for Life: The Black Classroom," in Black Manifesto for Education, ed. Jim Haskins (New York: William Morrow & Company, Inc., 1973), p. 14.

¹⁸Ibid.

¹⁹Edward A. Nelson and Norman P. Uhl, "The Influence of Racial Composition of Desegregated Secondary Schools Upon Black Students' Perceptions of the School Climate," paper presented at the American Educational Research Association Meeting, San Francisco, California, 19 April 1976.

²⁰Ibid., p. 8.

²¹Women on Words and Images, Dick and Jane as Victims --Sex Stereotyping in Children's Readers (Princeton, New Jersey, 1972).

²²Ibid., pp. 6-7.

²³Janice Law Trecker, "Women in U. S. History High-School Textbooks," in And Jill Came Tumbling After: Sexism in American Education, ed. Judith Stacey, Susan Bereaud, and Joan Daniels (New York: Dell Publishing Co., Inc., 1974), p. 250.

²⁴Carol Tittle, "The Use and Abuse of Vocational Texts," in And Jill Came Tumbling After: Sexism in American Education, ed. Judith Stacey, Susan Bereaud, and Joan Daniels (New York: Dell Publishing Co., Inc., 1974).

²⁵Iris M. Tiedt, "Realistic Counseling for High-School Girls," in And Jill Came Tumbling After: Sexism in American Education, ed. Judith Stacey, Susan Bereaud, and Joan Daniels (New York: Dell Publishing Co., Inc., 1974).

²⁶Janice Law Trecker, "Sex Stereotyping in the Secondary School Curriculum," Phi Delta Kappa 55 (October 1973): 110-112.

²⁷James D. Beck, The Counselor and Black/White Relations (Boston: Houghton Mifflin Company, 1973), p. 20.

²⁸Whitney M. Young, Jr., Beyond Racism (New York: McGraw-Hill Book Company, 1969), p. 138.

²⁹Melvin Drimmer, ed., Black History: A Reappraisal (New York: Doubleday & Company, 1969), p. XIV.

³⁰Ibid.

³¹Edward K. Weaver, "The New Literature on Education of the Black Child," in Black Psychology, ed. R. L. Jones (New York: Harper & Row, 1972), p. 266.

³²Thomas S. Gunnings, "Effects of Compensatory Education Programs on Blacks" in Black Psychology, ed. R. L. Jones (New York: Harper & Row, 1972), p. 273-284.

³³Ibid., p. 284.

³⁴See Robert L. Williams, "Abuse and Misuses in Testing Black Children;" Edward J. Barnes, "Cultural Retardation or Shortcomings of Assessment Techniques;" and William F. Brazziel, "A Letter from the South;" all anthologized in: Black Psychology, pp. 77-91; 66-76; and 104-110. Edited by R. L. Jones. New York: Harper & Row, 1972.

³⁵Norma Jean Anderson and Barbara Love, "Psychological Education for Racial Awareness," Personnel and Guidance Journal 51 (May 1973): 666.

³⁶Ibid.

³⁷See James D. Beck, The Counselor and Black/White Relations (Boston: Houghton Mifflin Company, 1973); also Doris Mosby, "Toward a Theory of the Unique Personality of Blacks--A Psychocultural Assessment;" Thomas O. Hilliard, "Personality Characteristics of Black Student Activists and Nonactivists;" and Hall, William S., et al., "Stages in the Development of Black Awareness: An Exploratory Investigation;" all anthologized in:

Black Psychology, pp. 124-135; 136-144; and 156-165. Edited by R. L. Jones. New York: Harper & Row, 1972.

³⁸Gerald J. Pine, "Counseling Minority Groups: A Review of the Literature," University of New Hampshire, n.d. (mimeographed).

³⁹Women's Equity Action League, "Vocational Education: As If Title IX Never Happened," Washington Report, December, 1975.

⁴⁰See Suggestions for Planning, Implementing and Evaluating Title IX Compliance Procedures and Programs, University of Pittsburgh General Assistance Center on School Desegregation and Conflict, 1975; and A Suggested Policy Guide for School Districts Prohibiting Sex Discrimination in Education, The Delaware State Department of Public Instruction, Dover, Delaware, November, 1975.

⁴¹Carol Ahlum, "Kalamazoo: A Model for Change," Inequity in Education, no. 18 (October, 1974), 47-52.

⁴²Ibid., p. 47.

⁴³Mary Ellen Verheyden-Hilliard, A Handbook for Workshops on Sex Equality in Education (Washington, D. C.: American Personnel and Guidance Association, n.d.), 80 pp.

⁴⁴Regina Healy and Diane Lund, "Chapter 622: One State's Mandate," Inequality in Education no. 18 (October 1974): 36.

⁴⁵See Note 1, Chapter I.

⁴⁶See Note 2, Chapter I.

⁴⁷Regina Healy and Diane Lund, "Chapter 622: One State's Mandate," Inequality in Education no. 18 (October 1974): 45.

⁴⁸Kaleidoscope 13, ed. Beverly W. Lydiard (Massachusetts Department of Education, Winter 1975), 74 pages.

⁴⁹Ibid., p. 2.

⁵⁰Ibid., pp. 43-45.

⁵¹M. E. Bell, John P. Dolly and Terry Helsley, "An Identification of the Common Factors in Race and Sex Discrimination," University of South Carolina, Columbia, South Carolina, March 1978.

⁵²Amherst, Massachusetts is located near Amherst College, Hampshire College, Mt. Holyoke College, Smith College, and the University of Massachusetts.

⁵³See Note 8, Chapter I.

⁵⁴Betty Friedan and Anne Grant West, "Sex Bias: The Built-in Mentality that Maims the Public Schools," American School Board Journal 159 (October 1971): 20.

⁵⁵Kathy Beck and Armin Beck, "All They Do is Run Away," Civil Rights Digest 4 (August 1972): 5.

⁵⁶Phyllis Dee Sobo, "Inservice Education to Combat Sexism in the Classroom: A Case Study" (Ed.D. dissertation, University of Pennsylvania, 1976).

⁵⁷Katherine Van Wessem Goerss, "Sexism: A Challenge for School Counselors," Journal of the National Association of Women Deans and Counselors 40 (Spring 1977): 107.

⁵⁸Keynote Address of Honora Kaplan, Chapter 622/Title IX Conference, "Seeking Education Equity," Park Plaza Hotel, Boston, 30 March 1978.

⁵⁹U. S. Department of Health, Education, and Welfare, Women's Educational Equity Act, First Annual Report, September 30, 1976, p. 1.

⁶⁰See Note 2, Chapter I.

⁶¹James H. Case, "Notes Toward an Inservice Policy for Massachusetts," Kaleidoscope 19 (Fall 1977): 8.

⁶²Ibid.

⁶³Ibid.

⁶⁴Kaplan, see Note 58, Chapter II.

⁶⁵Pat A. Bidol, Developing New Perspectives on Race, Revised Edition (Detroit: New Perspectives on Race, 1972).

⁶⁶Howard L. Fromkin and John J. Sherwood, ed., Inter-group and Minority Relations (LaJolla: University Associates, Inc., 1976).

⁶⁷Puerto Rican Resource Units, University of the State of New York and the State Department Bureau of Migrant Education, Albany, New York, 12234.

⁶⁸James Merryweather Elder, "White on White: An Anti-Racism Manual for White Educators in the Process of Becoming" (Ed.D. dissertation, University of Massachusetts, 1974).

⁶⁹Peter L. Kranz, "A Racial Confrontation Group Implemented within a High School," High School Journal 55 (December 1971): 112-119.

⁷⁰Rosemary Chapin, Susan Jones and Nancy Waldman, "Sex Role Stereotyping: Implications for the Human Services," Minnesota Resource Center for Social Work Education, Minneapolis, 1973.

⁷¹Alice Sargent, "Consciousness Raising Groups: A Strategy for Sex-Role Liberation," (Ed.D. dissertation, University of Massachusetts, 1974).

⁷²Barbara Miller and Jacquelyn Johnson, "A Comparative View of the Roles of Women," University of Denver, June 1976.

⁷³Allison Rossett and Helen Steinberg, "Feminism and Values," n.d. (mimeographed).

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⁷⁵Guttentag and Helen Bray, Undoing Sex Stereotypes Research and Resources for Educators (New York: McGraw-Hill Book Company, 1976).

⁷⁶William A. Blakey, "Everybody Makes the Revolution," Civil Rights Digest 6 (Spring 1974): 11-19.

⁷⁷Ibid.

⁷⁸Bell, p. 4.

⁷⁹Ibid.

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¹See Morris James Slonim, Sampling (New York: Simon and Schuster, 1960), p. 63.

²Selected experts were:

Dr. Norma Jean Anderson, Dean of Student Affairs,
School of Education, University of Massachu-
setts.

Dr. Ena Vasquez-Nuttall, Professor of Education,
University of Massachusetts.

Dr. Alexandra Kaplan, Professor of Psychology,
University of Massachusetts.

Dr. Cheryl Phillips, Evaluator, Women'd Educa-
tional Equity Project, University of Massa-
chusetts.

Gloria Gordon, Chapter 622 Coordinator, Amherst
Public Schools.

CHAPTER V:

¹Thomas Howard Chapman, "Simulation Game Effects on Attitudes Regarding Racism and Sexism" (Ph.D. dissertation, University of Maryland, 1974).

²Howard L. Fromkin and John J. Sherwood, ed., Inter-
group and Minority Relations (LaJolla: University Associates,
Inc., 1976), p. 2.

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A P P E N D I X A
CURRICULUM HANDBOOK

CHAPTER 622: STRATEGIES FOR STUDENT IMPLEMENTATION

AN IN-SERVICE TRAINING PROGRAM FOR
MASSACHUSETTS PUBLIC HIGH SCHOOL STUDENTS

CURRICULUM HANDBOOK

Designed and Edited by

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Amherst-Pelham Regional
School District

CHAPTER 622: STRATEGIES FOR STUDENT IMPLEMENTATION

CURRICULUM HANDBOOK

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S E C T I O N I

BACKGROUND

Chapter 622: Strategies for Student Implementation is an in-service training program for high school students. Developed and pilot-tested during the fall of 1977, with a group of ten interested Amherst Regional High School students, it provides a unique opportunity for young people to become actively involved in diagnosing and correcting inequities in their own educational environment. Theoretically the program has two major innovations:

- (1) it examines the technique of in-service training as a useful means of developing student education; and
- (2) it provides a common curriculum for implementing Chapter 622 regulations and examining the related issues of sex role stereotyping and racism.

Pre- and post-test results from the pilot study (see Appendix B for instruments) showed significant improvement in the following areas:

- (1) the students' knowledge of Chapter 622 regulations;
- (2) the students' ability to diagnose situations which are racist and/or sex role stereotypic, as well as situations which are in violation of Chapter 622 regulations; and,
- (3) the quality of student responses and actions to counteract discriminatory practices or attitudes.

By utilizing high school students as the primary implementation group for Chapter 622 regulations on the local high school level, dramatic changes were achieved--especially in the areas of curriculum analysis and attitude examination (see Appendix C for sample student projects).

S E C T I O N I I

PURPOSE

The purpose of this handbook is to present an in-service training program which can be utilized to help interested high school students effectively design, execute, and evaluate their own Chapter 622 implementation projects.

Chapter 622 of the Acts of 1971 states:

...No person shall be excluded from or discriminated against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of study of such public school on account of race, color, sex, religion or national origin.

In 1975, Chapter 622 regulations were adopted to insure local compliance with the spirit and the letter of the law (see Session One, Exercise C). This handbook provides a model program for public high school systems (with limited financial resources) who are interested in exploring student in-service as a methodology for achieving compliance with these regulations.

S E C T I O N I I I

OBJECTIVES

Upon the completion of this eight week (sixteen hour) in-service program, students will be able to:

- (1) Define the purposes of Chapter 622 and describe its specific regulations;
- (2) Identify situations that are sex role stereotypic and/or racist in their school community;
- (3) Develop their own project to implement a specific Chapter 622 regulation; and
- (4) Critically evaluate the success of their project.

Instrumentation specifically designed to measure the level of accomplishment with respect to these objectives is provided in Appendix B.

S E C T I O N I V

FORMAT

The curriculum materials for Chapter 622: Strategies for Student Implementation are provided in the form of eight sequential sessions. Each session consists of:

- I. A brief outline of session goals,
- II. Instructions for specific exercises and/or activities designed to help the participants achieve the session goals, and
- III. Readings and assignments to help facilitate the participants' learning experience.

The materials presented are conducive to small group participation. It is therefore recommended that the group size be limited to eight to twelve participants. For the training program to achieve the most success, it should be used as presented--not out of sequence. The materials move in an order which allows participants to make changes in information and attitudes before moving on to action. Utilization of materials out of sequence might impede the development of a group support dimension which is essential for changes in participants' attitudes and behaviors.

S E C T I O N V

GENERAL GUIDELINES FOR INSTRUCTORS

Since the purpose of this course is to provide a format for student implementation of Chapter 622 and to provide a learning experience which effectively combines an awareness of sexism and racism in relation to these regulations, the role of the instructor is crucial. Obviously the instructor must be well informed of and committed to the spirit and letter of Chapter 622 regulations. In addition he/she must be able to create a classroom atmosphere in which positive, open communication can be fostered and in which social awareness can be developed. The instructor must have examined the issues of sexism and racism in relation to him/herself before any attempt is made to facilitate that process in others. It is strongly recommended that these materials not be used by anyone who has not had extensive prior training in racism and sexism awareness. An experiential background in counseling and small group dynamics is also essential.

Other considerations that should be taken into account by the instructor are time and setting. An environment should be chosen which has comfortable, movable furnishings and adequate lighting. A regular, weekly time slot should be established which is not part of the regular

school hours. The pilot study for this course chose an evening time slot, and classes met in the high school teachers' lounge.

Finally, in soliciting student participation, make sure that they are both interested in the topic and able to attend all sessions. If possible credit should be arranged for successful completion of the program. You may also wish to make sure that the group selected is representative of the male/female and minority/non-minority populations in your school. A sample course description and interest survey utilized in the pilot study is included in Appendix B.

S E C T I O N V I

CURRICULUM

Session One

I. The goals of this session are:

- A. to introduce participants to each other,
- B. to define the terms sex role stereotyping, racial stereotyping, sexism and racism, and
- C. to discuss the specific regulations of Chapter 622.

