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ABSTRACT
            Guidelines and checklists for evaluating and
selecting curriculum materials to be used in bilingual/multicultural
education programs are presented in this handbook. The central
concern is to be able to eliminate materials that contain various
forms of racial and sex bias or encourage undesirable race and
sex-role stereotyping. The guidelines and checklists, which were
selected from information collected in a survey of materials
selection criteria being used by government agencies all over the
United States, allow the user to identify materials that contain
evidence of discrimination; evaluate texts and readers for accuracy
of minority portrayals, sex-role stereotyping, and racial
stereotyping; and recognize biases in bilingual materials. A
bibliography of tools and guidelines for unbiased materials selection
and curriculum development is included. (MJL)

Checklists for Counteracting Race and Sex Bias in Educational Materials

Martha P. Cotera, Compiler

Austin, Texas

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Discrimination Prohibited: No person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

This handbook proposes to provide selected guidelines and checklists to be used in selecting and evaluating curriculum materials for use in bilingual/multicultural education programs. On a national scale, these programs reach diverse cultural and racial groups. Because of this, the information provided will address itself in a general, rather than specific, manner to race and sex bias which may be present in multicultural materials.

As educational policies at all levels of government became focused on bilingual and multicultural education programming, educators and the community at large have become more sensitive to the needs of children from cultures other than the majority culture. Concurrently, there is a growing awareness of the failure of school systems to reflect the country's multicultural society and to provide equal educational opportunities for all of the nation's children, female and male.

The state of Washington, in its Guidelines for Identifying and Counteracting Bias in Instructional Materials, has explicitly stated a rationale for evaluating materials for bias that has become a model for other states and for national programs:

> The most compelling reason for evaluating bias in instructional materials can be found in the democratic principles on which we founded our society and which we charge our educational system with upholding. That being so, it seems strange that we find ourselves faced with so significant a problem in upholding these principles that state legislatures find it necessary to pass new laws mandating that it be done! The difficulty seems to lie in choosing the best method by which we will teach children that all people are created equal and are equally endowed with inalienable rights. With what we now know about how people learn, the current emphasis is growing away from mere recitation

of these sentiments toward more active, participatory
learning about what equity really amounts to and what
it requires of us in the way of behavior.

As we progress toward understanding and practice of the
principles of equity, it is only natural that we should
find that tools of the past need improvement--both the
materials that students learn from and the attitudes and
the information base on which we adults have been relying.
The challenging process of re-tooling is a process of ex-
pansion and growth, therefore, of including more, not less,
than before, and of eliminating only that which prevents
the growth of understanding. As educators, it is our re-
sponsibility to deal positively with change, not to be
primarily the gate-keepers of tradition, but to be pri-
marily the seekers and transmitters of truth about
ourselves and our world. This process is not, as some
fear, a witch hunt, but rather a discovering, a welcoming,
a making room for each other in our students' minds and
in our own. (Reprinted from Guidelines for Identifying
and Counteracting Bias in Instructional Materials.
Olympia, Wash.: Superintendent of Public Instruction, 1977.)

Another leader in the move to eradicate sex-role stereotypes
is the state of Wisconsin. The Wisconsin Department of Public
Instruction introduces its Guide to Assessing Minority and Sex
Role Stereotyping in Elementary and Secondary Schools with an
excellent discussion of the subtleness of role stereotypes. Al-
though this is an important consideration in selecting and
evaluating materials for classroom use, most often teachers and
librarians are not prepared to recognize and to deal with the
subtleness of both race and sex stereotypes in materials they
use daily. For this reason, the following section from the Wis-
consin publication is reprinted in this handbook:

The Subtleness of Role Stereotypes.

Minority and sex role stereotypes are difficult to con-
front because they are often subtle. This subtleness
is due to the very characteristics found in role stereo-
types.

First of all, role stereotypes are "true" to some extent,
and "false" to some extent. They are "true" because they

are ultimately based on some measurable trait which sets off one role, sex or group from another. What is "false" about stereotypes is they are based on generalizations which impose uniformity upon an individual or group. For example, it is "true" that most people found in the role of school administrators are men. It would be "false" to conclude, however, that since most school administrators are men, school administrators should be men because women cannot cope with the pressure associated with this role or produce the results desired. Or, it is "true" that there are proportionately more Black students who drop out of school than white students. But it would be "false" to conclude, therefore, that all Black students are uneducable. In each of these examples, a wide range of variables rather than merely the inability to cope with isolated aspects of each setting would explain these statistics more accurately.

