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SEXUAL STEREOTYPING AMONG PERSONNEL AND STUDENTS INVOLVED IN VOCATIONAL-EDUCATION IN MONTANA*

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INTRODUCTION

Research indicates that sexual discrimination exists in some aspects of public education in Montana (1). A recent survey also indicates that information about legal requirements for eliminating discrimination is not widely distributed (2). It is also true that, during the next few years, in the Montana school system of secondary and post-secondary in vocational education will initiate programs designed to eliminate sexual discrimination (3) based on the assumption that voactional education shares the tendency toward sexually stereotyped education which is pervasive not only in Montana but throughout all educational systems (4).

To establish efficient programs directed at the elimination of sexual discrimination, program designers should have available some basic facts about the attitudes related to sex-roles found among individuals--administrators, guidance counsellors, faculty and students--involved in vocational education, but gathering this basic information is beyond the current resources of the agencies directly concerned with program development and administration in vocational education in Montana (5). Aware of the demands which Affirmative Action Legislation will put on the system in the near future, the Montana Advisory Council for Vocational Education has undertaken this study to fill in the gap found both in guidelines and funding allocations, either state or federal.

The goal of this study is to discover whether sexually stereotyped attitudes exist, and what they are among persons involved in Montana's Vocational-Education Program, and by doing so, to provide a basis for deciding on what kinds of programs, involving which personnel or students, will be most efficient in helping to eradicate sexual discrimination in vocational education.

As attitudes which define whole categories of persons, which tend to be learned from others rather than from individual experience, and which in part determine how we are likely to act toward others, sexual stereotypes are important both in carrying out sexually discriminatory acts, and in understanding the process of discrimination. An individual's motives to behave in given ways, in given situations, are based on attitudes that the individual has toward the social objects--both other persons and the physical environment--which the behavior will involve. Predispositions to act are contained within an individual's attitudinal structure; thus attitudes are the basis not only for each separate motive, but for characteristic patterns of interaction for each individual (6).

Formal, organized, systems of interaction provide explicit rules, or norms, for members. Norms are directed at facilitating performance of tasks which are necessary to achieve the shared goals of the organization. Attitudes of members toward achieving those goals motivate them to perform their parts of required tasks.

But formal systems cannot provide norms for all behavior, not even for all of the actions involved in carrying out a formal task. Many

other interactions, not part of the formal and commonly-understood assignment of tasks, take place among individuals in a formal organization. Friendships, divisions of work, channels of communication, etc., are carried out by informal norms simultaneously with the formally defined activities of members (7). Informal norms also reflect the attitudes of members of the organization; these attitudes, whether consciously or not, help to determine the ways--degree of emphasis, consistency, efficiency--in which formal norms are carried out (8).

Thus, attitudes which are not directly or sometimes even consciously relevant to the organization's goals: motivate informal interactions within the formal system; help to determine the ways in which formal interactions are carried out; have varying effects on members of the organization, since members respond to each other both formally and informally; cannot be identified through analysis of the formal structure alone.

Informal interaction is especially important in school systems. Attitudes of students toward the formal goals of the system need not be particularly definite or inclusive, since students are not members by choice. Typically, informal interactions are as time-consuming, and as important in motivating students' behavior, as are formal interactions and attitudes toward educational goals (9). Major steps in establishing self-identity and self-esteem take place within the peer groups created by the public school system, through friendships, public approval and disapproval, and a network of other interactions, including the development of skills (10).

Attitudes of students and personnel toward each other are highly relevant to these influential, informal relationships (11), and may, in turn, give a direction to the student's next few years; quite possibly longer. A considerable body of research establishes that these effects exist and also, that limitations are placed on the education of students toward whom negative or dismissive attitudes are directed, including sexual stereotyping (12). Since the responses and expectations of others are the elements from which personality is built, the negative stereotypes by which others define an individual eventually are reflected in the individual's self-definition, self-esteem and, consequently, behavior; the limiting or warping effects of one set of experiences can become the pattern for experiences over a lifetime (13).

In vocational-education programs particularly, both the educational opportunities available to students and the steps made toward adult personality are particularly important because of the direct link between schooling and years--perhaps a lifetime--in a given occupation. Women as a category, and especially working-class women, have been clearly and thoroughly handicapped in economic competition or in fact, even survival. Conscious and unconscious sexual discrimination have been shown repeatedly to explain, in part but directly, why women's occupational roles are what they are (14).

A survey of sexual stereotypes can be the first step in either explaining why formal discrimination by sex is so resistant to change, or, equally important, in directing attention to the patterns of informal discrimination which may exist. This knowledge contributes to the development of effective programs for elimination of sexual discrimination, and more generally, to the goal of providing the best possible education for all of our students.

RELATED RESEARCH

Operationally, stereotypes are defined as lists of adjectives which characterize their object. Development of empirical measures began in the thirties (1 5) and has produced an integrated body of findings on racial stereotypes, the most important area for research originally (16). In this and later in other areas, study of stereotypes has shown that the items used to characterize categories of persons are consistent across samples of respondents and, over time, change in ways clearly related to other social changes; and that there is consistency and predictability, also, in the variants of stereotypes produced by different categories of respondants (17).

Sexual stereotypes are a more recent area of inquiry. Hacker's early article comparing characteristics of women to the stereotypes of Blacks was not empirically based (18), while personality inventories such as the M.M.P.I. or Gough's C.P.I. (19) established a range of behaviors associated with masuclinity and femininity without attempting to pattern the empirical results and without developing a description of male and female roles. Research into sexual stereotypes established itself in the late fifties (20) and has increased with increasing social emphasis on defining women's roles in society. Of recent work, Broverman's (21) is perhaps the most widely known. In a series of studies, she and her colleagues developed measures of the degree to which characteristics are associated with each sex role and of the comparative values placed on each adjective, thus on each sex. The questionaire has been administered to over six hundred subjects across age, education, social class, religion and similar variables; inclusively, characteristics closely associated with males are the more valued characteristics approximately 75% of the time. Males are stereotyped by instrumental or achievement-oriented characteristics, females by nurturative or affectively-oriented characteristics.

The combination of measure, sample and findings give Broverman's work its importance. In spite of the apparently great social and cultural changes affecting sex roles over the past decade, Broverman found sexual stereotypes to be highly consistent with those established by earlier research, and in spite of the diversity of her sample, also found consistency in sexual stereotypes among all respondants (22).

While Broverman's scales allow more flexibility of response than the either/or responses typical of earlier research, her basic choice is still bi-polar; adjectives characteristic of males cannot be used to characterize females. Bem's Androgeny Scale (23) permits overlapping use of adjectives, allowing more precise descriptions of males, females and oneself (24), thus satisfying criticisms of conclusions based on bi-polar data (25). At the same time, stereotypes derived by the Androgyny Scale, when used to establish stereotypes of others

rather than self-images, are consistent with male and female stereotypes found in the literature generally (26).

This unanimity of results indicates the degree to which sexual stereotypes are culturally conditioned and, correspondingly, central in perceiving and defining the social world. It provides a measure of how serious and pervasive a handicap the less-valued, socially more limited, stereotype of women is, when the stereotype is an important basis of interaction with others.