II. Activities for this session are:

- A. The Adjective List
- B. Definitions Exercise
- C. Chapter 622--Questions and Answers
- D. Student Self Reports (optional--if time permits)

- A. The Adjective List: How I See Myself/My Racial Identity/and My Sex Role Identity

Goals: To have participants begin exploring how they see themselves in terms of being white, Black, male, female, etc. To explore the issue of being an individual as opposed to seeing oneself as part of a group.

A. The Adjective List (continued)

Materials Needed: Copies of "Personal Checklist"
Pen/Pencil
Newsprint
Magic Markers
Masking Tape

Instructions:

1. Hand out copies of the "personal checklist" to each participant.
2. Ask them to select five words from the list which they feel best describe themselves. If they feel that the appropriate word is not on the list they can add words they feel comfortable with.
3. Ask several participants to introduce themselves by sharing their five words. Jot down these words on newsprint (or on a chalkboard). Try to assess how many people in the group had the same words on their lists.
4. Ask participants to return to the "personal checklist." Ask them to now select five words from the list which describe their sex role and racial identity. Again, if the appropriate word is not there, add it.
5. Ask participants to share their lists noting if they changed any words between their first and second list. Jot down the changed words on the newsprint. Assess how many people in the group changed their lists, and the types of changes.
6. Discuss:
 - How did people feel developing each list?
 - Why did participants change their lists?
 - Why do people see themselves differently when referring to themselves as part of a particular race or sex?

A. The Adjective List (continued)

Note to Instructor:

1. You may want to discuss the individual-group issue, i.e., white people don't have to see themselves as white, we have the luxury of seeing ourselves as individuals, whereas people who are oppressed by the system can never forget who they are. A Black person wakes up every day aware of the fact that first he or she is Black, and secondly, an individual within that group. It may be interesting to see if the women in the group have their lists containing some of the elements of being an oppressed group in the U.S. as opposed to the male list. This same dynamic can highlight the issue. The important thing to stress here is that an oppressed group needs the support of that group whereas the oppressor does not. Therefore, white people see themselves as individuals first whereas Third World people see themselves as part of a group first.

2. People often do not enjoy these types of checklists because they feel pigeon-holed and categorized. Acknowledge that it is hard to define ourselves in only five words but to pick out the one which feel like the crucial dynamics of one's self.

3. It is helpful not to tell participants the

A. The Adjective List (continued)

goal of this exercise before beginning it. Participants' lists change when they realize they will have to define themselves according to race or sex after they define themselves the first time. Therefore, to retain the impact of this exercise, give each direction as stated.

Time: 30 minutes

Source: Adapted from an exercise developed by the United States Navy, Race Relations School, Key West, Florida, 1973.

A. The Adjective List (continued)

PERSONAL CHECKLIST

A. Select five (5) words from the list below that best describe you:

accepted	good	proud
adaptive	happy	pure
afraid	helpless	puzzled
Afro	hopeful	religious
arrogant	hungry	respected
assaulted	humble	rich
average	hurt	right
bad	independent	ripped-off
beautiful	individual	schizophrenic
better	inferior	scientific
big	insulted	secure
blamed	intelligent	select
brave	invisible	selective
brother	just	separatist
brutal	knowledgeable	sexual
chosen	leader	sharp
Christian	liberal	sister
confident	limited	soft
conservative	majority	soulful
controller	man	strong
creative	misunderstood	supportive
denied	nice	tight
determined	normal	together
dignified	oppressive	tokenized
disappointed	oppressed	tracked
dying	outraged	true
easy	paternal	under-educated
emotional	patient	under-employed
employed	people	understanding
enraged	poor	unemotional
exploited	powerful	up-tight
feminist	privileged	victimized
flexible	proper	woman
free	protective	worthy
friendly	protestant	

B. Write any additional words if the above word list is not descriptive enough to reflect your true feelings:

B. Definitions Exercise

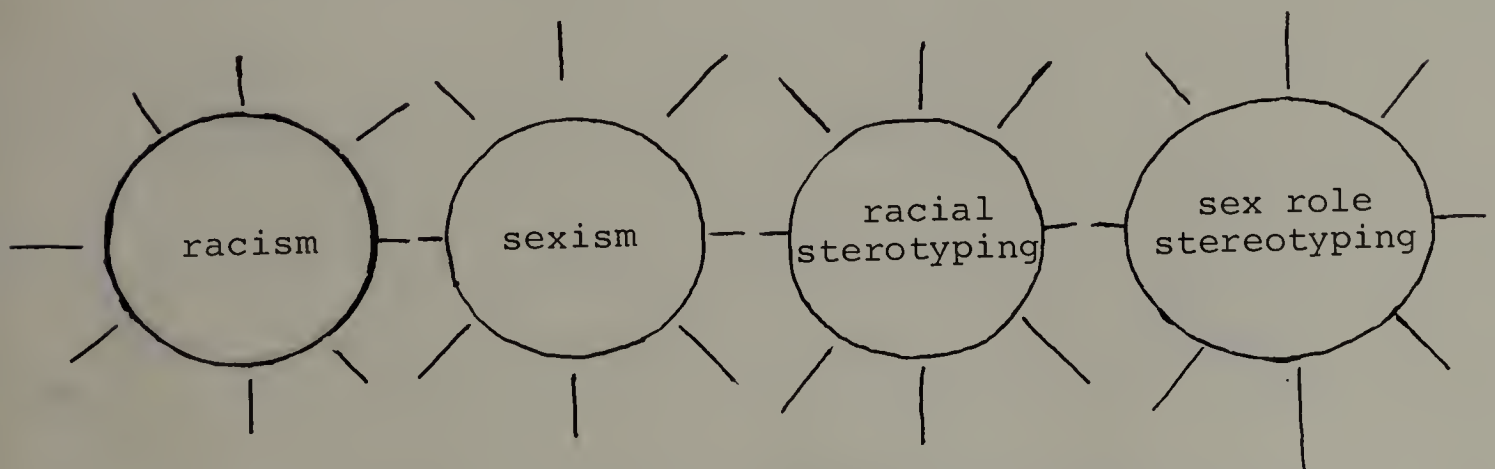
Goals: To clarify definitions of sex role stereotyping, racial stereotyping, sexism and racism.

Materials Needed: Paper (Newsprint and markers may be used instead)
Pen/
Pencil

Instructions:

1. Divide class into four groups.
2. Ask participants to draw a circle with spokes coming out of it.
3. In the middle of the circle have group one write the word "racism," group two, "sexism," group three: "racial stereotyping," and group four: "sex role stereotyping."
4. As participants to free associate to their word and put their responses at the end of each spoke.
5. Share the wheels in the large group.
6. Give a mini-lecture distinguishing terms utilizing the mini-lecture notes.

Time: 40 minutes



Source: Adapted from an exercise developed by Alice Sargeant.

B. Definitions Exercise (continued)

MINI LECTURE SHEET

SEX ROLE STEREOTYPING: prejudicial assumptions made by one sex upon the other.

Examples: Women are not as smart as men
Men who cry are weak
Women belong in the home
Men are born leaders
etc., etc.

SEXISM: sex role stereotyping plus the power to act upon that stereotype. Because of the way our institutions and all of our society is male dominated in the United States, it would be impossible for women to be sexist because they do not have power as a group over men. This is not to say that women are not prejudiced against men or that they don't stereotype men--but power is the issue. Men in this patriarchy have the institutional (and in many cases the personal) power over women.

Examples: Employment practices that discriminate against women
History of women omitted from textbooks
Rape
Husbands not allowing wives to work
Fathers sending sons to college--refusing to send daughters
State property laws not allowing single women to hold property titled
etc., etc.

RACIAL STEREOTYPING: Prejudicial assumptions made by one race upon another.

Examples: Whites are weak
Blacks have rhythm
Whites have no culture
Chinese make the best launderers
etc., etc.

B. Definitions Exercise (continued)

MINI LECTURE SHEET (continued)

RACISM: It is vital to again refer to the definition of prejudice and differentiate it from racism. By the end of this exercise these two terms should have two different meanings in participants minds.

It is important to push for the understanding that racism is Power plus Prejudice. Therefore, Third World people can not be racist against whites in our country. Third World people can be prejudiced against whites, but clearly do not have the power mechanisms behind them to enforce that prejudice. Although participants may not accept this view totally at this point, or feel comfortable with it, it is important to establish this concept as a working definition. As the course progresses it will become more accepted by participants.

Examples: Segregation of schools
Claims of "reverse" discrimination
Employment practices which discriminate
against Imperialism
Japanese concentration camps in the United
States
etc., etc.

C. Chapter 622: Questions and Answers

Goals: To introduce participants to the specific regulations of Chapter 622.

Materials Needed: Copies of Chapter 622 Regulations.

Instructions:

1. Hand out copies of the regulations to each participant.
2. Ask them to spend the next 15 minutes silently skim-reading the regulations.
3. Ask them to find the regulation which answers the following questions (as many as time allows):

Question: Can a school establish separate athletic teams for males and females?

Answer: Yes, subject to regulations 6.07 and 6.08.

Question: Who is responsible for notifying parents of Chapter 622 regulations?

Answer: The Superintendent of Schools. See regulation 8.05.

Question: If a student speaks Spanish only, can they receive guidance counseling in Spanish?

Answer: Yes. See regulation 8.12.

Question: Can the school offer a scholarship that is for girls only?

Answer: No. See regulation 8.12.

Question: Can a high school have an advanced auto mechanics course for boys only?

Answer: No. See regulation 3.03.

C. Chapter 622: Questions and Answers (continued)

Question: Is it legal to have separate
bathrooms for boys and girls?

Answer: Yes. No regulations violate
individual privacy of students.

4. Allow for any questions the students may have.
5. Additional true/false questions are available on the Chapter 622 Regulations instrument in Appendix B.

Time: 35 minutes

Source: Exercise developed by Carlene Riccelli.

CHAPTER 622 REGULATIONS

PERTAINING TO ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

(Reprinted from Massachusetts Department of Education)

1.00 PURPOSES AND CONSTRUCTION OF THESE REGULATIONS

1.01 These Regulations are promulgated to insure the right of access to the public schools of the Commonwealth and the equal enjoyment of the opportunities, advantages, privileges and courses of study at such schools without regard to race, color, sex, religion or national origin. These Regulations shall be liberally construed for these purposes.

1.02 The obligation to comply with these Regulations is not obviated or alleviated by any local law or rule or regulation of any organization, club, athletic or other league or association which would limit the eligibility or participation of any student on the basis of race, color, sex, religion or national origin.

2.00 SCHOOL ADMISSIONS

2.01 All public schools in the Commonwealth shall admit students without regard to race, color, sex, religion or national origin. This includes, but is not limited to regional vocational-technical schools, elementary, secondary, trade, and selective academic high schools.

2.02 No school shall discourage in any express or implied manner, applicants for admission because of race, color, sex, religion or national origin. Written materials used by a school to recruit students shall not contain references suggesting the predominant sex of the students presently enrolled or the anticipated sex of the students to be recruited. Pictorial representation, in the aggregate, in such material shall depict students of both sexes and of minority groups. References to only one sex in the name of schools, programs or activities shall not be retained.

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- 2.03 The national citizenship of any applicant shall not be a criterion for admission to any public school nor shall national citizenship be a factor in the assignment or availability of courses of study or extra-curricular activities.
- 2.04 Any standards used as part of the admissions process, including but not limited to testing, the use of recommendations and interviewing, to any public school (as referred to in 2.01) shall not discriminate on the basis of race, color, sex, religion or national origin. Limited English-speaking ability (as defined by Chapter 71A of the General Laws) shall not be used as a deterrent to or limitation on admissions.
- 2.05 If admission to any school, including but not limited to selective high schools, regional vocational-technical schools and trade schools, is dependent upon the participation in or completion of courses or programs which were previously limited to students of one sex or if close scrutiny reveals that access mechanisms or other administrative arrangements have limited the opportunities of any racial, ethnic or religious group of students to participate in such programs, then such criteria must be abolished.
- 2.06 Nothing in these Regulations shall be construed so as to control the interpretation of or interfere with the implementation of Chapter 641 of the Acts of 1965, as amended by Chapter 636 of the Acts of 1974, providing for the elimination of racial imbalance in public schools, all rules and regulations promulgated in respect thereto and all court and administrative decisions construing or relating thereto.
- 3.00 ADMISSION TO COURSES OF STUDY
- 3.01 Each and every course of study offered by a public school shall be open and available to students regardless of race, color, sex, religion or national origin. Nothing herein shall be construed to

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prohibit the use of prerequisite requirements that have been demonstrated to be essential to success in a given program. However, if participation in a course or program is dependent upon completion of a prerequisite which was previously limited to students of one sex, or if close scrutiny reveals that access mechanisms or other administrative arrangements have limited the opportunities of any class of students to participate in such prerequisites, then all members of the previously excluded group shall be given the opportunity to acquire the prerequisites or be allowed to enter the program without such prerequisites. If it cannot be shown that a prerequisite is essential for success in a given program, the prerequisite shall be abolished.

- 3.02 The determination of what courses or units of study are to be required of any student shall also be made without regard to the race, color, sex, religion or national origin of that student.
- 3.03 The scheduling of students into courses or units of study shall not be done on the basis of sex, color, race, religion or national origin.
- 3.04 Each student, regardless of race, color, sex, national origin, religion, or limited English-speaking ability, shall have equal rights of access to courses of study and other opportunities available through the school system of the city or town in which he or she resides, along with appropriate bilingual instruction and programs or other curriculum offerings of a supportive nature such as appropriate remedial programs.
- 3.05 Nothing in section 3.00 shall be construed to prevent particular segments of a program of instruction from being offered separately to each sex when necessary in order to respect personal privacy.

4.00 GUIDANCE

- 4.01 Guidance Counsellors and other personnel shall

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represent to the students a broad spectrum of education and career opportunities. Race, color, sex, national origin and religion shall not be considered as limiting factors in career determination.