Second, role stereotypes are not always undesirable or harmful since role stereotypes assist in the cognitive processing of sensory information by grouping information into easily referenced ranges or categories. For example, when someone mentions the role of teacher, school administrator, librarian, student, janitor, principal, etc., a set of images comes to mind for each of these roles. These images are related to each role because that role has a more or less consistent set of expectations associated with it. A janitor will be expected to perform duties associated with the maintenance of the physical plant. Teachers will be expected to perform duties associated with educating children. Principals are expected to concern themselves with program planning, budgeting, and personnel matters. These expectations of roles allow social institutions to function smoothly, fulfilling their purposes, such as education. In this way role stereotyping is an efficient mechanism for assisting an individual in interacting with countless other persons. But role stereotyping can turn into a negative mechanism when expectations associated with a role become rigid and are based on obsolete or inaccurate criteria. In the case of minority and sex role stereotyping, these rigid expectations become expressions of racism and sexism.

Third, most role stereotypes consist of two components: (a) preconceptions, based on information gleaned from folklore, mass media, literature, religion or similar sources of information other than personal contacts with particular individuals or groups; (b) misconceptions, which are attempts to explain or understand in an individual's or group's own terms what occurs in instances of interaction between persons of different sexes or interaction between different groups.

Fourth, role stereotypes are difficult to refute because they are unconscious. Since role stereotypes are to some extent "true," they tend to become habitual responses to any given situation or group. These habitual responses sensitize us to typical sexual and minority characteristics such as peculiar gestures and habits, facial expressions, hair styles and color, unique manners and dress, intellectual traits, etc., and prevent us from noticing an Aryan who is dark skinned; a white eating watermelon; a woman who is a skilled surgeon; a Black who cannot sing or dance; a poor Jew; or an intellectual Pole. (Reprinted from <u>A Guide to Assessing Minority and Sex Role Stereotyping in Elementary and Secondary Schools</u>. Madison, Wis.: Department of Public Instruction, 1978.)

Aside from the problems of race and sex-role stereotyping in United States-produced materials, bilingual and multicultural education programs face the added problem of evaluating and adapting foreign educational materials imported for use in U.S. classrooms. Particularly in Spanish-language materials imported from Latin American and Spanish educational publishers, careful content evaluation is necessary. According to experts at the Institute for Cultural Pluralism, "such materials require careful content evaluation since foreign publishers often present biased and stereotyped views of other cultures." In addition, foreign-produced materials reflect the cultural realities and values of foreign nations. These are different in significant ways from the American cultural groups with whom they share a language. The cultural relevance of foreign-published materials to cultural and linguistic minority groups within the United States cannot be taken for granted.

Educators are not alone in seeking to improve strategies to achieve educational equity for different races; community advocates for educational improvement are also involved as a natural extension of this effort. Many are seeking the eradication of sex

biases in bilingual and multicultural materials. Angry parents no longer want materials free of race biases, which in turn ridicule girls and destroy their self-concept. To reinforce this position, the National Advisory Council on Women's Educational Programs in 1977 addressed itself to Title VII programs of the Elementary and Secondary Education Act on the issue of sex equity. As part of their general recommendations they concluded that:

- Data indicating impact of programs on girls and women (particularly those in "double jeopardy categories") should be collected routinely; requirements for such collection should be built into each program statute.

- Instructional, career, guidance counseling and other informational tools developed under each program should be required to be sex fair; toward this end, "sex fair" should be defined in each program statute.

Although these recommendations have not yet been written into the regulations, this handbook does include guidelines and checklists which can be effectively used to evaluate the content of bilingual education materials for race and sex biases. For the purposes of these contents, racism or race bias is defined as any attitude, action, or institutional structure which subordinates a person or group because of his or her color. Sexism is defined as the accumulation of attitudes, beliefs, and behaviors which result from the arbitrary assumption that one sex is superior in some respects to the other.

The guidelines and checklists reproduced in the following pages were selected from materials in the public domain, after an extensive survey of public documents at all levels of government. As part of this survey, every state in the U.S. was requested to submit available criteria for materials selection and evaluation.

The selections reproduced here are those which seemed the most appropriate for use in evaluating materials with strong cultural content. In reviewing these materials for local use, educators should be aware that no single checklist can provide all the solutions to a given situation or to desirable library acquisitions. The references given here can be used selectively and should, whenever it is necessary, be amended to meet local needs.

CONTENTS

CHECKLIST FOR EVALUATING EVIDENCE OF DISCRIMINATION IN ELEMENTARY CURRICULAR MATERIALS*

SOME OF THE FOLLOWING QUESTIONS APPLY SPECIFI-
CALLY TO BOOKS USED IN CERTAIN AREAS, SUCH AS SOCIAL
STUDIES. OTHER QUESTIONS COULD BE USED WITH A VA-
RIETY OF MATERIALS, INCLUDING READING KITS, AUDIO-
VISUAL AIDS, SPELLING, HEALTH AND SCIENCE BOOKS.
FOR ALL SUBJECT AREAS, CONSIDER SECTION I
IN ADDITION TO OTHER APPROPRIATE SECTIONS.