Obviously, there are physical, perceptible differences between the sexes. It is important to establish whether sexual stereotypes reflect the culture's consensus of knowledge about those differences, or instead, a set of ideas patterned by other aspects of the culture itself and only distantly or partially by biological fact. At present, the complex interaction between the organism and the social system is only beginning to be understood, but research to date fails to indicate a relationship between the stereotypes of the sexes and the genetically-given facts. Maccoby (27) summarized the differences in male and female stereotypes into seven major areas, reviewed the literature in each of them (primarily in child development), and concluded that even where a stereotypical difference corresponds to differences found in research--in cognitive styles, slight superiority in problem-solving among males, in verbal abilities among females--the findings are so isolated and so frequently contradicted that no firm conclusions can be drawn. Even in this case, as in the cases of the other six differences reviewed, interactionist theory and sociological research provide more direct explanations for differences. In Maccoby and Jacklin (28), an extensive review of the contribution to the study of biologically-determined differences in child development establish no firmer case for explaining stereotypical differences by genetically-linked differences. Barfield concludes a review of the field as a whole:

> Most characteristics are found in both sexes; the more common difference is in the positive or negative value attached to a characteristic, depending on who has it.
>
> .....
>
> In view of the similarities in behavior between males and females, and the differences within each sex, gender is too broad a category for predicting an individual's characteristics. If any sort of biological determinism exists, it is responsible for much more subtle variations (29).

Stereotypes then, are social and cultural creations.. In turn, stereotypes create aspects of social life. Interactionist theory, beginning with Mead (30) and continued with empirical support through Blumer's work on self-images and political behavior (31) to Goffman's analysis of stigmatizing (32) establishes the relationship between personality and social environment; in particular, it

explains the processes by which the social definition of the situation effectively creates that situation. In the classroom, Rosenthal's and Jaccobsen's Pygmalion in the Classroom (33) provided widely circulated evidence that a teacher's new and different "knowledge" about students' intellectual abilities altered not only the teacher's evaluation of students' work, but also the performance of students on standardized tests in the directions predicted by the new (not genuine) information given to the teacher. There is an extensive literature documenting various aspects of this process within school systems, although, as Robertson points out in his review, the effects are not as clearly or consistently observed among secondary-school students as among younger ones, explained theoretically by the differences in rates and degrees of personality development at different ages (34).

Sexual stereotypes too have been shown to create, in part at least, aspects of social systems. McClellend's early studies and a number of later ones show that achievement motivation, individual goals, and goal-directed behavior are not only different between the sexes (35) but, as Stein and Bailey show (36), differ among women by variations in degree of 'feminine' self-identity or stereotypical socialization in the family. Horner's analysis of the typical ambiguity experienced by women who are overtly successful in masculine--and culturally valued--terms, but whose perceptions of themselves and of others' view of them is distorted by what Horner calls "fear of success" (37) further defines the ways in which culturally conditioned stereotypes are in turn an effective source of important behavioral and personality patterns.

Equally important, behaviors of persons who do not belong to the stereotypes category being studied also perceive and act in stereotypic terms. Broverman (38) measured stereotypes of males, females, mentally healthy adult males, mentally healthy adult females, and mentally healthy adults held by a sample of mental health workers ranging from psychiatric social workers to psychoanalysts and found that sexual stereotypes did not differ from those held by a non-professional population, that stereotypes of mentally healthy persons of either sex were closely consistent with each sexual stereotype, and that the stereotype of a mentally healthy adult was consistent with the stereotype of a male. Chessler (39) has documented supportive research and the behavioral patterns based in the stereotypes by which males are distinguished from females in treatment of mental disturbances.

Stereotypes of males also help to define and determine personality and interaction, of course, but males, members of the more valued (40) and socially more powerful category (41), comparatively are helped more than hindered by that fact. The literature in general, including studies such as this, reflects the more problematic and, politically if not otherwise, more demanding, role of women in society.

The extreme degree of variation possible among sexual stereotypes and sex roles from one culture to another is evidenced by reports on the field work of anthropologists, from Mead's classic Sex and Temperment in Three Primitive Societies (42) to Whiting's Six-Cultures Study (43). More recently, re-examinations of stereotyped conclusions previously drawn from the literature have extended the knowledge of the variability of sex roles (44). The research also suggests the complexity of social processes surrounding sex roles. In both respects, anthropology provides a valuable context for discussion of sex roles in our own society, particularly during a time of planned social change.

DESCRIPTION OF THE STUDY

Sample

The general goals to which this study was designed to contribute involve the entire vocational-educational system throughout the state, and made it desirable that as broadly defined a sample as possible be drawn. Data were gathered from administrators and counsellors employed in secondary schools with vocational-educational programs, from teachers in those programs, from administrators, counsellors and faculty of the five post-secondary vocational-training centers in the state, and from students both in vocational-education either at the secondary or post-secondary level. Since students in the system and persons employed by the system constitute two major categories within the sample, throughout the study these two categories of respondents are referred to as "Personnel" and "Students," with other variables within the sample specified under those headings.

Samples in both categories were drawn in two stages, first by clustering the secondary schools and then by stratifying respondents in both secondary and post-secondary schools.*

All secondary schools in Montana with vocational-education programs were listed and stratified according to: proportion of total budget allocated to the vocational-education program, proportion of that budget allocated to courses characterized by predominantly male, female, or mixed enrollment state-wide (45), the size of the schools' total enrollment, whether the school was located in a rural or an urban area (46). Dimensions of these variables were established appropriately to the sample (large/small, etc.), and each of these dimensions was weighted to reflect the proportions of schools so described within the total listing of schools. Systematic sampling was used to create a cluster of schools within which each of the variants was proportionately represented. Since the five post-secondary schools being studied have comparatively small staffs and enrollments, all five were included in the cluster of schools (N43 schools).

In sampling personnel, the next step was to list all administrators, counsellors and faculty on the staffs of the schools included in the cluster, stratified by three variables: level of school (secondary or post-secondary), occupation (administrator, guidance counsellor or faculty), sex. It was apparent that to ensure adequate Ns for analysis, all the administrators and guidance counsellors in the population would be included in the sample; to draw respondents among faculty, systematic sampling was used.

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*Both members of the sub-committee of the Advisory Council whose charge this study ultimately was, and the office staff, deserve thanks for their information and assistance. William Ball, Executive Director for the Council, deserves particular thanks as the unfailing source of every variety of material relating to Montana's vocational-education.

In sampling students, the first step was identical to that described. The cluster of schools reflected the same variables proportionately but consisted of different secondary schools; the post-secondary schools were, of course the same ones from which the category of personnel was sampled. After drawing the cluster sample, however, the procedure was more complicated. The students in all vocational-educational programs were stratified by enrollment in major areas of study (47). Faculty from the cluster of schools were listed in each of these areas. They were phoned as systematic sampling produced their names. Through faculty, classes of students in each major were drawn from the cluster in proportionate relation to enrollment in each major throughout the system at each educational level.

Questionaires for students were sent to faculty members who had agreed by phone to administer it during a class period and return all completed copies in the self-addressed and stamped envelope included with the questionaires sent to them.* Faculty members who did so received a small fee in recognition of the inconvenience which supporting this research caused them.

Questionaires, with a covering letter, were mailed individually to personnel at school addresses; follow-up postcards were mailed three weeks later. In addition, the superintendant of each of the schools involved received a letter describing the study and requesting that he urge faculty members who had received them to respond. Copies of this material are collected in Appendix III.