- 4.02 "Career Day" programs and other occupational information shall include representatives of both sexes and minority group members in a broad variety of occupational roles. School shall not permit materials, including pictorial representations, to be used to recruit students for employment, including training, that contain a preference for individuals of a particular race, color, sex, religion, or national origin. Any pictorial representation in such materials, in the aggregate, shall depict members of both sexes and of minority groups.
- 4.03. No materials or tests shall be employed for guidance purposes which discriminate and/or limit choices on the basis of race, color, sex, religion or national origin.
- 5.00 CURRICULA
- 5.01 The curricula of all public school systems shall present in fair perspective the culture, history, activities, and contributions of persons and groups of different races, nationalities, sexes, and colors.
- 5.02. All school books, instructional and educational materials shall be reviewed for sex-role and minority group stereotyping. Appropriate activities, discussions and/or supplementary materials shall be used to counteract the stereotypes depicted in such materials.
- 5.03 School books, instructional and educational materials purchased after the date of these regulations shall, in the aggregate, include characterizations and situations which depict individuals of both sexes and of minority groups in a broad variety of positive roles.

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5.04 Each school shall provide equal opportunity for physical education for all students. Goals, objectives and skill development standards, where used, shall neither be designated on the basis of sex, nor designed to have an adverse impact on members of either sex.

6.00 EXTRA-CURRICULAR ACTIVITIES

6.01 Advantages and privileges of public schools include all extra-curricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extra-curricular activities conducted at such schools which restrict student participation on the basis of race, color, sex, religion or national origin. This regulation does not prohibit school committees from allowing use of school premises by independent groups with restrictive membership.

6.02 No student shall be denied the opportunity in any implied or explicit manner to participate in an extra-curricular activity because of the race, color, sex, religion or national origin of the student except as provided in section 6.07.

6.03 Because female participation in extra-curricular athletic activities is substantially less than male participation in such activities throughout the Commonwealth, no school shall take action which would tend to reduce the number of female participants in intramural and interscholastic athletic activities from that of the previous academic year, until such time as an equalization of male and female participation has been achieved.

6.04 Each school system shall provide a fair distribution of athletic expenditures. Each school within such system shall provide equal opportunity for male and female students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female

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students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting and audio-visual aids.

- 6.05 In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest.
- 6.06 In order to insure fair distribution of athletic expenditures as defined in section 6.04, each school shall indicate in the budget that is reviewed by the school committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in that activity by number and sex.
- 6.07 A school may establish separate teams for males and females for interscholastic competition in a particular sport, provided that the requirements of section 6.08 are satisfied.
- 6.08 Teams comprised primarily or solely of persons of one sex shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and compete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite sex.
- 6.09 Participation in extra-curricular activities shall be actively encouraged by each school for both boys and girls and for racial and ethnic minorities. When offering extra-curricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which act to exclude members of one sex or of any racial, religious, or ethnic group represented in the school from participation in specific athletic or other extra-curricular activities cannot be permitted.

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7.00 FACILITIES

7.01 Every new school which is to be constructed and every addition to an existing school or program for modernization of an existing school shall be designed or planned so as to ensure that the educational opportunities to be offered within that school following its construction or expansion or reconstruction will be available equally to all students thereof without regard to the race, color, sex, religion or national origin of any such student.

7.02 The goal of each school shall be to provide equal numbers of males and females with those facilities and conveniences within a school which are separated for reasons of privacy, e.g., showers, locker rooms, changing rooms, toilets and lavatories. Any school to be constructed shall make such provision and any plan for the expansion or modernization of an existing school shall include whatever provision is necessary in order to achieve compliance with this section.

8.00 ACTIVE EFFORTS

8.01 The school committee of each school district shall establish policies, promote regulations and procedures, and implement monitoring and evaluation practices that support and promote affirmative action and stimulate necessary changes to insure that all obstacles to equal access to school programs for all persons regardless of race, sex, color, national origin, religion or limited English-speaking ability, no matter how subtle or unintended, are removed. Such policies shall include a requirement for an annual evaluation of all aspects of the K-12 school program to insure that all students regardless of race, color, sex, religion or national origin are given an opportunity to develop skills, competence, and experience, and to receive appropriate guidance so that they may be able to participate in all programs offered by the school including athletics and other extra-curricular activities. Special attention shall be given in this examination to schools

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and programs in which students of either sex or of racial or national origin groups present in the community are markedly underrepresented.

- 8.02 If participation in any school sponsored program or activity has previously been limited to students based on race, color, sex, national origin, or religion, then the school committee shall make active efforts to insure that equal access to all school sponsored programs or activities be provided within the system.
- 8.03 It shall be the responsibility of the school committee and the superintendent to provide necessary information and in-service training for all school personnel in order to:
- advance means of achieving educational goals in a manner free from discrimination on account of race, color, sex, religion or national origin.
 - enhance consciousness of the kinds of discriminatory and prejudicial practices and behavior which may occur in the public schools.
- 8.04 The superintendent, as an agent of the school committee, shall promote and direct effective procedures for the full implementation of these regulations, and shall make recommendations to the committee for the necessary policies, program changes, and budget resource allocations needed to achieve adherence to these regulations.
- 8.05 At the beginning of the school year, the superintendent of each school system shall be responsible for sending to the parents of all school age children, in their primary language, a notice of the existence of Chapter 622 and its implications. Such notice shall include the information that all courses of study, extra-curricular activities, and services offered by the school are available without regard to race, color, sex, religion or national origin.

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This notice may be included with other communications sent to parents by the school system. Upon request, the Department of Education shall provide a translation in requested languages to assist superintendents in complying with this section. The superintendent shall inform the community of the existence of the law and of its implications through newspaper releases or radio or television announcements.

- 8.06. The superintendent shall ensure that all students are annually informed in a manner certain to reach them of the existence of Chapter 622 and its implications. Students shall be informed that all courses of study, extra-curricular activities, services, and facilities offered by the school are available without regard to race, color, sex, religion or national origin.
- 8.07 The superintendent of each school system shall make certain that employers who recruit new employees in and through the schools of that district, do not discriminate on account of race, color, sex, religion or national origin in their hiring and recruitment practices within the schools. Before any employer is allowed to recruit at or through any school, the employer shall be required to sign a statement that he/she does not discriminate in hiring or employment practices on account of race, color, sex, religion or national origin.
- 8.08 Since adults serve as role models for students, school authorities shall utilize adults in a variety of jobs, and as members of policy making committees, to the extent consistent with their contractual obligations, without regard to race, color, sex, religion or national origin.
- 8.09 Adults serving on athletic regulatory boards shall fairly represent the interest of both male and female students.
- 8.10 Because selective secondary schools have had atypical student bodies in the past, such selective secondary schools, including but not limited to selective academic high schools, regional vocational-technical

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schools and trade schools, shall admit qualified applicants of each sex and racial and ethnic groups in numbers proportionate to the existence of members of such class in the secondary school population of the geographic area served by that school. After the period for application to the school has closed, if it is found that qualified applicants of one of the above classes have not applied in numbers sufficient to maintain this proportion, qualified students of the other categories may be selected to fill the remaining openings.

8.11 Any contributions to a school for activities and monetary awards within or sponsored by the school or for scholarships administered by the school made after the effective date of these Regulations by any person, group or organization shall be free from any restrictions based upon race, color, sex, religion or national origin.

8.12 The opportunity to receive guidance and counselling in a student's primary language should be made available to students from homes where English is not the primary language spoken.

9.00 COMPLAINT PROCEDURE

9.01 A parent, guardian, or other person or group who believes that c. 76, s. 5 of the General Laws or these Regulations has been or is being violated, may request a written statement of the reasons thereof from the responsible School Committee through the superintendent and may submit a copy of such request to the Bureau of Equal Educational Opportunity of the Department of Education. If such request is made, a copy of such request shall be sent by the School Committee to the Bureau of Equal Educational Opportunity.

9.02 The School Committee shall respond promptly, but no later than 30 days, in writing to the complaining party. The School Committee shall also send a copy of its response to the Bureau of Equal Educational Opportunity.

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- 9.03 The Bureau of Equal Educational Opportunity shall act as the representative of the Board of Education for the purpose of receiving complaints pursuant to these Regulations.
- 9.04 The Bureau of Equal Educational Opportunity shall, pursuant to a complaint received under section 9.01 or on its own initiative, conduct reviews to insure compliance with c. 76, s. 5 and these Regulations. The School Committee and the specific school(s) involved shall cooperate to the fullest extent with such review.
- 9.05 In the event of non-compliance with Chapter 76, s. 5 or these Regulations, the Board of Education may take such action as it sees fit, including, but not limited to withholding of funds or referral of the matter to the Office of the Attorney General for appropriate legal action.
- 10.00 PRIVATE RIGHT OF ENFORCEMENT
- 10.01 Nothing in these Regulations shall abridge or in any way limit the right of a parent, guardian, or person affected to seek enforcement of Chapter 622 of the Acts of 1971 in any court or administrative agency of competent jurisdiction.

Chapter 622 Regulations--Page 12

Staff responsibilities for responding to specific Chapter 622 Regulations are indicated below:

Chapter 622

- 2.01 Principals
- 2.02 Principals
- 2.03 Principals
- 2.04 Principals
- 2.05 Principals
- 2.06 N.A.
- 3.01 Elementary Principals, Secondary Instructional Directors
- 3.02 Guidance Counselors
- 3.03 Guidance Counselors
- 3.04 Elementary Principals, Secondary Instructional Directors
- 3.05 Elementary Principals, Secondary Instructional Directors
- 4.01 Guidance Counselors
- 4.02 Guidance Counselors
- 4.03 Guidance Counselors
- 5.01 Elementary Principals, Secondary Instructional Directors
- 5.02 Elementary Curriculum Coordinators, Secondary Department Heads, Librarians
- 5.03 Elementary Curriculum Coordinators, Secondary Department Heads, Librarians
- 5.04 Elementary Curriculum Coordinators, Secondary Department Heads, Librarians
- 6.01 Principals
- 6.02 Principals
- 6.03 Director of Athletics
- 6.04 Director of Athletics
- 6.05 Director of Athletics
- 6.06 Director of Athletics
- 6.07 Director of Athletics
- 6.08 Director of Athletics
- 6.09 Principals
- 7.01 Assistant Superintendent
- 7.02 Assistant Superintendent
- 8.01 Superintendent's Council
- 8.02 Principals
- 8.03 Elementary Council, Secondary Council, PPS Director

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Staff Responsibilities (continued)

- 8.04 Superintendent's Council
- 8.05 Superintendent thru Principals
- 8.06 Superintendent thru Principals
- 8.07 Superintendent thru Principals
- 8.08 Assistant Superintendent, Principals
- 8.09 Secondary Education Director
- 8.10 Guidance Counselors
- 8.11 Secondary Education Director
- 8.12 PPS Director
- 9.01 Superintendent
- 9.02 Superintendent
- 9.03 N.A.
- 9.04 Superintendent
- 9.05 N.A.
- 10.01 N.A.

D. Student Self Reports (Optional)

The instrument and directions for this exercise are included in Appendix B. During the pilot study this was administered every week at the end of the session to help students focus on their observations and reactions to racism and sex role stereotyping in their personal lives. The same weekly procedure could be utilized as a format for building support and sharing ideas, if time permits.

Source: Instrument designed by Carlene Riccelli

III. Readings

Chapter 622 Regulations.

"Being a Boy" Julius Lester

"I Want a Wife" Judy Syfers

Kaleidoscope 13: What to do about 622

"Notes on the Black Experience" Gilbert L. Raiford

Session Two

I. The goal of this session is to show parallels in the dynamics of institutional racism and sexism.

II. Activities for this session are:

- A. The Drawbridge Exercise
- B. An open-ended discussion of readings and general concerns of participants
- C. Student Self Reports (Optional)

A. The Drawbridge Exercise

Goals: To explore individual's values connected with institutional racism and sexism. To better understand the role of individuals and institutions in racism and sexism.

Materials Needed: The Drawbridge Story
Newsprint
Magic Markers
Masking Tape

Instructions:

1. Read the story, "The Drawbridge," to the group.
2. Ask participants to prioritize the characters in terms of who was responsible for the death of the Baroness (1-most responsible 6-least responsible). This list should be done using one's own value system, not the values of the time.

A. The Drawbridge Exercise (continued)

3. Break into groups of 4-6 persons. Have each person share his/her list. Then group should develop a list by coming to consensus.
4. Ask each group to report out their final list giving reasons for their choices. Facilitator records each list on newsprint.
5. Facilitator then shares an alternative way to look at each character in terms of societal functions.

Baron--white society, male society
Baroness--Third World people, women
Gateman--police (force
Boatman--institutions
Friend--liberals
Lover--enticement

6. Discuss if this changes people's lists. Discuss the issues of power, blaming the victim, role of action and inaction

Note to Instructor:

1. Give groups ample time to develop and negotiate the group list.
2. Depending upon the results of each group you may want to compare and contrast the assumptions made in each group.
3. Check out if peoples' responses change after they see the analogies to societal roles. How often do we look at events as individual incidences out of the societal context? How does that change the focus and the reality? How often do we "blame the victim" for attempting to gain something that rightfully belongs to them?

Time: 1 hour

Source: Adapted from an exercise developed by
Sergeant Charles Howard, Fort Lee,
Virginia.

THE DRAWBRIDGE

(Please read the story, then follow the instructions at the bottom of this page).

As he left for a visit to his outlying districts, the jealous Baron warned his pretty wife: "Do not leave the castle while I am gone, or I will punish you severely when I return!"

But as the hours passed, the young Baroness grew lonely, and despite her husband's warning, decided to visit her lover who lived in the countryside nearby.

The castle was located on an island in a wide, fast-flowing river, with a drawbridge linking the island and the land at the narrowest point in the river.

"Surely my husband will not return before dawn," she thought, and ordered her servants to lower the drawbridge and leave it down until she returned.

After spending several pleasant hours with her lover, the Baroness returned to the drawbridge, only to find it blocked by a gateman wilding waving a long and cruel knife.

"Do not attempt to cross this bridge, Baroness, or I will have to kill you," he raved. "The Baron ordered me to do so."

Fearing for her life, the Baroness returned to her

lover and asked him for help.

"Our relationship is only a romantic one," he said, "I will not help."

The Baroness then sought out a boatman on the river, explained her plight to him, and asked him to take her across the river in his boat.

"I will do it, but only if you can pay my fee of five marks."

"But I have no money with me!" the Baroness protested.

"That is too bad. No money, no ride," the boatman said flatly.

Her fear growing, the Baroness ran crying to the home of a friend, and after again explaining the situation, begged for enough money to pay the boatman his fee.

"If you had not disobeyed your husband, this would not have happened," the friend said. "I will give you no money."

With dawn approaching and her last resource exhausted, the Baroness returned to the bridge in desperation, attempted to cross to the castle, and was slain by the gateman.