I. LOOK THROUGH THE BOOK AND COUNT:

	WHITE		BLACK		NATIVE AMERICAN		ORIENTAL		OTHERS SUCH AS SPANISH SPEAKING	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
A. THE NUMBER OF STORIES WHERE THE MAIN CHARACTER IS										
B. THE NUMBER OF ILLUSTRATIONS										
C. BIOGRAPHICAL STORIES OR REFERENCES										

II. EXAMINE THE BOOK FOR THE FOLLOWING:

	WHITE		BLACK		NATIVE AMERICAN		ORIENTAL		OTHERS	
A. THE NUMBER OF TIMES CHILDREN ARE SHOWN OR MENTIONED										
IN ACTIVE PLAY										
USING INITIATIVE										
BEING INDEPENDENT										

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	WHITE		BLACK		NATIVE AMERICAN		ORIENTAL		OTHERS SUCH AS SPANISH SPEAKING	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
SOLVING PROBLEMS										
EARNING MONEY										
RECEIVING RECOGNITION										
BEING INVENTIVE										
INVOLVED IN SPORTS										
BEING PASSIVE										
BEING FEARFUL										
RECEIVING HELP										
IN QUIET PLAY										
B. THE NUMBER OF TIMES ADULTS ARE SHOWN										
AT WORK OUTSIDE THE HOME										
DOING HOUSEWORK										
PLAYING WITH CHILDREN										
IN NONSTEREOTYPICAL ROLES										
INVOLVED IN SPORTS										

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	WHITE		BLACK		NATIVE AMERICAN		ORIENTAL		OTHERS SUCH AS SPANISH SPEAKING	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
TEACHING SKILLS										
GIVING TENDERNESS										

III. USE THIS CHECKLIST FOR ELEMENTARY SOCIAL STUDIES MATERIALS. UNDER EACH CATEGORY COUNT THE PEOPLE MENTIONED BY NAME.

GOVERNMENT/POLITICAL LEADERS										
ARTISTS (MUSICIANS, PAINTERS, WRITERS, DANCERS)										
PIONEERS										
SCIENTISTS										
EXPLORERS										
BUSINESS										

	WHITE		BLACK		NATIVE AMERICAN		ORIENTAL		OTHERS SUCH AS SPANISH SPEAKING	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE

IV. FOR MATH BOOKS

ANALYZE THE WORD PROBLEMS
AND COUNT PEOPLE MENTIONED

HOW OFTEN ARE PEOPLE SHOWN
SPENDING OR INVESTING MONEY?

MAKING MONEY?

DOING DOMESTIC CHORES?

BUILDING OR CREATING?

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QUESTIONS 10, 11, 12, 13 "OTHER THAN MIDDLE CLASS"
(FOUND ON THE NEXT PAGE) ARE INCLUDED BECAUSE CURRENT
INSTRUCTIONAL MATERIALS ARE HEAVILY ORIENTED TOWARD MIDDLE
CLASS ECONOMIC LIFE. CONSIDERING THE LEVEL OF POVERTY IN
MAINE, THIS ORIENTATION IS NOT REALISTIC, AND IT MAY SUBJECT
STUDENTS FROM POVERTY BACKGROUNDS TO DISCRIMINATORY PRESSURES.

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RATING SHEET

V. CHOOSE THE QUESTIONS WHICH ARE APPLICABLE TO THE MATERIALS BEING EVALUATED.

	SUPERIOR	ACCEPTABLE	UNACCEPTABLE
1. ARE BOYS ALLOWED TO SHOW EMOTION?			
2. ARE GIRLS REWARDED FOR SKILLS AND COMPETENCE RATHER THAN BEAUTY?			
3. DOES THE TEXT AVOID DEROGATORY COMMENTS DIRECTED AT GROUPS OR INDIVIDUALS?			
4. IS A REALISTIC PROPORTION OF MOTHERS SHOWN AT WORK OUTSIDE THE HOME?			
5. IS A VARIETY OF FAMILY STRUCTURES SHOWN; ONE-PARENT FAMILIES, FAMILIES WITHOUT CHILDREN, DIVORCED PARENTS? ARE SINGLE ADULTS REPRESENTED?			
6. ARE MINORITY AND ETHNIC GROUPS TREATED NATURALLY, NOT STEREOTYPICALLY?			
7. ARE INTERRACIAL FRIENDSHIPS SHOWN?			
8. ARE BOY-GIRL FRIENDSHIPS--OTHER THAN ROMANTIC--SHOWN?			
9. ARE FATHERS SHOWN RAISING OR SPENDING TIME WITH CHILDREN?			
10. ARE PEOPLE OF OTHER THAN MIDDLE CLASS URBAN DEPICTED IN THE ILLUSTRATIONS?			
11. ARE PEOPLE OF OTHER THAN MIDDLE CLASS RURAL DEPICTED IN THE ILLUSTRATIONS?			
12. ARE PEOPLE OTHER THAN MIDDLE CLASS URBAN DEPICTED IN THE TEXT?			
13. ARE PEOPLE OTHER THAN MIDDLE CLASS RURAL DEPICTED IN THE TEXT?			
14. ARE BILINGUAL PEOPLE SHOWN? IS KNOWLEDGE OF A LANGUAGE OTHER THAN ENGLISH TREATED POSITIVELY?			