Tables I and II provide summaries of the data describing the sample. On these tables and on all other tables where percentages are used, percentages have been rounded off to the nearest unit.

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*In over forty phone calls, only two faculty members preferred not to participate because of objections to the nature, intent, or probable usefulness of the study; in general, both interest and responsiveness made the process of administration to students more simple than had been estimated.

Sample;

Table I: Summary of Frequencies of Sample as Drawn, and Return Rates With Frequencies (Ns) of Respondents

	Secondary Schools			Post-Secondary Schools			
	Males	Females	Total*	Males	Females	Total*	Totals
Faculty							
Drawn	51	49	102	46	27	76	178
Return Rate	38%	44%	40%	57%	29%	37%	39%
(N)	(20)	(21)	(41)	(16)	(14)	(30)	(71)
Guidance Counsellors							
Drawn	40	16	62	8	3	11	73
Return Rate	35%	38%	32%	38%	33%	37%	33%
(N)	(14)	(6)	(20)	(3)	(1)	(4)	(24)
Administrators							
Drawn	35	2	37	17	-	17	54
Return Rate	29%	-	27%	35%	-	35%	30%
(N)	(10)		(10)	(6)	-	(6)	(30)
Totals							
Drawn			202			109	311
Return Rate			35%			37%	36%
(N)			(71)			(40)	(111)

*Some names could not be assigned to either sex with assurance; these respondents are included in the totals.

Sources: Montana Educational Directory, 1976-1977, and Listings of Personnel in Vocational-Education Programs, 1976-1977, Office of the Superintendant of Public Instruction, Helena, Montana.

Students are not included in this table since, by drawing the sample through faculty who would administer the questionaire to classes, it was not possible to say absolutely what Ns would be drawn; faculty were not always certain about class size and, of course, absences could not be predicted. In fact, of faculty who administered the questionaire, every one returned them. However, responses from several classes were returned too late to be analyzed with the rest of the respondants.

N of Students Responding: 649

Sample;

Table II: Summary of Data From the Sample as Percents of Totals in the Population (Ns)

	Secondary Schools		Post-Secondary Schools		Totals	
	%	(Ns)	%	(Ns)	%	(Ns)
(Personnel)						
Faculty	6	(661)	19	(155)	9	(816)
Guidance Counsellors	32	(62)	36	(11)	33	(73)
Administrators	27	(37)	35	(17)	30	(54)
(Students)						
Business and Office Education	1	(1981)	11	(1484)	6	(3465)
Health Occupations Education	*		3	(742)	3	(742)
Agricultural Education	2	(4058)	9	(247)	2	(4305)
Home Economics	1	(9915)	**		1	(9915)
Trade, Industrial and Technical Education	1	(13091)	6	(1801)	1	(14892)
Distributive Education	2 2	(1187)	7	(292)	3	(1479)
Totals	1	(30232)	7	(4566)	2	(34799)

* Not available in Secondary Schools

** Not available in Post-Secondary Schools

Source: Montana Educational Directory, 1976-1977, and Listings of Personnel in Vocational-Education Programs, 1976-1977, Office of the Superintendant of Public Instruction, Helena, Montana.

Because Ns in some of the cells of both Table I and Table II are comparatively small, percentages representing totals are the more reliable.

In Table I, these percentages indicates that each stratum of the sample of personnel has a relatively high return rate (between thirty and thirty nine percent).

Table II, which includes students as well as personnel, shows what percent of the total population the sample of respondents in each stratum represents. In evaluating the percentages, the actual numbers of the populations concerned are important, since the larger the population, the smaller the percentage of respondants necessary to represent it reliably is needed in the case of samples drawn in this way. Thus, the comparatively high percentages of the populations of administrators and guidance counsellors in the sample compared to faculty is reasonable, and allows comparative analysis to be done. The much smaller percentage of the population of students than of any other class of respondents should also be assessed with the size of the population in mind; secondary-school students especially have been drawn from a very large population compared to the rest of the sample. In addition to the size of its population, the adequacy of the sample of secondary-school students has been affirmed by its consistency with other samples throughout later analysis (see "Analysis of Data," and "Findings").

Data for Stereotypes

Besides the general agreement on how stereotypes are to be conceived in the process of doing research, the earlier review of the literature mentioned several widely used instruments for establishing the existence of sexual stereotypes (48). None of them were adopted for this study because of some drawbacks that are at least inferentially implicit in the best known of these instruments. Insofar as attention of the respondents is explicitly directed toward sexual stereotypes and responses limited to that single area, our knowledge about either the content of sexual stereotypes or the stereotyping response may in turn be limited. Instead, it is suggested that an instrument which investigates stereotypes of the sexes as one pair of social roles among several may extend the researce findings in several ways: the coincidence of several different social roles will reduce the degree of pre-set and automatic response that inevitably arises when subjects deal at length only with sex roles; both the reduction of pre-set and the variation in response induced by presenting respondents with several social roles may in turn lead to greater precision by respondents in defining all stereotypes, sexual stereotypes included; finally, response by the same sample using the same measure to analogous social categories may mean that comparisons between stereotypes can be made and sexual stereotypes understood better because understood in the context of stereotyping processes.

The instrument used here (a copy is included in Appendix III) asks for choices of adjectives to describe six categories of persons: male and female, child and adult, student and teacher. These roles were chosen because they possess some of the same universality as sex roles and thus ensure a common basis for response. Stereotypes also were obtained of "Socially valuable persons" and "Not a socially valuable person so that in addition to identification of stereotypes, evaluation could be measured.

Respondents were asked to choose any number of adjectives from a list of forty seven in describing all eight of the social roles. They also were asked to indicate which, among the adjectives they had chosen, they associated very strongly with a social role. The list of adjectives was derived empirically from pre-interviews with respondents who represented the same variables as the final sample. Seventeen pre-interviews were conducted. They ended when the lists of adjectives produced by the sixteenth and seventeenth interviews contained fifty percent or more adjectives which had been used by previous respondents. The questionaire was drawn up to include adjectives occurring three times or more for each stereotype in the pre-interviews.

Analysis of Data

Since the purpose of analysis was to establish which stereotypes could be associated with different categories, the total sample was stratified repeatedly, each time by one of several demographic variables. This was done for analysis by each of the three methods reported at greater length in the section headed "Findings" in the study (Tables III, IV and V). Variables which showed statistically significant associations to stereotypes are:

Personnel

Location of School: Rural and Urban

Sex of Respondent: Male and Female

Age of Respondent: Thirty Five and Under and Thirty Five and Over

Occupation of Respondent: Administrators and Guidance Counsellors, and Faculty

Level of Education of Respondents: With a Graduate Degree and Without a Graduate Degree

Level of School: Secondary and Post-Secondary

Students

Location of School: Rural and Urban

*Size of Total Enrollment: Large and Small

*Budgetary Emphases in Vocational-Education Courses: Sex-Typed as Female, Sex-Typed as Male, and Courses Sex-Typed as Both or Not Sex-Typed

Age of Respondent: 15 and Under, 16-18, 19 and Over

Major Area of Study: Business and Office Education, Health Occupations, Agricultural Education, Home Economics, Trade, Industrial and Technical Education, and Distributive Education

Grade-Point Average: 3.0 and Over, 2.0-2.9, 1.9 and Under

Sex of Respondent: Male and Female

Among the sample of students, some of the variables by which analysis was done either showed no significant association (Size of Vocational Budget per Student, and Level of School), or showed associa-

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*These categories include Secondary Schools only.

tions only because each was dependant upon one of the variables included among those used in analysis (Worked for Wages; Sex of Administrator of Questionaire). Cross-tabulations and chi-square tests were used to establish dependant relationships. Two of the variables had Ns in one dimension which were too small for comparable analysis with other data (Racial or Ethnic Identity, which distinguished fewer than a dozen students who identified themselves as other then white; Area of Concentration, by which about the same number were distinguished as College Preparatory rather than Vocational-Education students).