DIRECTIONS: In the story above, there are six characters.
They are (in alphabetical order):

The Baron _____ The Friend _____

The Baroness _____ The Gateman _____

The Boatman _____ The Lover _____

Using the list above, rank the characters (from 1 to 6) in the order of their responsibility for the death of the Baroness.

B. Open-ended discussion

Allow students to discuss readings/progress of course/feelings about activities/observations they have made during the past week/personal fears about examining racism and sexism.

III. Readings:

"Saturday Morning Nap Conversation"
Margaret Edmonson Sloan

"A Visit from Uncle Macho" Brian Allen

A Guide for the Evaluation of Instructional
Materials Under Chapter 622

Session Three

I. The goal of this session is to examine the power dimension of racism and sexism through simulation.

II. The activity for this session is Starpower.

A. Starpower

Simulations are highly complex replications of selected reality segments. They require a highly skilled and experienced leader, preferably a person who has previously experienced the simulation as a participant. For this reason the specific format is not presented here.

Instructors can obtain the Director's Instructions for Starpower from:

Gary Shirts, Director, Simile II
Western Behavioral Science Institute
LaJolla, California 92037

III. Readings and Assignments

A. Readings

"Why Women Fear Success" Vivian Gornick

"Everybody Makes the Revolution--Some Thoughts
on Racism and Sexism" William Blakey

B. Assignment

Fill out proposal worksheet and bring it to the next class.

PROPOSAL WORKSHEET

Name: _____

Please list three areas of concern about 622 regulations and how they are being implemented at Amherst Regional High School.

(1)

(2)

(3)

On the back of this sheet write down a brief sketch of a project idea. (It may be how to remedy one of the 2 areas of concern listed above).

Session Four

I. The goals of this session are:

- A. to focus attention on issues of sexism, racism and Chapter 622 in the context of the high school; and,
- B. to begin to identify individual project topics.

II. Activities for this session are:

- A. Design a racist/sexist school
- B. Proposal idea discussion groups
- C. Student Self Reports (Optional)

A. Design a Racist/Sexist School

Goals: To identify the key elements of racism and sexism and to discover how they are operationalized in our school.

Materials Needed: Newsprint
Masking Tape
Magic Markers

Instructions:

1. Break the class into two smaller groups of about 5-6 persons each. Give each group newsprint and magic markers.
2. Ask one group to "Develop a Racist School" and the other to "Develop a Sexist School" in 45 minutes. Have them describe their school on newsprint. It can be as blatantly discriminatory as possible, or subtly discriminatory. Ask the groups to make sure

that they describe:

- the make-up of the school
 - who makes the decisions
 - how the decisions are made
 - who has control of materials, books, food, etc.
 - who sets up the formal policy of the school
 - who sets up the informal policy of the school
 - the roles of the various "institutions" of the school, i.e., athletic teams, student council, music groups, drama, pep club, cheerleaders, core committees, etc.
3. Put up the sheets of newsprint and ask each group to share their school with the large group.
4. Reactions-discussions:
- What are the key elements which make your school sexist or racist? List these elements separately on a sheet of newsprint marked "Racism Is..." and "Sexism Is..."
 - How different is your school from other high schools in the U.S.?
 - How different is your "racist" or "sexist" school from your real school?

Note to Instructor:

1. Before processing, the instructor should discuss the importance of this exercise. It is necessary to be aware of and clearly be able to pinpoint what racism is, and what sexism is, and how they function, before you can begin to combat them. You must know exactly what you are trying to fight in order to fight it effectively.

2. The instructor should go from group to group and observe the process. It may be helpful to keep a record of individual's ideologies in order to feed back at a later date.

3. Often in using this exercise, there is a tendency for participants to want to make Third World people or women the oppressors. This is done by putting Third World people or women in the majority and reversing the actual roles which white people and Third World people and/or women actually take on in our society. This is extremely important to note in the processing of the exercise. Why do people try to deny the role of white men in this country? It is vital to question if this really does happen in the U.S. and if so, how? Do Third World people or women have power in this country? What kind of power? Where does it exist? It is essential that participants begin to look at their ownership and responsibility for racism and/or sexism.

Time: 1 hour: $\frac{1}{2}$ hour (to design)
 $\frac{1}{2}$ hour (to process)

Source: Design adapted from one which was created by Duke Harris, Pat Pidol, and Dan Kirchbaum.

B. Proposal idea discussion groups

Goal: To begin to define individual project topics

Materials Needed: Project Proposal Sheets
(previous week's assignment)

Instructions:

1. Break the class into groups of 3-4 students each.
2. Ask them to share ideas for 15 minutes, making sure everyone in the groups gets a chance to explain their topic ideas.
3. After fifteen minutes ask each group to report ideas to larger group.
4. Ask for everyone in the large group to offer suggestions or ideas as they are presented utilizing feedback/criteria on Feedback sheet.

Time: 45 minutes

Source: This design was developed by Carlene Riccelli. Feedback sheet is from the NTL Book of Readings.

Feedback

"Feedback" is a way of helping another person to consider changing his behavior. It is communication to a person (or a group) which gives that person information about how he affects others. As in a guided missile system, feedback helps an individual keep his behavior "on target" and thus better achieve his goals.

I. Some criteria for useful feedback:

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or to use it as he sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.
2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issues you did not listen to what others said and I felt forced to accept your arguments or face attack from you."
3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.
4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some short-coming over which he has no control.
5. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.
6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).

7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.
8. When feedback is given in a training group, both giver and receiver have opportunity to check with others in the group the accuracy of the feedback. Is this one man's/woman's impression or an impression shared by others?

Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his behavior matches his intentions; and it is a means for establishing one's identity--for answering "Who am I?"

II. Suggestions for receiving feedback.

1. Listen, DON'T ARGUE.
2. Understand the message--ask questions for clarification if needed.
3. Tune in to non-verbal as well as verbal behavior.
4. Don't assume you understand, check back with the person giving the feedback.
5. Broaden the data base--check with other members--their perceptions and reactions may be the same or different.
6. Describe your feelings after receiving feedback.

III. Some of the things which make it difficult for us to give help.

1. Most of us like to give advice. Doing so suggests to us that we are competent and important. We easily get caught in a telling role without testing whether our advice is appropriate to the abilities, the fears, or the powers of the person we are trying to help.

2. If the person we are trying to help becomes defensive we may try to argue or pressure him--meet resistance with more pressure and increase resistance. This is typical in argument.
3. We may confuse the relationship by only responding to one aspect of what we see in the other's problem by over-praising, avoiding recognition that the person being counseled must see his own role and this own limitations as well.

IV. To be fruitful the helping situation needs these characteristics:

1. Mutual trust
2. Recognition that the helping situation is a joint exploration.
3. Listening, with the helper listening more than the individual receiving help.
4. Behavior by the helper which is calculated to make it easier for the individual receiving help to talk.

III. Readings

"The New White Person" Center for Social Change

"10 Quick Ways to Analyze Children's Books for
Racism and Sexism" Council for Interracial
Books for Children

"Feedback" NTL Book of Readings.

Session Five

I. The goal of this session is to focus on how sexism and/or racism affects our personal lives and relationships.

II. Activities for this session are:

- A. Male/Female (or Black/White) separation exercise, and
- B. Contract Writing Exercise
- C. Student Self Reports (Optional)

A. Male/Female Separation Exercise (Note--This exercise can easily be done as a Black/White separation exercise. The instructor should choose the design which best fits group needs).

Goals: To identify our perceptions to generalizations about the "other" sex.

Materials Needed: Newsprint
Masking Tape
Magic Markers

Instructions:

1. Divide the class into two groups--male participants in one group and female participants in another group.
2. Put men into one room and women into another (It is better not to try to use the same room, as this may inhibit full participation).
3. The women's task is to compile two lists
--What we women don't like about men
--What we think the men will say they don't like us.

4. The men's task is to compile two lists
--What we men don't like about women
--What we think the women will say they don't like about us.
5. Give both groups about 20 minutes to compile their lists. Encourage them to list everything they can think of that relates to the topics.
6. At the end of the allotted time, bring the men and women back together and post the respective lists next to each other. A spokesperson from each group should read off each item and people from the other group may ask questions for clarity.

Note to Instructor:

Following the reports, explore the following process questions: Were there any surprises on the opposite sex's lists? What kind of atmosphere did you find in your single sex groups--what were the positive aspects? negative aspects? How much responsibility do you own for the items on your sex's lists? What things did you believe in the past? What things do you still believe? What do your friends believe?

Time: 1 hour $\frac{1}{2}$ hour (in separate groups)
 $\frac{1}{2}$ hour (to process)

Source: Adapted from Black and White in Helping
course materials

Dr. Norma Jean Anderson

B. Contract Writing Exercise

Goals: To examine how personal relationships are affected by sex role stereotyping, assumptions and/or sexuality issues and to build class support network.

Materials Needed: Paper
Pencils

Instructions:

1. Divide the group into pairs--the exercise works better when people are paired up with someone they don't know very well. (Pairs can be any two people).

2. The task is for the two people to write up a contract for a life-long relationship together which has terms that are mutually agreeable.

They must be as specific as possible--writing everything down. They should include decisions about finances, outside relationships, living styles, careers, children or no children, housework, locales, there are many other possibilities!

3. After 20 minutes have them return to the large group and discuss the following process questions: What difficulties did they have? What do they like most/least about their contracts? Did some sex role stereotypes have to be worked out? Were some roles comfortable? If someone were simply to read the contract could they tell if it was a heterosexual or homosexual couple? Did anyone think of this as a marriage contract. Why?

Time: 50 minutes 20 minutes (in pairs)
 30 minutes (in process)

Source: Design developed by Carlene Riccelli

III. Readings and Assignments

A. Readings:

"The Myth of the Black Matriarch" Angela Davis
"Successful Leadership" (mimeographed)
Final Project Criteria Sheet--Carlene Riccelli

B. Assignment:

--Each student is to prepare a 5-minute oral progress report on their projects.
--Final Projects (written and/or audio-visual) are due in 4 weeks, which is one week from the last class session

QUEENS COLLEGE
Flushing 11367, N. Y.

SUCCESSFUL LEADERSHIP

- I. The success of a leadership attempt depends upon:
 - a) Nature of the leader
 - b) Nature of the situation: basis of power, context
 - c) Nature of followers

- II. QUALITIES OF SUCCESSFUL LEADERS--Bronfenbrenner in
Leadership (Petrullo and Bass)
 1. ABILITY TO TAKE INITIATIVE
Assertiveness (not necessarily aggressiveness).
Being able to gain the attention of others, to persuade others.

 2. EMPATHIC ABILITY
 - a) Having insights into others, which is a reciprocal process. (When individuals tend to be empathic about other people, they tend to know themselves as well).
 - b) Ability to perceive another person as one perceives oneself:

Sympathy = when you feel like someone else feels.

Empathy = when you know how someone else feels.
 - c) Ability to meet another person's needs.
 - d) The less structured the environment, the more relevant it becomes that the leader have empathy.

- III. BASES OF SUCCESSFUL LEADERSHIP OR BASES OF POWER
 1. REWARD. The person achieves influence over another because they have the base to give

or mediate over a reward. From the point of view of the recipient, they must see that what they are getting is what they want.

- 2. COERCIVE. The person can mediate punishment (this can also include withholding reward). In a school situation, this includes grades, open campus, detention, suspension, etc.

- 3. LEGITIMATE POWER. Power based on the assumption that the individuals who are influential have a right given to them by a set of laws. This generally resides in a role and is not dependent upon a given set of behaviors (rewards and punishments) or because of a relationship (interpersonal).

V. FOLLOWERSHIP

Rather than seeing successful leadership as a function of the person who is successful, it is also possible to view the situation from the point of view of the dynamics of the followers who facilitate the leadership.

Dr. Milgram at Yale University studied the persuasive person, the person who is gullible, who changes one's mind easily. These may be the same people whom it is easy to influence in a group.

SUCCESSFUL LEADERSHIP

Characteristics of Leaders

- 1. High self esteem
- 2. Secure
- 3. Intelligent
- 4. Flexible
- 5. Low anxiety
- 6. High tolerance for ambiguity

Characteristics of Followers

- High self doubt
- Insecure
- Unintelligent
- Rigid
- High anxiety
- Low tolerance of for ambiguity

(There may be differences between males and females as a result of sex role conditioning. For example: women may be more easily persuaded than men).

VI. SUCCESSFUL LEADERS CAN BE TRAINED

Training involves:

- a. teaching people to look for certain clues before they arrive at conclusions.
- b. to treat stereotypes as hypotheses, not as facts.
- c. to use the inductive approach.
- d. to differentiate between projection and reality in judgement of others.
- e. to test out reaction.
- f. to respond rather than react.

SUCCESSFUL VERSUS EFFECTIVE LEADERSHIP

SUCCESSFUL LEADERSHIP - interpersonal influence

EFFECTIVE LEADERSHIP - influencing people to solve the problem before the group

Effective Leadership does not allow the criteria of simple change to stand; it asks for leadership in certain directions. Effective leadership is relevant both to the group and the objectives of the group, whereas successful leadership may not facilitate the objectives. The domineering mother or father is a successful leader in that they can influence their child very easily. However, if, for example, school performance is used as a criteria for effectiveness, they may find they are not effective at all because they cannot get their child to learn.

Final Project Criteria

Each student is required to plan, implement, and evaluate a specific Chapter 622 regulation. Results of your attempts should be presented (in written or audio-visual form) utilizing the following format:

I. Introduction--Problem Definition

This should include a description of the problem and the appropriate regulation which applies.

II. Problem Analysis

This should include an in-depth perspective on all aspects of the problem (i.e., elements of racism/sexism/power, teacher's role, students' roles, etc.).

III. Strategies

This section should outline your plan to implement the regulation and what changes you are expecting to observe.

IV. Results/Evaluation

In this section, report on your successes/failures and evaluate your findings. You may also wish to report your feelings about the project in general.

Criteria which will be used to evaluate your project are:

- (1) Comprehensiveness (i.e., have you included an examination of the regulation as well as racism and sexism; did you try several approaches to

achieving your goals--if necessary, etc.?).

- (2) Personal Involvement (i.e., did you pick a topic of interest to you; did you learn from the process of the project)?

You may wish to make individual appointments with the instructor if you have need for extra help or guidance in selecting a topic or working out strategies.

Remember the project should be completed by _____.

Session Six

I. The goal of this session is to begin to translate the personal awareness of participants into action (projects, strategies, etc.).