CHECKLIST FOR ANALYZING AN ELEMENTARY READER*

Sexism in learning materials may take many forms and, because most of us have always used textbooks that sex stereotyped men and women, it may at first be difficult to identify. In general, a book (film, tape, etc.) about which any of the following is true is sex-biased:

1. Personality traits, aspirations, abilities, vocations are identified with sex.

2. <u>Most</u> women (girls) are characterized as weak, passive, irrational, fearful, self-effacing, artistic, untrust-worthy, devoted, domestic.

3. <u>Most</u> men (boys) are characterized as strong, competitive, assertive, objective, practical, independent. They work outside of the home.

4. Little space and/or serious attention is given to women's accomplishments <u>in a wide variety of fields</u>.

Yes   No

___ ___ 1. All members of the family participate regularly and equally in household chores.

___ ___ 2. There are favorable presentations of mothers employed outside of the home.

___ ___ 3. Women working outside of the home hold administrative and/or technical jobs. They are not all teachers, librarians, social workers, nurses or secretaries.

___ ___ 4. Fathers take an active and competent part in house-keeping and child-rearing and are depicted showing feelings of tenderness.

___ ___ 5. Girls and boys participate equally in physical ac-tivities.

___ ___ 6. Girls and boys participate equally in intellectual activities.

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*Reprinted from <u>Self-Study Guide to Sexism in Schools</u>. Harris-burg, Pa.: Pennsylvania Department of Education, 1977.

Yes   No

_____ _____   7. One-parent families are portrayed, and the portrayal
                   does not suggest that children with a single parent
                   automatically suffer from it.

_____ _____   8. Male and female characters respect each other as
                   equals.

_____ _____   9. Girls and boys are both shown to be self-reliant,
                   clever, and brave--capable of facing their own
                   problems and finding their own solutions.

_____ _____ 10. Multiple-parent families (divorced, remarried) are
                   portrayed and the portrayal does not suggest that
                   such family conditions are automatically damaging
                   to the children.

_____ _____ 11. There are no unchallenged derogatory sex stereo-
                   typed characterizations, such as "<u>Boys make the
                   best architects</u>," or "<u>Girls are silly</u>."

_____ _____ 12. Both girls and boys are shown as having a wide range
                   of sensibilities, feelings, and responses.

_____ _____ 13. Both girls and boys have a wide variety of career
                   options.

_____ _____ 14. Adults who have chosen not to marry are portrayed
                   favorably.

_____ _____ 15. There are equal numbers of stories with girls and
                   boys as central characters.

_____ _____ 16. The male noun or pronoun (mankind, he) is not used
                   to refer to all people.

_____ _____ 17. Girls' accomplishments, not their clothing or fea-
                   tures, are emphasized.

_____ _____ 18. Clothing and appearance are not used to stereotype
                   characters.

_____ _____ 19. Non-human characters and their relationships are
                   not personified in sex stereotypes (for example,
                   depicting dogs as masculine, cats as feminine).

_____ _____ 20. [For readers which incorporate biographies . . .]
                   biographies of women in a variety of roles are in-
                   cluded.

CRITERIA CHECKLIST FOR SELECTION OF LEARNING RESOURCES[*]
(Highline School District, Seattle, Washington)

Directions: Rate each curriculum item on the specific points
listed below as follows: 5-Very Much, 4-Pretty Much, 3-Slightly,
2-Very Little, 1-Not at All.

CHECKLIST FOR SEXUAL BIAS AND CONTENT EVALUATION

1. Bias

	NA	VL	S	PM	VM
	1	2	3	4	5
A. Does the material reflect an obvious tendency to debase one sex as opposed to the other?					
B. In the material, are females only background figures in a male-centered story?					
C. If females are central figures, are they shown in roles other than the stereotype of teacher, mother, nurse, and/or secretary?					
D. Are the actions of women less sophisticated, less interesting than those of men? Do they show initiative and imagination or are they docile and passive and in need of help in order to solve problems posed? When women solve problems, do they do so on the basis of a sixth sense or "woman's intuition"?					
E. Are the values of beauty, sweetness, domesticity, motherhood and marriage the predominant virtues depicted for females in the stories?					

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[*]Reprinted from Guidelines for Identifying and Counteracting Bias
in Instructional Materials. Seattle, Wash.: State Board of Edu-
cation, State of Washington, 1978.

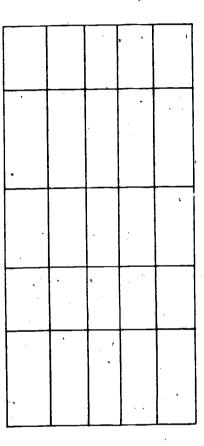|	NA	VL	S	PM	VM
	1	2	3	4	5

F. Are male figures shown as experiencing themselves as worthwhile only because they shoulder a female's burden or solve her problem?