Among personnel, one variable showed no associations (Worked Outside a School System) and one produced too small an N in one dimension to be analyzed (Racial or Ethnic Identity; all respondents identified themselves as white).

Finally, because the totals of guidance counsellors and administrators among personnel were so small compared to the totals of faculty at either secondary or post-secondary level, the former dimensions of the variable, Occupations, have been combined for all analyses of responses in the repost.

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FINDINGS

Significant Agreement Between Stereotypes;

Description

Eight stereotypes were drawn from the responses repeatedly, to give results by each dimension of each demographic variable in both categories of the sample. To draw stereotypes where N represents a weighted total of the number of times an adjective was used in describing each role, adjectives with an N equal to or greater than 50% of the respondents involved were included in a stereotype. Ns equal to or greater than 75% of the respondents were also noted for use in subsequent analysis. Weighted Ns reflect variations in the intensity with which adjectives were associated with categories of persons. Three degrees of intensity were measured: 0 - no association (adjective was not used); 1 - descriptive association; 2 - strong descriptive association.

Agreement between stereotypes was based on quantitative associations between stereotypes. Chi Square tests were used to establish the probability of two stereotypes having N adjectives in common, given unlimited and not-mutually-exclusive choices from the same universe (the checklists of forty seven adjectives). Because the Ns involved are relatively small, significant agreement has been defined at $P \geq .01$. Table III gives the frequencies of agreement between stereotypes of males and females with the stereotypes of the four other social roles measured.

Significant Agreement Between Stereotypes;

Table III: Agreement Between Sexual Stereotypes and Stereotypes of Other Social Roles ($P \geq .01$)*

A. Frequencies With Which Agreement Was Found Between Stereotypes in Dimensions of the Sample

	Male Stereotypes			Female Stereotypes		
	Personnel	Students	Total	Personnel	Students	Total
Stereotypes of						
Children	---	2	2	3	2	5
Adults	1	3	4	---	1	1
Students	---	2	2	2	2	4
Teachers	4	---	4	---	---	---
	5	7	12	5	5	10

Male and Female Stereotypes in Agreement

Personnel	Students	Total
---	4	4

B. Respondents by Dimensions of Sample, and Agreement Between Male and/or Female Stereotypes and Stereotypes of Other Social Roles

Respondents	Agreement	Total
(Personnel)		
Rural Schools	Males/Teachers Females/Students Females/Children	3
Secondary Schools	Females/Children	1
Post-Secondary Schools	Males/Teachers	1
Faculty	Males/Teachers	1
Administrators and Guidance Counsellors	Females/Children	1
Aged 36 and More	Males/Adults Females/Students	2
Females	Males/Teachers	1
(Students)		
Urban Schools	Males/Females	1
Females	Males/Students Males/Females	2

(Continued)

Table III (Continued)

Respondents	Agreement	Total
Health Occupations Majors	Males/Students Males/Children Males/Adults	3
Business and Office Education Majors	Females/Students	1
Home Economics Majors	Males/Children Males/Adults	2
Agricultural Education Majors	Males/Adults	1
Large Schools	Females/Adults Males/Females	2
Budgetary Emphasis on Courses Sex-Typed as Both or Not At All.	Females/Children Females/Students	2
Grade-Point Average: 3.0 and Above	Males/Females Females/Children	2

*Agreements between single pairs of stereotypes among all dimensions of a variable are not included, since in each of four cases, the association is actually with another variable already included in the table, as established through cross-tabulation.

Significant Agreement Between Stereotypes:

Discussion

Table III.A. indicates that while personnel and students, as categories, perceive agreement between stereotypes of males, females and other social roles in the same pattern over-all, in the case of personnel the tendancy to do so is clearer than with students. The general pattern of identity between stereotypes is:

male/adult/teacher; female/child/student

Personnel find that the stereotype of a female agrees with that of a child (N3) or a student (N2), but in no case with those of adults or teachers. Correspondingly, personnel identify males, as stereotypes, with stereotypical adults (N1) or teachers (N4) but not with stereotypes of children or students. As respondents, students break away from this pattern by finding agreement between stereotypes of females and adults (N1), but show an even clearer difference from personnel in the assoications made with stereotypes of males. Stereotypes of males are not identified at all with stereotypes of teacher--the strongest association among personnel--and instead, are identified with stereotypes of children (N2) and students (N2) almost as often as with stereotypes of adults (N3). The association of males with adults rather than teachers among students, and the opposite association among personnel, perhaps reflects the difference in the actual experience of the classroom , especially the elementary classroom, of students, and the orientation among personnel toward teaching as a career.

In general, indications are that students tend to perceive either sex with less clarity and fewer sharp limits than personnel do, and in particular, that students perceive males less stereotypically than they do females. The data also support the conclusion that students are very slightly less likely to use stereotypes in defining the social world, since proportionately fewer members of the sample of students are represented in this table than of the sample of personnel. Finally, the greater flexibility in perception of males and females among students is further supported by the finding that only within the sample of students are there cases of significant agreement between stereotypes of males and females.

These conclusions are explained in greater detail by reference to the findings shown in Table III.B. Among students, the variables by which we find associations between stereotypes that fall outside the general pattern, principally for male stereotypes, are: Females, Health Occupations Majors, Home Economics Majors. The latter two variables are in fact simply another way of isolating the majority of females in the sample. Accordingly, the finding that students tend to perceive males according to a less stereotyped pattern than do personnel should be rephrased to indicate that <u>female</u> students tend to perceive males less stereotypically than do either personnel or male students.

The association between male and female stereotypes occurs among a wide range of respondents in the sample of students, although again, females rather than males are represented. In addition, students from large, urban schools (the two variables over-lap but are not coincident, since many of the large schools in the population are consolidated, rural high schools) with high grade-point averages (3.0 and Above) are less likely to define males and females as distinctly different than are either other students or personnel.

Among personnel, the typical associations of male and female stereotypes with other stereotypes (male/adult/teacher; female/child/student) appear most frequently among respondents working in rural schools, and among those who are thirty six years old or more. The association of stereotypes of males and adults by students majoring in Agricultural Education should be linked to the complementary associations made by personnel of rural schools. These findings suggest that the conservatism commonly associated with older persons and with rural residents possesses some basis in fact so far as sexual stereotyping is concerned.

Other material from Table III.B. is not so clearly patterned, but it does once again suggest the strongly conventional and widely spread stereotyping of males and females that exists among personnel, and the less definite, less conventional, but still basically patterned stereotyping of the sexes that exists among students.

Significant associations between the stereotypes of both males and females with the stereotypes of "Socially Valuable Persons" and "Not Socially Valuable Persons" occurred by almost every variable within the sample in addition to those dimensions of variables appearing in Table III. These associations are represented in the content analysis of paradigmatic stereotypes (Table IV) and are integrated into measures of salience (Table V). In addition, tendancies toward stereotyping by members of the sample which are not strong enough to be isolated by statistical means are reflected in the content analysis.