II. Activities for this session are:

- A. Project Proposal Presentations
- B. Leadership Style Exercise
- C. Informal Evaluation of Course
- D. Student Self Reports (Optional)

A. Project Proposal Presentations

Goal: To allow students to verbalize progress they are making on projects.

Materials Needed: Final Project Criteria Sheets
(See materials in Session Five).

Instructions:

1. Make sure everyone has a copy of the criteria sheets.
2. Allow each person to give a 3-5 minute presentation on their project, utilizing topics from the format provided on the sheets.
3. Allow other participants to ask clarifying questions and to offer supportive suggestions

Notes to Instructor:

1. Make sure that students do not interrupt

each other.

2. Facilitate a supportive atmosphere by allowing suggestions and clarifying questions only. Steer away from criticism at this point.
3. Make note of students who might benefit from individual help on their projects and approach them after class to offer that help.

Time: 1 hour

Source: Exercise and Final Project Criteria Sheet designed by Carlene Riccelli.

B. Leadership Style Exercise

Goal: To allow students to examine their leadership styles in relation to the action projects they have chosen.

Materials Needed: Copies of LEAD for each student
Pencils

Instructions:

1. Follow instructions for administration and scoring included in LEAD instrument.
2. After students have scored themselves and plotted their leadership style on the quadrant model, discuss the following questions with the whole class:
 - a. What style of leadership works best with immature, newly formed groups, or groups of people who do not know each other? (Answer: Primarily High Task, Low Relationship. Sometimes: High Task, High Relationship).
 - b. What style of leadership works best with mature, well-established groups? (Answer: Primarily Low Task, Low Relationship. Sometimes: High Relationship, Low Task).
 - c. Which style of leadership would work best for your project group?
 - d. How do the leadership needs of your project population compare with your usual leadership style?
 - e. What adaptations, if any, will you need to succeed?

Note to Instructor

1. You may wish to explore the topics of

leadership and organizational development more fully before utilizing materials in this session.

Write to:

Paul Hersey/Kenneth Blanchard
Center for Leadership Studies
Ohio University
Athens, Ohio 45701

for materials and resources.

Time: 30 minutes; 15 for instrument
15 for discussion

Source: Materials were developed by Paul Hersey and Kenneth Blanchard (see address above).

LEAD

Leadership Evaluation and Development

Leader Behavior Questionnaire

In LEAD, leadership is defined as the process of influencing the activities of a group in efforts toward goal achievement in a given situation. The leadership process is a function of the leader, the follower(s) and other institutional variables. $L = f(l, f, s)$.

In order to develop one's leadership potential, one may start with leadership evaluation. The leadership behavior questionnaire is one technique used in LEAD to determine leadership style.

LEAD

Leadership Evaluation and Development

Leadership Behavior Questionnaire

The following items describe aspects of leadership behavior. READ each item carefully. THINK about how frequently you engage in the behavior described by the items when you are functioning as or appointed leader of a group. DECIDE whether you would likely behave in the described way Very Often (VO), Frequently (F), Often As Not (OAN), Not Often (NO), or Rarely (R). CHECK the appropriate column to show the answer you have selected.

	VO	F	OAN	NO	R
1. I make my attitudes clear to the group.					
3. I try out my new ideas with the group.					
5. I rule with an iron hand.					
7. I speak in a manner not to be questioned.					
9. I criticize poor work.					
11. I assign followers with particular tasks.					
13. I schedule the work to be done.					
15. I maintain definite standards of performance.					
17. I emphasize the meeting of deadlines.					
19. I encourage the use of uniform procedures.					
21. I am sure that my part in the organization is understood.					
23. I ask that followers follow standard rules and regulations.					
25. I let followers know what is expected of them.					
27. I see to it that followers are working up to capacity.					
29. I see to it that the work of followers is coordinated.					
TOTAL					

LEAD
Leadership Evaluation and Development
Leadership Behavior Questionnaire

The following items describe aspects of leadership behavior. READ each item carefully. THINK about how frequently you engage in the behavior described by the items when you are functioning as or appointed leader of a group. DECIDE whether you would be likely to behave in the described way Very Often (VO), Frequently (F), Often As Not (OAN), Not Often (NO), or Rarely (R). CHECK the appropriate column to show the answer you have selected.

	VO	F	OAN	NO	R
2. I do personal favors for followers.					
4. I do little things to make it pleasant to be a member of the group.					
6. I am easy to understand.					
8. I find time to listen to followers.					
10. I mix with followers rather than keeping to myself.					
12. I look out for the personal welfare of individuals in my group.					
14. I explain my activities to followers.					
16. I consult followers before action.					
18. I back up followers in their actions.					
20. I treat all followers as equals.					
22. I am willing to make changes.					
24. I am friendly and approachable.					
26. I make followers feel at ease when talking with them.					
28. I put suggestions made by my followers into action.					
30. I get follower approval in important matters before acting.					
TOTAL					

LEAD

Leadership Evaluation and Development

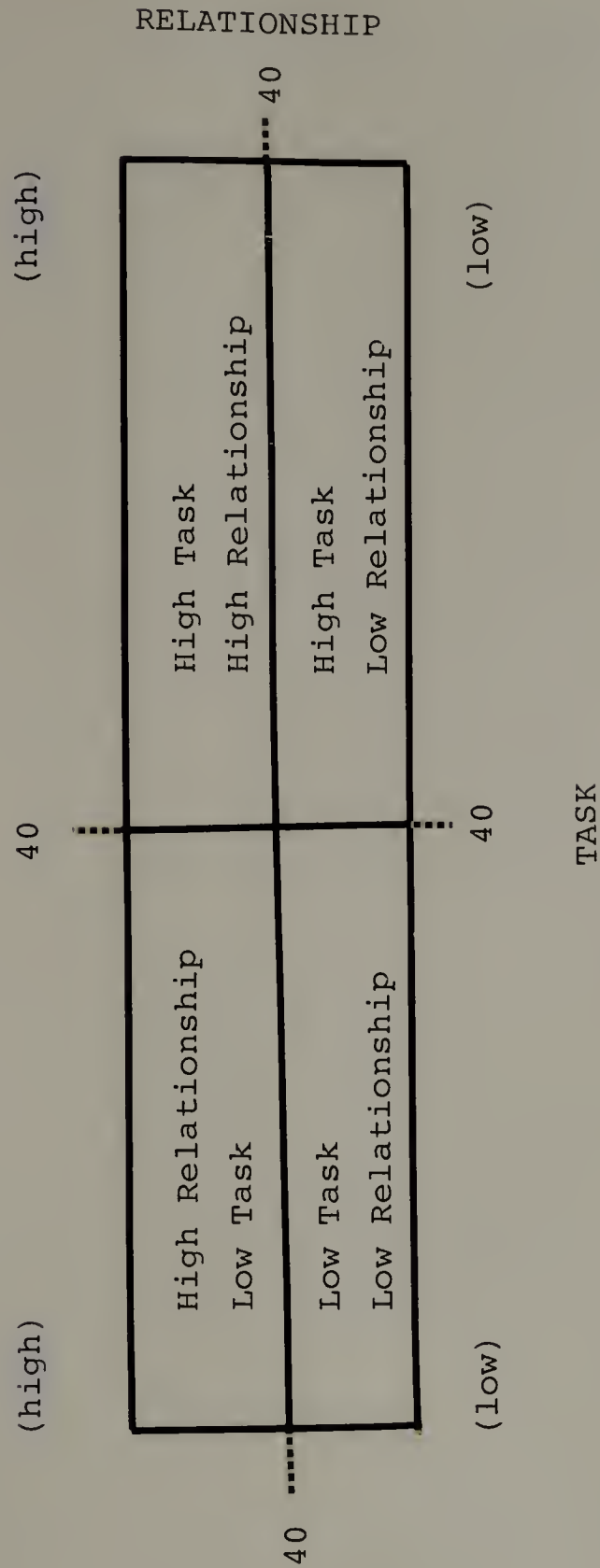
Leadership Behavior Questionnaire Scoring

1. Total the checks in each column of the pages one and two and enter in square at the bottom of the page. The columns of the first page represent task values. The second page columns represent relationship values. Record the column totals in the task and relationship boxes below. Multiply each of these totals by the weighing factors indicated. Add these for a grand total representing task behavior and relationship behavior.

TASK		RELATIONSHIP	
Very Often	X4=	Very Often	X4=
Frequently	X3=	Frequently	X3=
Often As Not	X2=	Often As Not	X2=
Not Often	X1=	Not Often	X1=
Rarely	X0=	Rarely	X0=
	<hr/>		<hr/>
Task Total		Relationship Total	

2. In order to locate oneself in one of the four quadrants of the leadership model below, examine your score for Task. If this score is 40 or above, you would be considered high on that dimension; if it is below 40, you would be considered low on that dimension. For Relationship, if this score is 40 or above, you would be considered high on that dimension; if it is below 40 you would be considered low on that dimension. In which quadrant does your score place you?

Using a quadrant model, indicate the individual locations for the team as a whole



C. Informal Evaluation

Goals: To build support and determine if any changes need to be implemented in course content, class atmosphere, or teaching style.

Instructions:

1. Informally ask for "feedback" (see Feedback Sheet, Session Four) from students on the following issues:
 - a. course content/material,
 - b. class atmosphere, and/or
 - c. teaching style
2. Ask for recommendations for changes.

Note to Instructor:

1. Make sure you are responsive--not defensive.
2. Try to collect all information before you "respond."
3. Make sure you incorporate realistic changes into the next session if possible.

Time: 20-30 minutes (as needed).

Source: Activity designed by Carlene Riccelli.
Feedback Sheet from NTL Book of Readings.

III. Readings and Assignments

A. Readings:

"The Mexican-American Woman," Enriqueta Longauey
y Vasquez

Puerto Rican Resource Units.

B. Assignments:

Prepare for a ten to fifteen minute oral report on the status of your project. Prepare to speak on progress as well as problems.

Session Seven

I. Goal: To focus more deeply on participants' individual action projects and to allow for group feedback on specific strategies.

II. Activity

A. Project Presentations

Instructions

1. Allow each student to present a 10 to 15 minute report on the status of their project.
2. Address questions relating to the progress of of the project and any problems which they have identified.
3. Identify support needs and resources.

Note to Instructor:

See notes to instructor from Session Six.

Time: As needed-- up to two hours.

Source: Activity developed by Carlene Riccelli

III. Assignment

Oral Reports will continue next week.

Session Eight

I. Goals: To complete oral presentations and evaluate course.

II. Activities:

- A. Project Presentations (continued)
- B. Sex Role Stereotyping Rating Scale Exercise (Optional--if time permits)
- C. Course Evaluation

A. Project Presentations

Instructions:

Same as for Session Seven.

B. Sex Role Stereotyping Rating Scale (can be adapted to examine racial stereotyping depending on time and/or group needs).

Goals: To allow participants to examine the perceptions that others have about their growth in the area of sex role awareness (or racism awareness).

Materials Needed: Sex Role Stereotyping Rating Scales
Pencils

Instructions:

1. Participants should list all group members' names (including their own) in the left column.
2. Using the criteria at the top of the sheet, each student should rate their classmates in the second column.

3. In the third column, students should record their perceptions of how each participant rated them using the same criteria.

4. Allow open discussion of results. Participants should only receive information on ratings of others by requesting them.

Note to Instructor:

1. Make sure that ratings are followed with an explanation of the specific data on which they were based.

2. Make sure that rules for giving feedback are followed.

3. Try to insure that the atmosphere in discussion is supportive and not superficial.

Time: 30 minutes: 10 minutes (to record)
 20 minutes (to process)

Source: Exercise adapted from design by Mary Carson, University Associates.

SEX-ROLE STEREOTYPING
Rating Scale

1 2 3 4 5 6 7 8 9

DEFINITION OF TERMS:

1-2 Prefers males to be dominant--For example:
males dominate conversation, their suggestions
are more apt to be followed, females are submis-
sive and retiring and adhere to double-standard
sexually.

5 Practices equalization of the sexes--Neither
group overshadows nor caters to the other.
Self-realization possible for both sexes.

8-9 Prefers females to be dominant--For example:
females dominate conversation, their suggestions
are more apt to be followed, males are submissive
and retiring, and females practice complete
sexual freedom.

IMPORTANT: Avoid hollow platitudes. Base ratings on
data involving individuals.

	Name of Group Member	Rating (1-9)	How he or she rated me
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____

SEX-ROLE STEREOTYPING
Rating Scale (Continued)

	Name of Group Member	Rating (1-9)	How he or she rated me
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____
9	_____	_____	_____
10	_____	_____	_____

C. Course Evaluation

Instructions:

Administer Course Evaluation (see Appendix B).

Time: 20-30 minutes

Source: Evaluation designed by Carlene Riccelli

III. Assignment

Final Projects due in one week.

B I B L I O G R A P H Y

Session One

Kaleidoscope 13. Edited by Beverly W. Lydiard. Massachusetts Department of Education, Winter 1975.

Lester, Julius. "Being a Boy." In Men and Masculinity, pp. 32-35. Edited by Joseph H. Pleck and Jack Sawyer. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

Massachusetts Department of Education. Chapter 622 Regulations. Boston: Bureau of Educational Information Services, 1975.

Raiford, Gilbert. "Notes on the Black Experience." Graduate School of Social Welfare, University of Kansas, n.d. (mimeographed).

Syfers, Judy. "I Want a Wife." In The First Ms. Reader, pp 23-25. Edited by Francine Klagsbrun. New York: Warner Books, Inc., 1973.

Session Two

Allen, Brian. "A Visit from Uncle Macho." In Men and Masculinity, pp. 5-6. Edited by Joseph H. Pleck and Jack Sawyer. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1974.

Massachusetts Department of Education. Guide for the Evaluation of Instructional Materials under Chapter 622. Boston: Bureau of Educational Information Services, n. d.

Sloan, Margaret Edmonson. "The Saturday morning Nap-Conversation." In The First Ms. Reader, pp. 133-134. Edited by Francine Klagsbrun. New York: Warner Books, Inc., 1973.

Session Three

Blakey, William A. "Everybody Makes the Revolution: Some Thoughts on Racism and Sexism." Civil Rights Digest 6 (Spring 1974): 11-19.

Gornick, Vivian. "Why Women Fear Success." In The First Ms. Reader, pp. 26-35. Edited by Francine Klagsbrun. New York: Warner Books, Inc., 1973.