SUMMARY OF RESPONSES

2. Content Relevance

G. Does the material reflect the conditions and contributions of women in United States society?

H. Does the material encourage both boys and girls, and men and women, to see themselves as human beings with an equal right to all benefits and choices provided by society?

I. Does the material present an objective account of women's struggle-- both historically and contemporarily --to achieve equality with men?

J. Does the material encourage girls to see themselves as capable of filling any role in society?

K. Does the material present an accurate picture of women in other cultures, including their contributions to the culture and their struggles for equality within it?

SUMMARY OF RESPONSES

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A GUIDE FOR THE EVALUATION OF INSTRUCTIONAL MATERIALS*

Evaluating Minority Portrayals in Fiction

Evaluating Fiction for Sex-Role Stereotyping

Evaluating Readers for Racial Stereotyping

Evaluating Readers for Sex-Role Stereotyping

Evaluating Mathematics Texts for Stereotyping

Evaluating Science Texts and Materials for Stereotyping

Evaluating Social Studies Texts and Materials for Racial
  Stereotyping

Evaluating Social Studies Texts and Materials for Sex-Role
  Stereotyping

EVALUATING MINORITY PORTRAYALS IN FICTION

1. Are illustrations true to the people depicted, not caricatures or stereotypes?

2. Do illustrations of regional minorities present accurate representations of living conditions, dress styles, etc.?

3. Are books available showing minority peoples in a variety of life styles?

4. Do biographies depict a diverse and realistic cultural setting?

5. Are characters treated as people faced with universal problems such as earning a living, experiencing successes and failures, learning to live in a complex world of differing personalities and ideas?

6. Does the material emphasize that every human group has its achievers, thinkers, writers, artists, scientists, builders, and political leaders?

7. Are both female and male adult members of minority groups depicted in situations which exhibit them as worthy models to emulate?

8. Do materials present social group differences so that students recognize the value of our multi-cultural character?

9. Do materials help students to recognize both the basic similarities among all members of the human race as well as the uniqueness of the individual?

EVALUATING FICTION FOR SEX-ROLE STEREOTYPING

1. Do boys and girls participate equally in physical and intellectual activities?

2. Are girls and boys portrayed with a wide range of human responses--girls adventurous and aggressive, as well as sensitive; boys gentle as well as strong?

3. Are girls shown developing independent lives, meeting challenges and finding their own solutions?

4. Do girls aspire to a variety of career goals?

5. Do male characters respect the female characters and respond to them as equals?

6. Are mothers shown in roles other than housework or child rearing?

7. Are mothers employed outside the home in other than stereotypical jobs?

8. Are fathers shown in roles other than vocational, such as involvement with family, community and personal growth?

9. Are both parents and children of each sex involved in various household tasks?

EVALUATING READERS FOR RACIAL STEREOTYPING

1. Number of stories where main character is a member of a minority.   _____

2. Number of illustrations depicting members of a minority group.   _____

3. Number of times minority children are shown:

   a. using initiative   _____

   b. independent   _____

   c. solving problems,   _____

   d. receiving recognition   _____

   e. inventive   _____

4. Number of times minority adults are shown: _____

   a. in different occupations   _____

   b. in positions of leadership   _____

   c. teaching skills   _____

   d. biographically

5. Ask these questions:

   a. Are minority and ethnic groups treated naturally instead of stereotypically?

   b. Do minority faces show individuality and not all look alike?

   c. Do the stories and illustrations provide positive reinforcement for the child's self-concept and aspirations?

   d. In depicting another culture, does the story go beyond oversimplification of reality and offer genuine insights into another lifestyle?

   e. Do whites in the story have power and make decisions while non-whites function in subservient roles?

   f. Are achievements of minority women and girls depicted?

EVALUATING READERS FOR SEX-ROLE STEREOTYPING

	FEMALE	MALE
1. Number of stories where main character is	_____	_____
2. Number of illustrations depicting character who is	_____	_____
3. Number of times children are shown:		
a. in active play	_____	_____
b. using initiative	_____	_____
c. independent	_____	_____
d. solving problems	_____	_____
e. earning money	_____	_____
f. receiving recognition	_____	_____
g. inventive	_____	_____
h. involved in sports	_____	_____
i. passive	_____	_____
j. fearful	_____	_____
k. helpless	_____	_____
l. receiving help	_____	_____
m. in quiet play	_____	_____
4. Number of times adults are shown:		
a. in different occupations	_____	_____
b. playing with children	_____	_____
c. taking children on outings	_____	_____
d. teaching skills	_____	_____
e. giving tenderness	_____	_____
f. scolding children	_____	_____
g. biographically	_____	_____

EVALUATING READERS FOR SEX-ROLE STEREOTYPING (continued)

5. Ask these questions:

a. Are boys allowed to show emotions?

b. Are girls rewarded for intelligence rather than for beauty?

c. Are there any derogatory comments directed at girls or boys in general?

d. Do the males appreciate the company of the females or do they denigrate their interests and activities as "girl stuff"?

e. Are mothers shown working outside the home? In what kinds of jobs?

f. Are there any stories about one-parent families? Families without children?

g. Do women have names, or are they known as "_____'s mother" or "_____'s wife"?

h. Do men and women share in activities? (e.g., working in a laboratory together?)

i. How much emphasis is given to traditionally female values like compassion and tenderness, as opposed to traditionally male values like competition, daring, toughness?

j. Are these values offered as ideals for both sexes?