Comparisons of the Content of Stereotypes:

Description

The existence of differing definitions of the sexes among respondents and some indication of the type and direction of the differences can be established by quantitative comparisons of stereotypes. The content of stereotypes--the separate and collective meanings of the adjectives composing them--provides information about the identities assigned to social roles, thus about the nature of similarities and differences between them. When adjectives, and especially when collections of adjectives, are defined as attributes of a particular stereotype, only a limited number of comparisons between modal stereotypes can be made before the separate results of comparisons accumulate to incomprehensibility.

Paradigmatic stereotypes have been derived for four categories of person - males, females, socially valuable and not socially valuable persons.* Paradigms are composed of all adjectives which were used to describe a category of persons, by respondents classified according to each dimension of all the variables used to organize the sample.

Obviously each respondent is included in a number of the various classifications made of the sample. The general advantages of this type of analysis for this area of research were discussed in the section headed "Analysis" (p.11). There are specific advantages for the analysis of content. Multiple representation of respondents is relevant in the analysis of content of stereotypes as long as it is not found only for one part of the sample. When multiple representation by variables is characteristic of all members of the sample, the opposite is true. Repeated use of the same responses by a variety of variables here reduces bias in nominal data by generalizing it. Possible biasing effects of numerically very high choice of some adjectives by a numerically small number of respondents are eliminated because in drawing stereotypes by other variables, those choices are scattered and, as aspects of other stereotypes, conterbalance themselves.

Paradigms are presented in Table IV.

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* Similar analysis could be carried out including the paradigms of child, adult, student and teacher, and will be in future; but it is hard to see how findings would have direct relevance to the purpose of this study.

Comparisons of the Content of Stereotypes:

Table IV: Content of Paradigmatic Stereotypes of Males, Females, Socially Valuable Persons and Persons Not Socially Valuable

PARADIGMATIC STEREOTYPES

Male (N7)	Female (N10)	Socially Valuable Person (N16)	Not a Socially Valuable Person (N24)
(Personnel)			
goal-directed	manipulative	happy	dependent
intelligent	self-conscious	hard-working	domineering
ambitious	understanding	curious	defensive
interesting	emotional	competitive	wordy
competitive	thoughtful	intelligent	insecure
hard-working	intelligent	ambitious	frustrated
happy	sensitive	conversational	egocentric
	attractive	giving	naive
	happy	goal-directed	thoughtless
	emotionally vulnerable	interesting	cynical
		sensitive	submissive
		cautious	unrealistic
		loving	self-absorbed
		attractive	spoiled
		thoughtful	phony
		understanding	confused
			biased
			anxious
			suspicious
			pessimistic
			emotionally vulnerable
			self-centered
			rigid
(Students) (N4)	(N8)	(N12)	(N9)
ambitious	self-conscious	happy	frustrated
aggressive	understanding	hard-working	egocentric
domineering	emotional	curious	naive
hard-working	thoughtful	competitive	thoughtless
	conversational	intelligent	unrealistic
	interesting	ambitious	self-absorbed
	sensitive	goal-directed	spoiled
	attractive	cautious	phony
	happy	loving	confused
		attractive	
		thoughtful	
		understanding	

Comparisons of the Content of Stereotypes;

Discussion

Among Personnel

The pattern of adjectives excluded from and included in the paradigms for males and females indicates that, while males and females are perceived to share two characteristics--"intelligent" and "happy"--these two items are best seen as the least emphatic items contained in each of two distinct sets of adjectives. As total sets, each defines a stereotype located at an extreme from the other along a continuum. Given this relationship, the two not-incompatible but still clearly distinct adjectives which exhausted similarity between male and female stereotypes, take on more intense and distinct meanings; each takes on aspects of definition from its context. One can be happy in one's work, or because of a fortunate adjustment to the world--context determines the final meaning of a word, not surprisingly in terms which reinforce the contextual structure.

As single statements about categories of persons, the stereotypes are coherent and can be phrased in terms appropriate to other, related areas of interaction. Males are described as strongly oriented toward instrumental, self-directed and goal-directed activities as the extension of competence; females are described as strongly oriented toward affective and introspective activities as extensions of the emphasis on personality and interpersonal response. In general, stereotypes of males and females are dominated and distinguished by the bi-polar distribution of instrumental and affective areas of activity.

These findings agree closely with those of Broverman, et.al. (49), thus reinforcing her conclusion that sexual stereotypes are markedly consistent and consensual, and so have an extensive, well-supported and central role in defining social situations and behavior (also see "Salience," following).

The paradigmatic stereotypes produced by students as a category are considerably briefer than those drawn from among personnel. This suggests (as did other types of data presented on Table III.A and III.B) that students' perceptions of the social world are measurably less defined and limited by stereotypical assumptions. On the other hand, the paradigmatic stereotypes of the sexes so far as they do exist are not different in kind from those characteristic of the sample of personnel. The dichotomy of instrmentality and affectivity is clearly represented among students.

More specifically, however, it appears that the nature of male instrumentality is perceived by students as a harsher and less profitable organization of personality than is presented by the paradigm

drawn from personnel. Once more in accordance with general findings illustrated in Table III, it is also clear from the paradigmatic stereotypes of the sexes drawn from the sample of students that males as a category rather than females are assumed to possess characteristics not generally part of the stereotype. Two of the four adjectives in the paradigmatic stereotype of males drawn from among students also occur in the paradigmatic stereotype of males drawn from among personnel; for the stereotype of females, the analogous comparison yields seven out of eight adjectives repeated.

Some idea of the relative values placed upon either sex can be found by comparing paradigmatic stereotypes to the paradigms of Socially Valuable Persons" and Not Socially Valuable Persons. Among personnel, all of the adjectives stereotypically associated with males are also associated with socially valuable persons, while the stereotype of females contains five adjectives characteristic of Socially Valuable Persons, one characteristic of Persons Not Socially Valuable, and three neutral adjectives. We can conclude that in general, among personnel, males are more highly valued than females, considered abstractly. This corresponds to Broverman's findings (50) and also to conclusions arrived at non-empirically by authors reviewing both psychoanalytic and anthropological literature (51).

Again, students differ from personnel. Of the paradigmatic male stereotype drawn from students, one adjective is characteristic of a Socially Valuable Person and three are neutral. The paradigm of females contains, analogously, four "valuable" adjectives and four neutral ones. Thus while the evaluation of females does not differ extremely between the two categoried of the sample, the evaluation of males is considerably different; males appear to be much less valued by students than they are by personnel.

Comparing the paradigms of Socially Valuable and Not Socially Valuable Persons across the categories of the sample, there is clearer agreement. All of tha adjectives used by students in both cases are included among the adjectives used in the parallel paradigms drawn from among personnel. We can conclude that students and personnel agree quite clearly on what characteristics are good and bad, but have more difficulty in agreeing which of those characteristics are associated with males and, to a much lesser degree, females, even though there is general agreement about the types of adjectives that describe each sex.

Comparative Salience Among Stereotypes; *

Description

The concept of salience is frequently utilized to designate any concept, response, etc., which appears to have relatively great influence upon the situation being considered (52). Unfortunately, the term is more often used generally and emphatically than as a concept with empirical referents and a role in analyzing attitudes and behavior.