Session Four

Center for Social Change. "The New White Person." 2264 Telegraph Avenue, Oakland, California, n.d. (mimeographed).

The Council on Interracial Books for Children. "10 Quick Ways to Analyze Childrens' Books for Racism and Sexism." 1841 Broadway, New York, New York 10023, n.d. (Pamphlet).

Session Five

Davis, Angela. "The Myth of the Black Matriarch." In The First Ms. Reader, pp. 241-249. Edited by Francine Klagsbrun. New York: Warner Books, Inc., 1973.

Session Six

Longauey y Vasquex, Enriqueta. "The Mexican-American Woman." In Sisterhood is Powerful, pp. 379-384. Edited by Robin Morgan. New York: Vintage Books, A Division of Random House, 1970.

Puerto Rican Resource Units. University of the State of New York and the State Department Bureau of Migrant Education, Albany, New York, 12234, n.d..

A P P E N D I X B
I N S T R U M E N T A T I O N

COURSE ANNOUNCEMENT

TO: All Amherst High School Students
FROM: Carlene Riccelli, Guidance

Attached you will find a description of a course I will be teaching this fall as well as a course interest survey. Please follow the instructions below--whether or not you are interested in taking the course.

Instructions:

1. Read the course description (page 1).
2. Fill out the course interest survey (page 2)
3. Return both pages (1 and 2) to your homeroom teacher as soon as possible. (By tomorrow--at the very latest).

Students who are interested in taking the course will be contacted later. If there is a very large number of interested students, then names will be selected at random to participate.

(PAGE ONE)

COURSE DESCRIPTION

Title: Chapter 622: Strategies for Student Implementation

Instructor: Carlene Riccelli, Guidance Counselor

Brief Description of the Course:

This course will study the issues of sex role stereotyping and racism awareness as they pertain to the regulations of a Massachusetts State law called Chapter 622. We will examine our own feelings about men, women, and various cultural groups--especially our prejudices. Then we will examine our school community and develop strategies to improve the implementation of Chapter 622 regulations at Amherst Regional High School.

Format:

There will be eight (8) sessions--each 2 hours long. During each session we will:

- (1) share a common experience (usually a structured exercise)
- (2) share ideas (discussion)
- (3) record feelings (journal writing)

There will also be a preliminary meeting and a follow-up meeting.

Dates:

Course participants must attend the following sessions and meetings. Classes will meet in the High School's Upper Faculty Lounge.

Tuesday September 27th	2:15-3:30	(Preliminary meeting)
Tuesday September 27th	7pm - 9pm	(Session one)
Tuesday October 4th	7pm - 9pm	(Session two)
Wednesday October 12th	7pm - 9pm	(Session three)

(PAGE ONE--continued)

Tuesday October 18th	7pm - 9pm	(Session four)
Tuesday October 25th	7pm - 9pm	(Session five)
Tuesday November 1st	7pm - 9pm	(Session six)
Tuesday November 8th	7pm - 9pm	(Session seven)
Tuesday November 15th	7pm - 9pm	(Session eight)
Tuesday November 22nd	7pm - 9pm	(Follow-up meeting)

Requirements: (PLEASE READ CAREFULLY)

1. Anyone is welcome to take this course.
2. You do not have to know anything beforehand about the topics.
3. You must be willing to:
 - a) attend all classes
 - b) participate in class discussion
 - c) complete outside reading assignments
 - d) keep a written journal
 - e) work on a project
 - f) write a report on your project

Credits:

Students who complete the course requirements will receive 2 graded general ALPS credits.

(PAGE TWO)

COURSE INTEREST SURVEY

Instructions: Please answer all questions, whether or not you wish to take the course.

1. Your name: _____
2. Your homeroom teacher's name: _____
3. Your address: _____

4. Your telephone number: _____
5. Please check your present grade level.
 - 10th grade
 - 11th grade
 - 12th grade
6. Please indicate your sex (this question is optional).
 - male
 - female
7. Please indicate your race/ethnic identity (this question is optional).
 - Afro-American/Black
 - Asian-American/Oriental
 - Caucasian-American/White
 - Hispanic-American/Chicano
 - Other; please indicate _____

(PAGE TWO--continued)

8. Are you interested in taking the course, Chapter 622: Strategies for Student Implementation, as described on page one?

yes Why or why not? _____

no _____

9. Please check if you have ever taken a course or attended a workshop which covered any of the following topics:

racism/race relations

sexism/sex role stereotyping

Chapter 622 legislation

(Check all that apply)

10. Please check here if you have had no experience with the topics listed above.

no experience

(page 1)

CHAPTER 622 REGULATIONS

Read carefully!

Instructions:

The purpose of this test is to find out how much you know about Chapter 622 regulations. You will not be penalized for not knowing-----so do not guess.

Below you will find 15 statements which pertain to the regulations of Massachusetts law--Chapter 622. Please read each statement carefully. If you think the statement is true according to Chapter 622 regulations, then check the box marked true. If you think the statement is false according to Chapter 622 regulations, then check the box marked false. If you don't know whether the statement is true or false, then check the box marked "I don't know". DO NOT GUESS. CHOOSE ONLY ONE RESPONSE FOR EACH QUESTION.

1. According to Chapter 622, if a school text book has sex role or minority group stereotyping in it, the teacher must counteract or correct these stereotypes by providing appropriate activities, discussions, and/or supplementary materials.

The above statement is:

- true
- false
- I don't know

2. According to Chapter 622, all sports teams at Amherst Regional (and at any other public high school in Massachusetts) must have an equal number of males and females.

The above statement is:

- true
- false
- I don't know

(page 2)

3. According to Chapter 622, Amherst Regional High School cannot sponsor extra-curricular activities which prohibit a student's participation on the basis of his or her sex.

The above statement is:

- true
- false
- I don't know

4. According to Chapter 622, at the beginning of every school year, Superintendent Frizzle must send a notice to your parents explaining the implications of Chapter 622 regulations.

The above statement is:

- true
- false
- I don't know

5. According to Chapter 622, Amherst Regional High School must provide equal opportunity for male and female students to participate in interscholastic sports.

The above statement is:

- true
- false
- I don't know

(page 3)

6. According to Chapter 622, the extra-curricular programs at Amherst Regional High School must take into consideration the ethnic traditions of our student body.

The above statement is:

- true
 false
 I don't know

7. According to Chapter 622, any scholarships that are sponsored, or administered by Amherst Regional High School must be free from any restrictions based upon race or sex.

The above statement is:

- true
 false
 I don't know

8. According to Chapter 622, if a student's primary language at home is Spanish, then he or she must be given the opportunity to receive guidance and counseling in Spanish at school.

The above statement is:

- true
 false
 I don't know

(page 4)

9. According to Chapter 622, if a parent or guardian believes that the school has violated the regulations of Chapter 622, their first step should be to register a written complaint with the school committee.

The above statement is:

- true
- false
- I don't know

10. According to Chapter 622, it is legal for some courses to be closed to students who cannot speak English.

The above statement is:

- true
- false
- I don't know

11. According to Chapter 622, occupational pamphlets, books, films and other materials with pictures in the guidance office must show members of both sexes and minority groups.

The above statement is:

- true
- false
- I don't know

(page 5)

12. According to Chapter 622, separate bathrooms for men and women are technically illegal.

The above statement is:

- true
- false
- I don't know

13. If Chapter 622 regulations are violated, the State Board of Education may withhold school funds.

The above statement is:

- true
- false
- I don't know

14. According to Chapter 622, if boys tried out for the high school field hockey team and this caused most of the girls to quit the team, then the school would have to set up a separate field hockey team for the boys.

The above statement is:

- true
- false
- I don't know

(page 6)

15. In general, Chapter 622 refers to a Massachusetts law which guarantees access to all public schools and programs without regard to race, color, sex, religion or national origin.

The above statement is:

- true
- false
- I don't know

SITUATION STUDIES

Read carefully!

Instructions:

The purpose of this test is to find out how well you can diagnose situations that are either sexist and/or racist. You will not be penalized for not knowing so do not guess.

Below you will find descriptions of situations which might happen to high school students. Please read each description carefully. If you think the situation contains just sexist elements, check the box marked "sexist." If you think the situation contains just racist elements, check the box marked "racist." If you think the situation is neither sexist nor racist, check the box marked "neither sexist nor racist." If you don't know, check the box marked "I don't know." DO NOT GUESS. CHOOSE ONLY ONE RESPONSE FOR EACH QUESTION.

(Page 1)

Situation one:

Mary, a white student on the student council at Amherst Regional, is very concerned about improving race relations. She came home from her first council meeting and told her sister Sharon that she was horrified to see that the council was all white. Sharon (also a student at Amherst Regional) replied that Black people aren't into student councils. "They don't go to meetings and that kind of stuff" she said. Mary was very upset by this and said that she thinks that Black people have to realize that they should take an interest in government if they want to ever do away with racism. "The only way that the student council will stop being racist," she said, "is if a bunch of Black students start coming to meetings and dealing with it."

Mary's statement is:

- sexist
- racist
- both sexist and racist
- neither sexist nor racist
- I don't know

Situation two:

Sally, a white student at Amherst High School, is due at a surprise birthday party at 8:00 pm. She is bringing the cake and since she doesn't have a car, her friend is picking her up at 7:45. However, her friend calls at 7:45 and says she can't make it due to a family emergency. Sally tries to call a cab, but the lines are busy. At 8:00 pm Sally takes the cake, goes outside and begins hitching a ride. A white man stops and she gets in the front seat. After she tells him where she's going, he wants to know if she'd like to go for a ride first. Sally is scared and demands that he stop the car. As the man stops to let her out he says, "I don't see why you're acting so uppity. What do you expect a guy to think a girl wants when he sees her hitching?"

The driver's response is:

- sexist
- racist
- both sexist and racist
- neither sexist nor racist
- I don't know

Situation three:

Suzanne, a young Black woman of 22 has a bachelor's degree in math and education. She is interviewing for a job as a teacher when the principal of the school (a Black man of about 35), says, I know I'm not supposed to ask you this, but are you engaged? We've had so many fine, attractive young women teachers come for about a year and move away when they get married. The students really suffer."

The principal's comments are:

- sexist
- racist
- both sexist and racist
- neither sexist nor racist
- I don't know

Situation four:

Nancy, a young white woman of 17 years, graduated from Amherst Regional High School this past June with top grades in English. She is attending the University of Massachusetts this fall and has been meeting with her academic advisor to choose a major area of concentration. After careful examination of the various literature programs, she has decided to major in Afro-American Studies because of her interest in learning about the contributions of Black American authors and because of the interdisciplinary nature of the program.

Nancy's reasons for choosing to major in Afro-American Studies are:

- sexist
- racist
- both sexist and racist
- neither sexist nor racist
- I don't know

Situation five:

A group of Spanish-speaking students were concerned that their grades were being lowered in their oral communications course because of their accents. They approached the curriculum director (a white, anglo male) with their problem. Carlos, a member of the student group said, "the problem is that we need to have at least one Spanish-speaking teacher on the staff who might understand us." "That's no solution," said Alberto. "What we need is a training session to make the teachers we already have more sensitive." "No, no," Nellie said, "I think we should do away with grades altogether and then we wouldn't even have..."

"Wait a minute," interrupted the director, "I can't understand a word you kids are saying. You'd do well to attend a few more oral communications classes before you see me. You can't even agree among yourselves about what you want. Why don't you try writing up your problem and solution beforehand?"

The director's response is:

- sexist
- racist
- both sexist and racist
- neither sexist nor racist
- I don't know

Situation six:

The Amherst Pelham Regional School Committee is meeting to decide on the next year's school calendar. They decide that in addition to the holidays which were given to students the previous year, they will add January 15th in honor of Martin Luther King's birthday.

The School Committee's decision is:

- sexist
- racist
- both sexist and racist
- neither sexist nor racist
- I don't know

Situation seven:

Cheryl, a young white woman and Amherst Regional High School junior is interested in becoming a truck driver. She has two uncles who are professional drivers and who make excellent money by doing long distance hauls for their firms. During some of her summer vacations her Uncle Elmo has taken her with him on a couple of weekend trips. She is pretty well informed about the job and likes the independence of the work setting. Cheryl is called into guidance one day for a career planning session. She tells her guidance counselor, Mr. Neilson (a middle-aged white male) about her goal to become a truck driver and her trips with her uncle. She is quite enthusiastic. Mr. Neilson smiles. "You know Cheryl," he says, "you sound really excited about the idea of being a truck driver, but I must warn you. It's not going to be easy breaking into that field as a woman. You may really want to give a good hard look at another interesting and similar profession instead--like maybe a travel agent, for example."

Mr. Neilson's suggestion is:

- sexist
- racist
- both sexist and racist
- neither sexist nor racist
- I don't know

Situation eight:

Francine and Carolyn (two young white women) are recent graduates of Amherst Regional High School. Both have jobs in a Springfield insurance office. For the first few months they commuted from Amherst and lived with their parents. Now they both have saved money and would like to get an apartment together. Francine wants to move to Springfield but Carolyn wants to stay in Amherst. Carolyn says she is afraid to move because Springfield has a larger Black population which causes violence and higher crime rates.

Carolyn's reasons are:

- sexist
- racist
- both sexist and racist
- neither sexist nor racist
- I don't know

Situation nine:

Pearl and Marcia, two Black Amherst Regional High School seniors have had a feud of long standing. Both young women were interested in Jeffrey during their junior year and unresolved jealousy has caused them to avoid each other most of the time. One day during lunch at the high school, Marcia cut in front of Pearl in the lunch line. Pearl pushed Marcia and soon both women were punching and shouting at each other. The lunch duty teacher (a white male who has the reputation for always following school rules to the letter) broke up the fight and had both women suspended saying, "there is no excuse for fighting in school. You know the rule is automatic suspension."

The teacher's actions were:

- sexist
- racist
- both sexist and racist
- neither sexist nor racist
- I don't know

Situation ten:

Derek, a young Black man, is taking a U.S. History course at Amherst Regional High School. He is concerned that the contributions of Blacks and other minorities are not being presented in the course. He goes after school one day early in the semester and asks the teacher, a white female, if this could be changed. She says she understands the problem, but, "in this course we have so much material to cover that we just can't do justice to minority groups. That's why we have a course called 'Minorities in America.' Maybe you should sign up for that next semester.