Adapted from *Women on Words and Images*, Princeton, New Jersey; and *Sexism in Education*, Emma Willard Task Force on Education, Minneapolis, Minnesota.

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EVALUATING MATHEMATICS TEXTS FOR STEREOTYPING

1. Compare the number of girls and boys depicted in word problems dealing with money and machines.

2. Compare the number of girls and boys depicted in word problems dealing with recipes and marketing.

3. Compare the number of girls and boys shown in roles of merchants, athletes, workers outside the home, and generally active activities.

4. Compare the number of girls and boys shown cooking, sewing and collecting objects.

5. Are girls generally depicted in math problems as consumers, and boys as producers?

6. Do total references to boys and men in illustrations and language greatly outnumber total references to girls and women?

7. Are minority individuals represented in illustrations?

8. Are various minority groups depicted in illustrations?

EVALUATING SCIENCE TEXTS AND MATERIALS FOR STEREOTYPING

1. Compare the number of boys and girls pictured doing experiments.

2. Compare the number of girls and boys pictured watching experiments.

3. Compare the number cf women and men pictured in the role of researcher (e.g., conducting experiments).

4. Are minority members depicted as active in the illustrations?

5. Do texts include the contributions to the field of science made by women and minority members?

EVALUATING SOCIAL STUDIES TEXTS
AND
MATERIALS FOR RACIAL STEREOTYPING

Examine the books in use and list the following for <u>both</u> text and illustrations:

1. The number of jobs in which minority men are shown _____

2. The number of jobs in which minority women are shown _____

3. The kinds of jobs in which minority men are shown _____

4. The kinds of jobs in which minority women are shown _____

Under each category listed below, count the number of minority men and women mentioned by name.

	MEN	WOMEN
1. Government	_____	_____
2. Settlers	_____	_____
3. Pioneers	_____	_____
4. Revolutionaries	_____	_____
5. Abolitionists	_____	_____
6. Scientists	_____	_____
7. Political leaders	_____	_____
8. Explorers	_____	_____
9. Total number of minority individuals listed by name	_____	_____

1. Do you think this is an adequate representation of actual minority contributions?

2. Can you think of minority members in these categories who were not mentioned in the book or unit? Compare with *The American Negro Reference Book* and *The Negro Almanac*.

3. Does the text supply an accurate and sound balance in the matter of historical perspective, making it clear that all racial, religious and ethnic groups have heritages which can serve as a source of group pride?

EVALUATING SOCIAL STUDIES TEXTS
AND
MATERIALS FOR RACIAL STEREOTYPING (continued)

4. Does the text examine historical forces and conditions which have operated to the disadvantage of minority groups?

5. Does the text examine contemporary forces and conditions which at present operate to the disadvantage of minority groups?

6. Is an attempt made to analyze intergroup tension and conflict fairly, frankly, objectively and with emphasis upon resolving social problems?

7. Does the material seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy, to demand freedom and justice and equal opportunity for every individual and for every group?

8. Does the material help both minority and majority group students to identify with the educational process by providing content and illustrations which give all students opportunities for building a more positive self-image, pride in their group, and knowledge consistent with their experience?

Questions 3-8 selected from *Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography*, edited by Maxine Dunfee, Association for Supervision and Curriculum Development, Washington, D.C., 1972.

Other sections adapted from Laurie Olson Johnson, *Non-Sexist Curricular Materials for Elementary Schools*, 1974. The Feminist Press, Old Westbury, New York.

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EVALUATING SOCIAL STUDIES TEXTS
AND
MATERIALS FOR SEX-ROLE STEREOTYPING

1. Examine the books used and list the following for <u>both</u> text and illustrations:

   a. The number of jobs in which men are shown   _____

   b. The kinds of jobs in which men are shown   _____

   c. The number of jobs in which women are shown   _____

   d. The kinds of jobs in which women are shown   _____

   e. How many working mothers are there?   _____

   f. How many fathers are raising and/or spending time with children?   _____

2. Under the categories listed below, count the number of females and males mentioned by name.

	FEMALES	MALES
a. Government	_____	_____
b. Settlers	_____	_____
c. Pioneers	_____	_____
d. Revolutionaries	_____	_____
e. Abolitionists	_____	_____
f. Scientists	_____	_____
g. Political leaders	_____	_____
h. Explorers	_____	_____
i. Total number of individuals listed by name	_____	_____

3. How many individual women are mentioned in the book? Check the index; then compare with Eleanor Flexner's *Century of Struggle* and Edward James's *Notable American Women*.