Within the empirical work which defines salience operationally, a related but still not really precise definition states that a salient attribute is one which, "receives a disproportional amount of attention relative to its context" (53).

In designing measurement of salience, the most common procedure is to determine the prominence in memory of various attricutional adjectives. This is often done by allowing subjects to rank characteristics in order of personal priority (54), and then evaluating the total set of responses in terms of rank and frequency of occurrance.

Research indicates that the relative salience of a particular attribute or group of attributes is defined by a number of individual factors: number of mentions of a particular attribute, prominence in memory, evaluation of desirability, to cite some possibilities. Perhaps the only consistent conclusion about the topic is that negative attributes have greater salience than do positive attributes, and when this is measured, negative attributes are more likely to be acted upon than are positive (55). Correspondingly, of two attributes equally prominent in memory, one positive and one negative, the negative attribute has salience and predicts behavior.

Salience within several different variables, defined in terms of a range of attributes, has been studied--for example, within the occupational structure, salience of types of occupation by categories of respondent have been located (56). Research also has established, however, that salience of response is greater when persons rather than physical objects, events, etc., are the focus of the response (57). What there is of a literature describes salience as an aspect of a variety of personal responses, but not, to date, of attitudes.

By itself, salience of response is merely interesting, but research and theory indicate that salience, instead of occurring by itself, is an effective, perhaps causal factor in determining behavior (58). Empirically, this makes an obvious link to attitudes. Salience is here explored as an aspect of attitudes which helps to determine which attitude will be directed at a given situation, and in so defining the situation, defines the behaviors appropriate to it.

*Credit for bridging the gap between conceptualization and measurement belongs to Belinda Rinker, who made the analysis possible.

There is no literature on salience of attitudes; however conceptualization of attributes of attitudes is well-developed (59), and seems a logical source of questions about salience. One of the available studies of salience deals with salience of stereotypes (60) and two with a single measure for different attributes of response to a personal focus (61).

None of this research suggests measures of salience which satisfactorily summarize and represent the attributes which, by internal variation, characterize each stereotype differently, and consequently, are attributes determining the salience of the stereotypes. For this study three characterizing attributes of stereotypes, in which variations in salience seem implicit, have been established: evaluation, intensity, inclusiveness.

Evaluation of an attribute may be designated as positive, negative, or neutral. Here, positive evaluation is attached to adjectives also used to define a socially valuable person, negative evaluation to adjectives included in the stereotype "not a socially valuable person," and a neutral value is placed on adjectives not used in either case. Resultant categories consist of socially desirable, neutral, and not socially desirable.

Intensity refers to the strength, or numeric consistency, with which adjectives are used to define categories of persons. For these data, the intensity with which an attribute is held can be measured by noting the percentage of total respondents who applied an attribute in a given stereotype; with those adjectives applied by 75% or more of the respondents constituting high intensity, 50 - 75% indicating a medium range of intensity, and less than 50% indicating a neutral or low intensity.

Inclusiveness, defined in the context of salience, is the proportion of negatively valued adjectives to the total of adjectives making up a stereotype; measures of inclusiveness, then, are attached to stereotypes as wholes, rather than to each adjective as in the cases of evaluation and intensity.

It is possible to measure each of these aspects as well as their cumulative effect within any given stereotype, and thus to determine the degree of salience possessed by the stereotype as a whole. The measures of intensity (0 - 2) and value (plus or minus) attached to each adjective are combined, resulting in a five-step scale on which each adjective can be placed: very socially valuable, socially not valuable, neutral, socially valuable, and very socially not valuable. Numerically (to facilitate calculation of salience) positions on the scale are expressed as +2 to -2. For the stereotype as a whole, positively and negatively valued adjectives are expressed as totals of all positive and all negative numbers assigned to adjectives; in this first step toward an indicator of the salience of the entire

stereotype, the inclusion of numerical weights to define one aspect of the ways adjectives are used, combined with separate and generalized indicators of positive and negative evaluations throughout the stereotype, integrates the attributes of intensity and evaluation into the eventual measure of the stereotype's salience.

The number finally used as the indicator of salience of a stereotype is the result of a final calculation, involving integration of the attribute of inclusiveness into the measure. The two weighted totals earlier used to help characterize the stereotype, are totalled as positive numbers; the weighted, negative total drops its sign and is taken as a proportion of the first total (reflecting all adjectives in the stereotype). This percentage (as here, or a proportion if preferred), is used to measure comparative salience across stereotypes for which indicators have been similarily derived. As reflected in this measure, salience indicates the comparative degrees to which various stereotypes provide definitions of other persons and thus determine what behavior is appropriate toward them.

Salience of stereotypes found among respondents in this study appear in Table V, and the relevance of research on salience to the purposes of this study are specified by reference to the data in the discussion following.

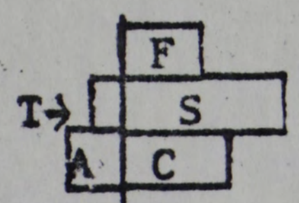
Comparative Salience Among Stereotypes;

Table V: Indicators of Salience for all Social Roles by Dimensions of Each Variable Among Respondents *

Stereotypes are Indicated by Their Initiral Letters

(Personnel)

Rural Schools



Urban Schools



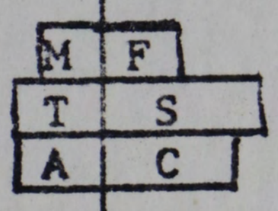
Secondary Schools



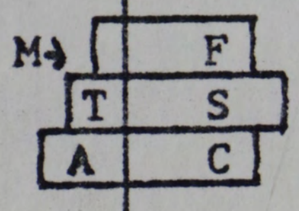
Post-Secondary Schools



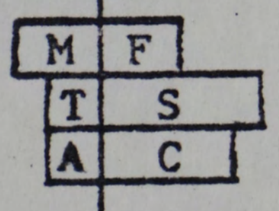
Without Graduate Degree



With Graduate Degree

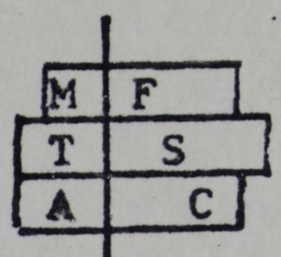


Thirty Five or Under

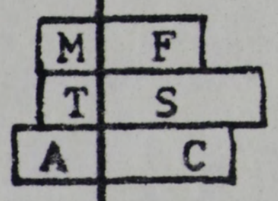


Thirty Six or Over

Male

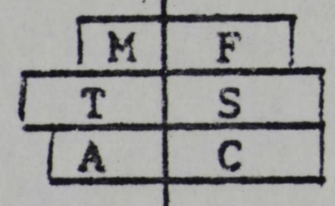


Female

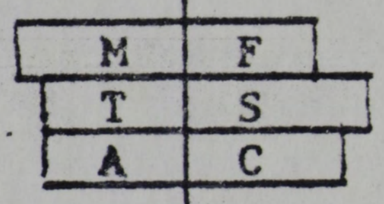


(Students)