The teacher's response is:

- sexist
- racist
- both sexist and racist
- neither sexist nor racist
- I don't know

Situation eleven:

The University of Massachusetts police have noticed that the incidence of reported rape has increased--especially among freshmen women. The chief of police and the director of student affairs are both concerned and have a meeting to decide what action needs to be taken. Since the highest number of rapes occur after midnight, both men agree that there should be a new policy of a 12 am curfew for freshmen women only. This policy will be in effect for one month on a trial basis. Both men will meet at the end of the month to review the situation.

The new policy is:

- sexist
- racist
- both sexist and racist
- neither sexist nor racist
- I don't know

Situation twelve:

Sean (the son of a white Irish immigrant) is looking for a summer job. There is an opening in a local bank and both he and Erskine (a young Black man) are being interviewed. Sean and Erskine are both Juniors at Amherst Regional High School with B⁺ grades in math. Neither has had any prior experience. After the interviews, Erskine is notified that he has the job. Sean, feeling badly about the situation, tells his father that since both he and Erskine were equally qualified for the job, that the bank probably hired along affirmative action guidelines. His father seems angry and says, "That's what I hate about these new laws. The Irish were discriminated against when they came to this country, but we made it on our own. Why can't they? They want everything on a silver platter."

Sean's father's statements are:

- sexist
- racist
- both sexist and racist
- neither sexist nor racist
- I don't know

SELF REPORTSInstructions:

The purpose of this instrument is to report any personal experiences with sex role stereotyping and/or racism that you may have had since our last class meeting. Please fill out both pages as completely as possible.

Section one: Sex role stereotypinga. Observations

(Please list below all instances of sex role stereotyping that you have observed since our last meeting. If none--please write the word none below).

b. Reaction:

(For each observation listed, please describe any reaction you may have had, i.e., what did you do? (If you took no action, please write the word none below).

Section two: Racismc. Observations:

(Please list below all instances of racism that you have observed since our last meeting. If none--please write the word none below).

d. Reaction:

(For each observation listed, please describe any reaction you may have had, i.e., what did you do? (If you took no action, please write the word none below).

Name _____ (Optional)

COURSE EVALUATION

Instructions:

The purpose of this evaluation is to give information to the instructor which will be used to improve this course. Your opinion is valuable so take your time and give useful criticism.

Below you will find a list of the eight class sessions and the topics covered during each session. For each question please indicate your response by circling the appropriate number of numbers. Make sure that you read carefully and that you answer every question completely.

<u>Session number</u>	<u>Topic</u>
1	General Discussion, Racism and Sexism definition exercise
2	Drawbridge exercise (Story)
3	Starpower game (circle, square, triangle game--marbles)
4	Design a racist/sexist school exercise Proposal idea discussion groups
5	Male/female separation exercise Contract writing exercise
6	Project Proposal Presentations Leadership Style exercise Informal discussion evaluating course
7	Final Project Presentations Discussion of support needs
8	Final Project Presentations (continued) Sex role stereotyping rating sheet exercise Course Evaluation

1. I attended the following sessions:
(Circle the numbers of all the sessions you attended)

1 2 3 4 5 6 7 8

<u>Session number</u>	<u>Topic</u>
1	General Discussion, Racism and Sexism definition exercise
2	Drawbridge exercise (Story)
3	Starpower game (circle, square, triangle game--marbles)
4	Design a racist/sexist school-- Proposal idea discussion groups
5	Male/female separation exercise Contract writing exercise
6	Project Proposal Presentations Leadership Style exercise Informal discussion evaluating course
7	Final Project Presentations Discussion of support needs
8	Final Project Presentations (continued) Sex role stereotyping rating sheet exercise Course Evaluation

2. I found the following session(s) to be especially valuable: (Circle number(s) of valuable sessions).

1 2 3 4 5 6 7 8

because: _____

<u>Session number</u>	<u>Topic</u>
1	General Discussion, Racism and Sexism definition exercise
2	Drawbridge exercise (Story)
3	Starpower game (circle, square, triangle game--marbles)
4	Design a racist/sexist school-- Proposal idea discussion group
5	Male/female separation exercise Contract writing exercise
6	Project Proposal Presentations Leadership Style exercise Informal discussion evaluating course
7	Final Project Presentations Discussion of support needs
8	Final Project Presentations (continued) Sex role stereotyping rating sheet exercise Course Evaluation

3. I found that the following session(s) was/were not at all valuable to me: (Circle number(s) of session(s) that were not valuable at all).

1 2 3 4 5 6 7 8

because: _____

<u>Session number</u>	<u>Topic</u>
1	General Discussion, Racism and Sexism definition exercise
2	Drawbridge exercise (Story)
3	Starpower game (circle, square, triangle game--marbles)
4	Design a racist/sexist school-- Proposal idea discussion group
5	Male/female separation exercise Contract writing exercise
6	Project Proposal Presentations Leadership Style exercise Informal discussion evaluating course
7	Final Project Presentations Discussion of support needs
8	Final Project Presentations (continued) Sex role stereotyping rating sheet exercise Course Evaluation

4. I would have liked it better if we had spent more time on: (Circle number(s) of session(s) you wanted to spend more time on).

1 2 3 4 5 6 7 8

and less time on (Circle number(s) of session(s) you wanted to spend less time on).

1 2 3 4 5 6 7 8

because: _____

<u>Session number</u>	<u>Topic</u>
1	General Discussion, Racism and Sexism definition exercise
2	Drawbridge exercise (Story)
3	Starpower game (circle, square, tri- angle game--marbles)
4	Design a racist/sexist school-- Proposal idea discussion group
5	Male/female separation exercise Contract writing exercise
6	Project Proposal Presentations Leadership Style exercise Informal discussion evaluating course
7	Final Project Presentations (continued) Sex role stereotyping rating sheet exercise Course Evaluation

5. Comments:

(Please give any additional suggestions that might improve the quality of the course content and/or instruction. You may use the back of this sheet).

Thank you.

A P P E N D I X C
S A M P L E S T U D E N T P R O J E C T S

ANALYSIS OF A COURSE: FRENCH III

By

Alex Stein

(unedited)

INTRODUCTION

This project was born because of a memory that I had of a teacher (constantly) making sexist remarks and jokes. It attempts to analyze and tries to correct the attitudes of the teacher and some of the students and is a summation of what happened, what didn't happen and why.

The course analyzed is a French III Foreign Language course, D period, phases 4-5. The teacher is Mr. _____. In talking with him both before, during, and after a presentation and class discussion about sexism in the course, I noticed a change in his attitude, and a new awareness of his attitudes. Likewise, I noticed a change in the attitudes of many of the students in the course after the discussion. In these respects, I feel that my efforts were successful.

Another part of the project involved a one week analysis of sexist statements made during the class, by both students and teachers. Due to the rotating schedule, labs, test days and other factors, the five days that are analyzed are far from consecutive. The five days analyzed were a Wednesday, a Friday, a Tuesday, another Wednesday and another Tuesday. During this time, there were about fifteen sexist remarks that I caught and was able to write down. This was not quite as much as I had thought that it would be, but is still a substantial figure.

Still another part of the project consisted of analyzing the texts used. During the time that the project took place, there was a number of dittoed handouts that were used, in addition to the second half of Chapter 22 in the French ALM textbook (1970, 2nd edition).

PROBLEM ANALYSIS

As mentioned in the introduction, the section of the book that was concentrated on was the second half of Chapter 22. The book presented certain sex-role stereotypes, including listing professions such as skilled worker, doctor, engineer, businessperson (given as "in business") and

lawyer, saying that these were done by "fathers, uncles and brothers." "Mothers" were not even mentioned as having any professions, not even that of "housewife." However, there were jobs that could be done (according to the text) by "sisters." These jobs were "nurse," and "airline stewardess." Nowhere was it mentioned that there are "airline stewards," male "nurses" or female "doctors." If we were to believe the text, and there are many who are bound to it, then it would seem like all of those fields were restricted by race, to white only.

Later in the chapter is a Reading called "Projets d'avenir," ("plans for the future") which is about a young girl who wants to study medicine and her old fashioned grandfather who says, "Medicine is not for women!" The ultimate line in the conversation is when the girl says, "It's not unusual anymore to find women doctors, and even a few surgeons." The way this story is told makes it sound like the designers and editors of the book are saying, "All-right-there-we-put-in-something-about-women's-lib-so-go-back-to-your-kitchens-and-have-the-food-ready-by-six-I've-had-a-rough-week." The grandfather in the end grumblingly agrees that the girl should be able to decide for herself what she'll do. But it doesn't come across as a real situation.

In order to find out what the real statistics for professions by sex were, I found the latest available statistics from the U.N. Yearbook of Labor Statistics (1976, UN Press). Among the most startling figures were the facts that there are 21 times more men than women in the armed forces (by percentage of working force employed, the actual figure is more like 40 times), and that by percentage of working forces employed in professional fields (i.e., doctors, lawyers, businesspeople) there are actually 1.5 times more women than men. On more traditional stereotypic lines, there were 4.5 times more women than men in service work, over 3 times more women than men in clerical fields. There were also 4.0 times more men than women in administrative fields.

While more than $\frac{1}{2}$ of the men in France were part of the working force, barely more than $\frac{1}{4}$ of the women in France were part of the working force. By age groups, males were over 95% of the total number in the working force from ages 25-49, a lengthy period of time. In contrast, the women were over 50% of the total number in the working force from ages 20-29. Perhaps this is due to the

(Page 3)

fact that women traditionally got married in their (early) twenties, at which point they would stop working.

There was a tendency among students (particularly males) to excuse the stereotyping because "that's the way it is." There is some question as to whether the myth is caused by the reality or whether it is the reality that is caused by the myth. As is usually the case, the answer is probably somewhere in the middle. It is my belief that the myth started out and was originally caused by reality, but that it was also later used to oppress women and "keep them in their place." It was at that point that the reality started to be caused by the myth--at least partly--the cutoff point being the first struggle and the first use of the myth as a weapon of oppression. Fortunately the traditionally "male fields" are becoming integrated and the myths which are now obviously not true, are disappearing.

STRATEGIES

The main part of this section was a one week analysis of sex-role stereotyping in the actual class itself. Among the most blatant examples of sex-role stereotyping were (all uncredited quotes are from Mr. _____, the teacher):

"This is a good thing to read because it appeals to our chauvinistic natures..."
(Friday).

"All girls who I ask say that they drink whiskey, gin, champagne, and things like that, but all the boys say water..."
(1st Tuesday).

"That's because girls are more honest than boys."--A female student (1st Tuesday).

"If you don't get married, you'll be an old maid." (1st Tuesday).

Mr. _____ asked five people if they planned to get married some day. Only one of the people was a male. (1st Tuesday).

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"Children, and bringing up children, are problems for the wife." (1st Tuesday).

"Conduire, to drive, which men do much better than women." (1st Tuesday)

"Men are always better drivers than women. No question about it."--A male student (1st Tuesday).

"It depends on the individual. Some women are terrible drivers, but so are some men." --A female student (1st Tuesday).

"Une assiette, a plate, is where you eat what your mother has cooked--if it's edible." (2nd Wednesday).

"Aren't you going to get married? All girls get married." (2nd Wednesday).

"I can understand if the girls didn't get Sheila a birthday present, but I had thought that all of the boys would have gotten her one." (2nd Tuesday).

When I met with Mr. _____ after the observation period, I was armed with both the observations and the labor statistics. When I pointed out the sexism of the jokes he had made, he admitted that he had done it without thinking, and did not realize that he had done it. It was here--and with his promise to be more careful about what he did in the future--that I feel that I was most successful, because I had succeeded in changing Mr. _____'s attitude. At the meeting, he agreed to give me half of the next class period to lead a discussion about Chapter 622 and the sex-role stereotyping in the text and the course.

Before going on, I will quote the appropriate section of 622, upon which this whole project is based.

5.01 The curricula of all public school systems shall present in fair perspective the...

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contributions of persons and groups of different races, nationalities, sexes and colors.

5.02 All school books, instructional and educational materials shall be reviewed for sex-role and minority group stereotyping. Appropriate activities, discussions and/or supplementary materials shall be used to counteract the stereotypes depicted in such materials.

The discussion, which took place on Monday, November 28th, was an amazing success. Perhaps this is due to the fact that the students were glad to be able to get out of a class on Monday morning after a long weekend, but there also appeared to be a lot of real interest.

I began the discussion with a brief explanation about 622, and the reading of regulations 5.02 and 5.01. I then cited the specific examples of sex-role stereotyping from the text, and read several of the examples from the observation period. After explaining why I was doing this and telling a bit more about the project I was doing, I opened the floor for questions. There were a lot of them.

Most of the questions dealt with my personal opinions on subjects such as morality, marriage, work, and the drafting of women into the armed forces. There were also many questions about 622 and how it related to the school, especially to a female football player, the football and the volleyball teams. The people in the class were interested, responsive, and never too shy to comment on things that I did or didn't say. In addition to the questions, several of the people in the class, as well as Mr. _____, told me that they really liked the way that I ran the discussion ("very low-keyed," said one).

To sum up the results of this project, I feel that there were many successes, and, of course, a few failures. Among the successes were: the change of attitude by Mr. _____, and the interest that I generated because of the discussion. One very large failure was the inability to change the opinions of some of the male students. Another (expected) failure was the inability to do enough by myself. However, due to the response of the discussion period, I

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feel that others will be encouraged to object to sex-role stereotyping that is going on unnoticed or (even worse) being joked about. Sexism is pure and simple oppression and is not something that should be continuously joked about.

This project was fascinating to do. I tried at all times to keep it relaxed and, above all, fun. This doesn't mean that I didn't take it seriously--I just tried to avoid taking it so seriously that it was no longer enjoyable. In addition to being enjoyable, this project--and the course itself--made me learn a lot about myself and the world (school) around me.

Attitude Change as it Relates to
Racism and Sexism Violations of the Law Chapter 622

By

Susan Hall

(unedited)

(Page 1)

A course on racism and/or sexism, especially if it deals with a particular law or laws, has no direct influence on a person, unless he or she is not only made aware of the prejudices existing in our society, but also given the encouragement and chance to make a personal contribution in the effort of change. I basically agree with the purpose of Chapter 622. Equality in the school system is so important. True, one cannot get rid of prejudice altogether; but awareness by students and faculty is the first step.

I decided to do my project on the aspect of racist and sexist attitude change. I chose three situations of concern and labeled them, "A": The Tri-S Club is an all female group; "B": The co-ed gym class is separated into two groups, male and female; "C": There are no black students in last year's and this year's Theater Company. Although not all of these case studies were in need of change, digging to the root of the problem is necessary in order to proceed with any action.