4. Can you think of categories that might include more women than men?

5. How much coverage is the suffrage movement given?

6. Is women's suffrage presented as an idea whose time had come, or as something women fought long and hard for?

EVALUATING SOCIAL STUDIES TEXTS
AND
MATERIALS FOR SEX-ROLE STEREOTYPING (continued)

7. Is women's suffrage put into context with other reform movements? Is its relation to the abolition movement noted?

8. Are issues other than the vote discussed--property rights, education, division of labor?

9. How much information is provided about women's social and legal status, historically and at present? Is it complete enough to be accurate?

10. How much coverage is given to domestic developments, changes in the family structure, child rearing, social welfare, and education?

11. Are these issues shown in a developmental sense or do the texts imply that they are settled?

12. How well-integrated into the text are the comments on women? Are they bunched together in special women's pages or women's paragraphs that are easily omitted from reading assignments?

13. For each chapter, make a list of:

    a. what the men in this period of history were doing;

    b. what the women were doing; and

    c. what the children were doing.

14. If you cannot make these lists, the materials are not complete representations of an historical period. Ask why all three are not included.

Adapted from Laurie Olson Johnson, *Non-Sexist Curricular Materials for Elementary Schools,*1974. The Feminist Press, Old Westbury, New York.

Sexism in Education, Emma Willard Task Force on Education, Minneapolis, Minnesota.

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IDENTIFYING BIASES IN BILINGUAL MATERIALS*

Title of Book or Series _____

Subject _____ Grade Level _____

Language _____

School _____ Examiner _____

The following checklist offers a quick review of instructional materials for biases which may be present.

Cultural Biases

	YES	NO	N/A
1. Is the material presented culturally relevant to the target group?			
2. Can the target group identify with the illustration and settings presented?			
3. Is the information historically and/or socially significant to the target group?			
4. Does the material promote an appreciation of cultural diversity?			
5. Is the information in tune with current societal concerns?			
6. Are the settings within the past, present or realizable future of the child?			
7. Are obvious stereotypes represented either in written or pictorial form?			

Linguistic Biases

1. Are the lexical (vocabulary) items appropriate for the target group?			

_____
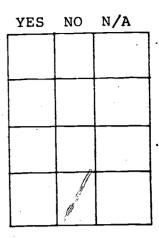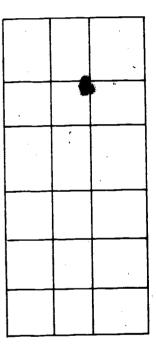
*Reprinted from a handout of the E.S.E.A. Title/VII Bilingual Resource Center, Education Service Center, Region 13, Austin, Texas.

2. Are most lexical items familiar to the target group?

3. Are the syntactical structures similar to those used by the target group?

4. Do the materials have linguistic significance for the target group?

5. Is the language used an example of accepted world standard language?

Other Biases

1. Are the people, events, and situations portrayed in a fair and factual (non-judgmental) manner?

2. Are men and women portrayed in a variety of career roles?

3. Are little girls depicted with toys and in activities other than those domestically oriented?

4. Are men portrayed in a variety of career roles?

5. Are children depicted in a variety of activities and situations?

6. Is the make-up of the families depicted similar to that of the target group?

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CHECKLIST FOR SEXUAL BIAS AND CONTENT EVALUATION*

Language

		YES	NO
1.	Is the generic <u>he</u> used to include both males and females when sex is unspecified (e.g., the carpenter...he...)?	___	___
2.	Is the generic <u>she</u> used where the antecedent is stereotypica<u>lly</u> female ,e.g., the house-keeper...she...)?	___	___
3.	Is a universal male term used when the word is meant to include both sexes (e.g., man-kind, forefathers)?	___	___
4.	When referring to both sexes, does the male term consistently precede the female (e.g., he and she, the boys and girls)?	___	___
5.	Are occupational titles used with <u>man</u> as the suffix (e.g., chairman, businessman)?	___	___
6.	When a woman or man holds a non-traditional job, is there unnecessary focus on the person's sex (e.g., the woman doctor, the male nurse)?	___	___
7.	Are non-parallel terms used in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Gandhi)?	___	___
8.	Are the words "women" and "female" replaced by pejorative or demeaning synonyms (e.g., girls, fair sex, chicks, ladies)?	___	___
9.	Are women described in terms of their appear-ance or marital and family status, while men are described in terms of accomplishments or titles (e.g., Senator Kennedy and Golda Meir, mother of two)?	___	___

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*Reprinted from <u>Manual for Evaluating Content of Classroom Instruc-tional Materials for Bilingual-Multicultural Education</u>. San Diego, Calif.: San Diego State University, School of Education, Insti-tute for Cultural Pluralism, 1978.