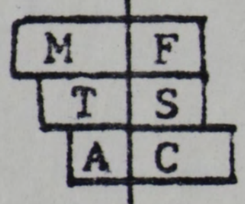
Rural Schools



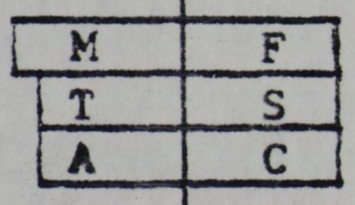
Urban Schools



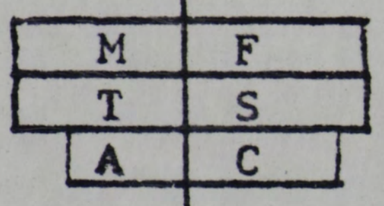
Small Enroll-ment



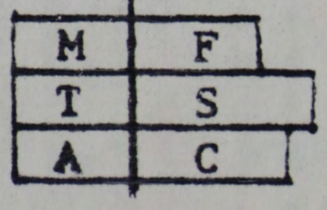
Large Enroll-ment



Male



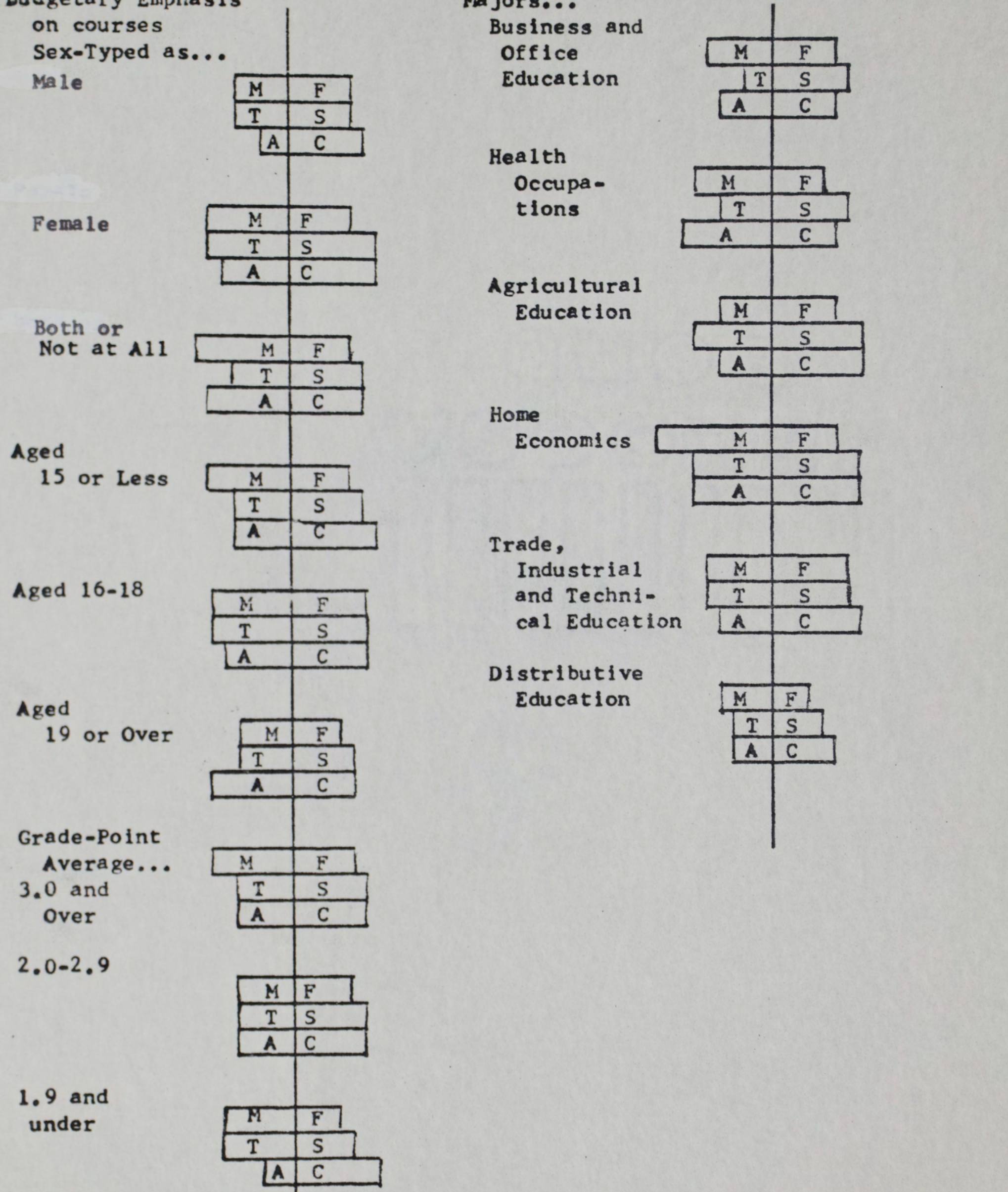
Female



(Continued)

*Percentages represented by sliding bars have been rounded off to the nearest ten.

Table V (Coninued)



Comparative Salience Among Stereotypes;

Discussion

The indication of relative salience among stereotypes allows two further contributions to the results of this study. When a single individual has characteristics of two different social roles--here, those might be 'female' and 'teacher,' or 'child' and 'male,' the different salience of those roles to any category of persons can be compared to establish which stereotype typically will dominate the others' perception and definition of the single individual, and thus, what kind of interaction will occur.

The second informative comparison is more general. The measure reflects attributes of orientation and response which, when high, mean that a stereotype is strong and definite in directing attention, subsequently motivation, toward its social object. Conversely, stereotypes with relatively low salience have a less determinative effect on definition and response to situations.

Observation of the different rates of salience of all of the stereotypes within categories of respondents and across the entire sample gives a clear pattern of high or low salience consequently attached to each stereotype. These patterned differences suggest that, depending on which stereotype is directed at an individual, the subsequent interaction will be more or less limited in range and openess, more or less closed to change based on actual experience. High salience, then, suggests restrictions on the general social experience available to individuals in the stereotyped category, and, in contrast, that through interaction, individuals whose stereotypes have low salience will become involved progressively more individuated to others, in interactions allowing increasing amounts of range and spontaneity in their social world.

Table V indicates once more the difference between personnel and students as categories of respondents. Among personnel, we find male and female stereotypes to be equally salient by one variable (Post-Secondary Schools) and otherwise, that the female stereotype is consistently more salient than the male's. Once more, we note that rural personnel and personnel aged Thirty five and older can be distinguished, here by the degree of difference in the salience of the two stereotypes. Another variable by which difference in salience is clearly observable is With Graduate Degree, and the Table also shows that male respondents find the female stereotype to be more salient than the male's to a greater degree than is true for female respondents.

The case is quite different among students. Here we find that in the cases of nine dimensions of variables, the male stereotype is more salient than that of the female. In one case the difference is in the same direction as is characteristic of personnel--that of students majoring in Agricultural Education. Once again, the finding may reflect the greater conservatism of rural residents with regard to sexual stereotypes.

SUMMARY AND CONCLUSIONS

Summary

This study was initiated to answer the question of whether sexual stereotyping existed among personnel and students involved in vocational-education in Montana, and if so, among which particular categories of persons. The findings show that, yes, sexual stereotyping does exist, and also that the traditional stereotypes of both sexes are more likely to be found among personnel than among students, among rural residents than urban, among older persons than among younger within the category of personnel. Among students, females are most likely to possess stereotypes which are different from the traditional ones of males.