The Tri-S Club, at first glance, is an all girls club. Intriguing. I believed, then, this would be a dandy situation to explore, for it states in Chapter 622, article 6.01-6.02, that no student shall be excluded from any school sponsored activity on the basis of race, color, sex, religion or national origin. As a 1976-77 member of the Tri-S, I was under the impression that this was an all girls club; boys purposely excluded. When aware of the intention and construction of these regulations, I realized that because there was not a boys club of the like, the existence of Tri-S was illegal. Why is the group all female? Who has manipulation of the attitude that it should be all female?

These were some of the questions I asked myself and began the process of investigation by holding an interview with Mrs. _____, teacher advisor of the Tri-S Club. Through this interview, I hoped to simply understand her feelings and attitudes, which underlie the girls. Without the need of defensiveness, I wanted to explain where I was coming from and what I hoped to achieve.

She was very pleasant and eager to tell all. Much to

(Page 2)

my surprise the history of the group is very different than I had interpreted. Apparently, four years ago Mrs. _____ was the advisor of the Tri-S and Mr. _____ was the teacher advisor of the Key Club--an all male club. The groups were very individual; for while the Tri-S was a social service club, the A.R.H.S. key club was a group of rowdie high school students looking for a good time. (!)

Mrs. _____ was the one to suggest they combine the two to form one co-ed social service club. Mr. _____ agreed--probably to rid the responsibility of those rambunctious boys. It was done. The two teachers tried combining the groups, and as you can see, it is no more.

The first day, there was a large turnout. Very encouraging. But the boys never returned. "Maybe it was because the meeting was held in the Home Ec. room!" Mrs. _____ attempted to explain with a chuckle. "I don't know, there was just never an interest...and they never came back to us."

That interview left me slightly bewildered, for as I had prepared myself to be as non offending as possible, Mrs. _____ herself felt the need to combine the two clubs, making one large co-ed social service group. And her attempt was a very brave move being made four years ago when the attitudes of the "sexes being equal" had not yet swept the country. Also, there must have been a male interest, or the first meeting would have been a flop. What happened to that interest? Was it never encouraged?

With these points in mind, I decided to talk with the present president of the Tri-S and various members, to get a female point of view. _____, the president, was not an eye witness of the day of reconciliation of the two separate clubs, but has some strong feelings about the club in general. She feels because they have many active members, and because they started the year \$100.00 in the hole, that as a group, their primary responsibility is to raise money enough to provide us with an adequate formal. Therefore, no real action was taken to recruit new members. However, when I suggested the idea of including guys in the club, _____ was enthusiastic. It would break the monotony of the biased (yet of course most brilliant!) view of the woman. "It would be fantastic to have input from

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the guys about the formal," she says with a smile.

When conferring with other members of the Tri-S, one shared how she personally would adore having members of the opposite sex relating in the situation of a social service club. As for that matter, it came out, "Sure, I'd love to have them in Tri-S; I'd love to have them cheering with us too!!"

So, even though the idea of including males as members of the Tri-S has not been a great concern of the girls, I feel they have not discouraged it in any purposeful way. Obviously, then, if attacking the problem of lack of boys in an all girls group (the Tri-S, Cheerleading), one would have to work on the attitudes of the fellows and maybe take it one giant step further and pursue the manner in which society places these strongly addicting dispositions onto its members.

As it stands now, I did not accomplish exactly what I set out to do, although what I did get was all very interesting; most helpful in the sense of becoming familiar with the attitudes of sex equality and sexism of various students in the school; and fun to develop. (Added note of interest: None of the girls I talked with were familiar with Chapter 622). But, this case study was going to be my reference point from which I would develop a new strategy and techniques to possibly better my chances of creating attitude change in my next case study. In this one, all the attitudes I was dealing with were positive and were "pro" to what I was after.

I feel hopeful in the years to come. The girls I talked with all seemed to share the common feeling that including guys in the club would be a very worthwhile experience for all. By exposing them to pondering the idea to the extent of it becoming a reality, this could create just the encouragement needed to get the males interested on their own, without female members having to campaign to spark the appeal of the guys. Yes, awareness is a definite beginning to the concept of attitude change in a sexist situation.

The second situation in need of change, at least from a personal standpoint, is the co-ed gym class which divides

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the males and females in such a way which they work only with the same sex. In our soccer class the boys were constantly "hogging" the ball and making goal after goal. Granted, this was a problem in and of itself, but my complaint came when the gym teacher instead of dealing directly with the situation, sundered the boys from the girls and set up the teams such that the girls would only come in contact with other girls; boys only with boys. It was most annoying.

I then went to my teacher about my concern. I did not mean to bring out a defensive side in him, so instead of claiming he handled the condition very poorly (which I was feeling at the time) I merely tried to be open minded and understand the position he was in more clearly. He felt that there was a definite problem with the chemistry of the folks in our particular gym class, yet the manner in which he handled the problem, was the only feasible way in his eyes. I was not satisfied with that answer, but settled for it anyway for I could not think of much more I could do at that time to help the situation any.

Then, he caught me off guard! They next day the class started with a new pattern of events. We did our regular stretching exercises and then divided into teams of mixed company--males and females. But there was a new regulation to follow this time; the ball had to be touched by at least three girls, or the goal would not count. When the thunderous groans from all the guys ceased, the game continued. I was extremely touched that he had not only listened to what I had to say, but actually heard me and acted upon it. His remedy worked very well.

At large there is no article in Chapter 622 which states that all gym classes must be co-ed. Article 5.04 does proclaim that each school shall provide an equal opportunity for physical education, for all students. Possibly A.R.H.S. feels that this goal can be more easily obtained by making the classes co-ed. That is their choice. But should they decide to continue to execute that option, the law does state that the particular goals, skill development procedures, objectives, etc. cannot be distributed on the basis of sex, nor devised in such a way that they may create disadvantages for members of either sex. In effect, both of my gym teacher's situation changes were against the law!

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I spoke and was heard. That in and of itself could be an adequate result. Not to sound disappointed with the fact that the gym class structure was altered conceivably because of my voicing an opinion; but I do not like the resulting alternatives when compared to the law of equal gym classes. In this case study I was attempting to change the attitude of my gym teacher, and in doing so I created an option which is in violation with the law I am defending. Not a very positive outcome.

As a precise followup of the case study I wanted to discuss the law with my gym teacher and explore different such techniques to involve the boys with the girls in the class more whole-heartedly. But the gym classes changed before I got a chance to do so. Thus I have left the ends undone. But from what I did get out of the whole experience of confronting an elder with criticism, is certainly most worthwhile; I now have the confidence to bring forth contrary details without the fear of being "hated" or turned off.

My third and final case study is a small investigation of the A.R.H.S. Theater Company. As a member and through the initial contact with the material on the Chapter 622 laws, I came to realize that this Drama Club is an all white group and has traditionally been for as long as I know of. Again, the regulations state that no student shall be denied the opportunity of participating in a school sponsored extra-curricular activities on the basis of race, color, sex, religion or national origin, thus, attitudes are in the way of allowing a colored student to become a part of the Drama Club.

I wanted to find the basic attitude of the Theater Company members, so asked various students. Interestingly enough one girl exclaimed that it never occurred to her that there were not any Black students in the group, and the fact that now she realized would consciously attempt to do anything she could to change the situation. Other comments and opinions were very similar to the extent that it was not a conscious effort to exclude others from the group.

Then I talked with the new Drama Director. She has done everything in her power to include not only the Black students interested in drama in the school, but also

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other nationally originated students. As the director of various productions over the course of this year, she has and will ask Third World students to be in the plays and musicals and encourage them to come to the Theater Company meetings. I feel very good about the outcome of an inter-racial Drama Club because of the positive attitudes of the group and the fact that we are much more aware (there is that significant word again!) of the problem and what to do about it than most other school affiliated groups and clubs.

I must say my overall experience with this project has been so meaningful. I think that because I dealt with three situations of concern to analyze for attitude change, the exposure to the basic problems was more focused so that I had a chance to ponder possibilities. When talking with the girls from Tri-S, I remembered when I was a member and reacted inside accordingly. If someone had asked me those same questions, I cannot say as I would have had as much enthusiasm as those girls did. To me the Tri-S Club, as does any other all girls club, represents the total experience of being women. Somehow to visualize boys sitting around the same tables, thinking the same thoughts and voting on the same decisions as we girls, removes all the personal qualities and takes away from a special and almost necessary experience. Yet, if the enthusiasm is mutual across the board it is a wise decision, then, to create a co-ed social service club.

I am disappointed I did not receive an opportunity to stumble upon new ideas for attitude change, yet am pleased that the concept of awareness is completely reinforced by this case study.

I feel frayed when thinking about the outcome of the co-ed gym class. I do not feel I have done anything significant in that particular situation, for my teacher is left with the same ideas as before such as no spark was set off by any sort of awareness and I did not act hastily enough to complete my little scheme by explaining to him where I was coming from in terms of Chapter 622. However, as I said before, I am more confident in myself with the ability to confront some one with a concern even if it does seem rather harsh and/or offending.

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I know, from witnessing other classes in my gym period, that it is impossible to get the two sexes working in harmony with each other while simultaneously competing from different ends of the soccer field. If there is one class to do it; there can be more. I believe it has something to do with the encouragement and possibly participation of the teacher. One tends to react to another more proficiently if she feels a sense of caring, rather than disregard.

I never knew exactly how our drama director felt about the all white situation, and am most grateful that I do now. It not only gives me a different view of her as a person, but I can look forward to the day when we will not have to make an effort to inspire others to come and perform with us.

As a project, my results conflict somewhat with my title. I did hope to explore ideas and experiences of attitude change rather than just awareness as the first step. But also, I feel good about my project results because it leaves me with a much more positive, spirited attitude about our school in terms of awareness of racism and sexism, than I had had before and ever dreamed I would have.

A P P E N D I X D:

KEY CORRESPONDENCE

335 Amity Street
Amherst, Massachusetts 01002

July 26, 1977

Kathleen Atkinson
Women's Educational Equity
Project/SCEE
Bureau of Student Services
Department of Education
182 Tremont Street
Boston, Massachusetts 02111

Dear Kathleen,

Recently I received a copy of your brochure on SCEE and discovered that many of your project goals may be realized in a program that I will be directing this fall at Amherst Regional High School. The title of the project is "Develop- in Strategies for Student Implementation of Chapter 622." Ten high school students will be selected to participate in a training course that I will teach covering the following content areas:

1. sex role/sexism awareness
2. racial stereotyping/racism awareness
3. regulations and procedures for 622 implementation
4. social change strategies

Course participation will grant each student 1-2 graduation credits for which they will be required to design, imple- ment, and evaluate their own plan for changing an existing school policy, program, or condition that is currently inconsistent with the "spirit" or letter of 622 legislation.

To date I have received \$150.00 in funding from our school system's Sex Role Stereotyping Project (which was in opera- tion last year under Title IV monies) to develop the course curriculum package. Needless to say, I am operating on very limited financial resources and would benefit greatly from any materials that you might be able to share with me. Also, I could use suggestions on any possible sources of funding (i.e., small grants, private foundations, etc.) which I could pursue. My future plans for this project include the construction and publication of a finalized curriculum (including examples of student projects) which should prove useful for other school systems and at the state level.

Kathleen Atkinson
July 26, 1977

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If you are interested in a copy of my final report and study results, I will be happy to share them with you when the project is completed. Thank you in advance for your help.

Sincerely,

A handwritten signature in blue ink that reads "Carlene Riccelli". The signature is written in a cursive style with a large initial 'C'.

Carlene Riccelli
Guidance Counselor
Amherst Regional High School

MEMORANDUM

September 14, 1977.

TO: All ARHS Faculty with Homeroom Assignments

FROM: Carlene Riccelli--Guidance

RE: Instructions for distributing and collecting the enclosed Course Packets.

As you know from my faculty meeting presentation, I am teaching an evening ALPS course for the Guidance Department entitled: "Chapter 622: Strategies for Student Implementation." The curriculum was developed this summer as part of an R and D grant. The enclosed 5 page packets announce and describe the course structure and dates. Please read the following instructions carefully.

INSTRUCTIONS:

1. Distribute one packet to each of your homeroom students on Monday, September 19. Tell them to keep the 5 pages together.
2. Read the instructions on the course announcement aloud (front page of packet).
3. Instruct students to read the course description and fill out the course survey--during Monday's homeroom, if possible. They should return all 5 pages to you if they have finished.
4. Some interested students may not finish and may need to take the packet home Monday night to check with their parents about transportation, etc. This is permissible--but remind them that they must return the entire 5 page packet on Tuesday, September 20.
5. On Tuesday--
 - a. Collect packets that went home overnight.
 - b. Distribute packets to students who were absent Monday--with same instructions.
6. On Wednesday and Thursday, please collect any packets from "absentees" and "those who forgot."

7. Thursday, September 22 by 2:30 p.m.--

Please return all completed and unused packets to my office or mail box.

Also please include a list of students who were absent all week or who failed to return a packet for some reason.

THURSDAY, September 22 is my final deadline.

IMPORTANT

I am striving for 100% return on these packets! (I know that's hard/crazy). This course is a pilot project for potential state-wide distribution sometime in the future--so I'm making a real effort to gather complete information.

Thank you, thank you, I owe you a bunch of favors.



The Commonwealth of Massachusetts
Department of Education

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31 St. James Avenue, Boston, Massachusetts 02116

15 September 1977

Carlene Riccelli, Guidance Counselor
Amherst Regional High School
335 Amity Street
Amherst, Massachusetts 01002

Dear Ms. Riccelli:

Kathy Atkinson has asked me to send you the attitudes questionnaire for Project SCEE and other materials you might find useful.

I have enclosed some materials that we have found helpful or used in training. They are covered by an introductory note.

Good luck with your project and please let us know if we can be of any future help.

Sincerely,

A handwritten signature in cursive script that reads "Polita Cohen".

Polita Cohen
Project SCEE

KA/jh

PS: If you would like your students to have an opportunity to speak with a dynamic and articulate "feminist" Portuguese student, please look up Maria Santos, a freshman at the University of Massachusetts. She was a high school student we wanted to hire for Project SCEE, but could not due to time constraints. She came from Portugal three years ago and offers a fascinating cultural perspective on the treatment of women in that country.