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10. Are women presented as either dependent on,
or subordinate to, men (e.g., John took his
wife on a trip and let her play bingo)?   ___ ___

11. Does a material use sex-fair language ini-
tially and then slip into the use of the
generic <u>he</u> (e.g., a worker may have union
dues deducted from his pay)?   ___ ___

12. Is the issue of sexual equality diminished
by lumping the problems of women, 51% of the
population, with those of minorities (e.g.,
equal attention will be given to the rights
of the handicapped, blacks and women)?   ___ ___

COMMENTS: _____

_____

_____

Roles (occupational/social)

YES   NO

1. Are all occupations presented as appropriate
to qualified persons of either sex?   ___ ___

2. Are certain jobs automatically associated with
women and others associated with men (e.g.,
practical nurse, secretary--female; construc-
tion worker, plumber--male)?   ___ ___

3. Are housekeeping and family responsibilities
still a prime consideration for females in
choosing and maintaining a career (e.g.,
flexible hours, proximity to home)?   ___ ___

4. Is the wife presented as needing permission
from her husband in order to work (e.g.,
higher income tax bracket)?   ___ ___

5. Is it assumed that the boss, executive,
professional, etc., will be male and the
assistant, helpmate, "gal Friday" will be
female?   ___ ___

6. In addition to professional responsibilities,
    is it assumed that women will also have house-
    keeping tasks at their place of business (e.g.,
    an assembly plant with workers of both sexes,
    the females make the coffee)?   ___ ___

7. Is tokenism apparent, an occasional reference
    to women or men in nontraditional jobs, while
    the greatest proportion of the material re-
    mains job-stereotyped (e.g., one female
    plumber, one black woman electrician)?   ___ ___

8. Are men and women portrayed as having sex-
    linked personality traits that influence
    their working abilities (e.g., the brusque
    foreman, the female bookkeeper's loving
    attention to detail)?   ___ ___

9. Are only females shown as passive and inept?   ___ ___

10. Are only females shown as lacking in desire
    to assume responsibility (e.g., she was de-
    lighted to have risen to be "head secretary")?   ___ ___

11. Are only females shown as emotional (e.g.,
    the secretary cried easily and was very thin-
    skinned)?   ___ ___

COMMENTS: _____

_____

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_____

Omissions

1. Does the text deal with the increasing move-
    ment of both men and women into nontraditional
    occupations?   ___ ___

2. In historical and biographical references,
    are women adequately acknowledged for their
    achievements?   ___ ___

3. Are quotes and anecdotes from women in history
and from important living women used as fre-
quently as those from men?   ___ ___

4. Is there acknowledgment of the limitations
placed on women in the past (e.g. women
couldn't attach their names to literature,
music, inventions, etc.)?   ___ ___

5. Are women identified by their husbands'
names (e.g. Mme. Pierre Curie, Mrs. F. D.
Roosevelt)?   ___ ___

6. When a historical sexist situation is cited,
is it qualified when appropriate as past
history no longer accepted?   ___ ___

COMMENTS: _____

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Physical Appearance

1. Are females described in terms of their physical
appearance, and men in terms of accomplishments
or character?   ___ ___

2. Is grooming advice focused only on females and
presented as a factor in being hired (e.g.,
advice to secretaries--"Proper girdles to firm
buttocks")?   ___ ___

3. Is a smiling face considered advisable only
for a woman in many occupations?   ___ ___

4. Are only men presented or described in terms
of accomplishment or character rather than
appearance?   ___ ___

5. Are only men presented as rarely concerned
with clothing and hairstyle?   ___ ___

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6. Are men shown as taller and more vigorous, women as smaller and more fragile?   ___ ___

7. Are women presented as more adroit with a typewriter than a saw?   ___ ___

8. Are men presented as dexterous and at ease with tools and machines and baffled when confronted with a filing cabinet?   ___ ___

COMMENTS: _____

_____

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Audio/Visual Materials

YES   NO

1. Are male voices used consistently to narrate audio material?   ___ ___

2. Are female voices used only when dealing with traditionally female occupations, such as child care?   ___ ___

?. Do illustrations of males outnumber those of females?   ___ ___

4. Do the illustrations represent mainly young, attractive and preferred-body types both in composite pictures as well as in the body of the material?   ___ ___

5. Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?   ___ ___

6. Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?   ___ ___

7. Are women shown caring for the home and children while men earn the income?   ___ ___

8. When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped? _____ _____

9. Are women and men commonly drawn in stereotyped body postures and sizes, with females shown as consistently smaller, overshadowed, or shown as background figures? _____ _____

10. Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males? _____ _____

11. Are women frequently illustrated as the cliché dumb broad or child-woman? _____ _____

12. Are graphs and charts biased, using stereotyped stick figures? _____ _____

13. Are genderless drawings used in order to avoid making a statement or to appear to be sex-fair? _____ _____

14. Are bosses, executives and leaders pictured as males? _____ _____

15. Is only an occasional token woman pictured as a leader or in a nonstereotyped role? _____ _____

16. Has the illustrator missed opportunities to present sex-fair images? _____ _____

COMMENTS: _____

_____

_____

_____

_____

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