The content and evaluation of the stereotypes of the sexes occurring generally in the sample emphasize the consistency of traditional definitions of the sexes throughout the sample, with the exception of assumptions made about males; students appear to regard males as less valuable and more indefinite than personnel do. This may reflect the role of students in relation to males, who possess a greater degree of authority than do females in the students' world.

In general, analysis of content and salience indicate first, that stereotypes reflect the very real differences in power and authority which males and females possess in institutions, and seoond (through analysis of salience) that stereotypes are in turn effective in reducing the autonomy and power of persons whose stereotypes have high saliance in informal, day-to-day interactions between all members of the vocational-educational system.

Conclusions

Formal norms--regulations, policies, rules--can be pointed to and altered by formal changes. Stereotypes, however, organize in formal and informal situations both, and over a wide range of interactions. Much of this organization is unconscious. Individuals seldom are aware that they perceive what pre-existing stereotypes inform them is there to perceive, that the situation is defined--objects are included or excluded, valued or not--by pre-existant knowledge, expectations and goals--or that responses to other persons are determined by a stereotype rather than immediate experience, thus limiting possibilities in continued interaction (62).

Culturally central, pervasive throughout social interaction and unconsciously acted upon, sexual stereotypes, like all attitudes with these characteristics, are resistant to change. In addition, it is impossible to locate, list, and reform the specific behaviors motivated by sex-role stereotypes because almost every interaction reflects them to some degree. Given this, what can be done, and be effective in eliminating sexual discrimination in vocational-educational programs as in any system, is to help individuals become self-conscious of their own sexual stereotypes and the ways they affect behavior. Self-consciousness entails reflective rather than habitual behavior, and reflection permits modifications in response. Self-consciousness about sexual stereotyping also implies that the goals which self-consciousness helps to achieve, including the attitudes motivating achievement, are associated with sexual stereotypes and over-all constitute a more complex, different attitude which does not motivate sexually discriminatory behavior quite so strongly--again facilitating modifications--or which may, in fact, be the source of altered motivations for acting in altered ways.

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5. The funds presently available to the Office of the Superintendant of Public Instruction for programs designed to el minate sexual discrimination in vocational education in Montana cannot be allocated to basic research such as that reported on in this study. This area of research within Montana's vocational-education system includes: May, (loc. cit.); National Center for Career Education, "Higher Education Survey" (on-going), to include a question on efforts being made to eliminate sexual discrimination (letter from G.P. Feeley, Office of the Superintendant of Public Instruction, Helena, Montana, July, 1978).

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46. Not included in the population were vocational-educational personnel and/or students involved only in: Special Education; Coöperative Education; schools other than public high schools and post-secondary, vocational-technical centers; Supplementary Programs; Adult Education Programs; Work-Study Programs; Exemplary Programs. Definition of an area of study as sex-typed indicates that eighty percent or more of the students enrolled throughout the state are of a single sex; only one area (Distributive Education) had an enrollment divided roughly into halves by sex. Counties were described as rural or urban according to their 1970 classification by the U.S. Bureau of the Census, and schools within counties were similarily defined.

47. The areas of study referred to as 'major areas" here and following are comprised by the six major areas of study by which enrollment and budgetary data are organized throughout the state: Distributive Education; Agricultural Education; Trade, Industrial and Technical Education; Business and Office Education; Health Occupations Education (post-secondary level only); Home Economics (secondary level only).

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APPENDICES

Appendix I: Complete Listing of Adjectives

Loving
Naive
Egocentric
Frustrated
Thoughtless
Submissive
Intelligent
Ambitious
Aggressive
Insecure
Interesting
Sensitive
Absent-Minded
Cautious
Attractive
Cynical
Curious
Competitive
Defensive
Domineering
Dependent
Hard-Working
Happy
Manipulative
Opinionated
Optimistic
Pessimistic
Rigid
Self-Centered
Self-Conscious
Self-Righteous
Suspicious
Understanding
Anxious
Biased
Confused
Emotional
Phony
Spoiled
Self-Absorbed
Thoughtful
Unrealistic
Wordy
Conversational
Goal-Directed
Giving
Emotionally Vulnerable

Appendix II Stereotypes by Dimensions of Each Variable Among Respondents

By Personnel

Respondents by Location of School: Rural and Urban

1. Rural

Male (N9)	Female (N15)	Socially Valuable Person (N19)	Not a Socially Valuable Person (N28)
Thoughtful	Manipulative	Happy	Dependent
Goal-Directed	Self-Conscious	Hard-Working	Domineering
Intelligent	Understanding	Curious	Defensive
Ambitious	Emotional	Competitive	Wordy
Aggressive	Thoughtful	Intelligent	Insecure
Interesting	Giving	Ambitious	Frustrated
Competitive	Naive	Conversational	Egocentric
Hard-Working	Loving	Aggressive	Absent-Minded
Happy	Intelligent	Giving	Naive
	Interesting	Goal-Directed	Thoughtless
	Sensitive	Interesting	Cynical
	Attractive	Sensitive	Submissive
	Dependent	Cautious	Unrealistic
	Happy	Loving	Self-Absorbed
	Emotionally Vulnerable	Attractive	Spoiled
		Thoughtful	Phony
		Understanding	Emotional
		Optimistic	Self-Righteous
		Opinionated	Confused
			Biased
			Anxious
			Suspicious
			Self-Conscious
			Pessimistic
			Emotionally Vulnerable
			Self-Centered
			Rigid
			Manipulative

Respondents by Location of School (Continued)

2. Urban

Male (N13)	Female (N29)	Socially Valuable Person (N19)	Not a Socially Valuable Person (N28)
Opinionated	Manipulative	Happy	Dependent
Self-Centered	Optimistic	Hard-Working	Domineering
Biased	Self-Conscious	Curious	Wordy
Goal-Directed	Anxious	Competitive	Insecure
Egocentric	Understanding	Intelligent	Frustrated
Intelligent	Emotional	Ambitious	Egocentric
Ambitious	Thoughtful	Conversational	Absent-Minded
Aggressive	Wordy	Aggressive	Naive
Interesting	Conversational	Giving	Thoughtless
Curious	Giving	Goal-Directed	Cynical
Competitive	Naive	Interesting	Submissive
Hard-Working	Loving	Sensitive	Unrealistic
Happy	Submissive	Cautious	Self-Absorbed
	Intelligent	Loving	Spoiled
	Interesting	Attractive	Phony
	Sensitive	Thoughtful	Emotional
	Cautious	Understanding	Self-Righteous
	Attractive	Optimistic	Confused
	Curious	Opinionated	Biased
	Defensive		Anxious
	Dependent		Suspicious
	Hard-Working		Self-Conscious
	Happy		Pessimistic
	Emotionally Vulnerable		Emotionally Vulnerable
			Self-Centered
			Rigid
			Manipulative

Respondents by Level of School: Secondary and Post-Secondary

1. Secondary

Male (N11)	Female (N17)	Socially Valuable Person (N17)	Not a Socially Valuable Person (N28)
Opinionated	Manipulative	Happy	Dependent
Understanding	Self-Conscious	Hard-Working	Domineering
Biased	Anxious	Curious	Defensive
Goal-Directed	Understanding	Competitive	Wordy
Intelligent	Emotional	Intelligent	Aggressive
Ambitious	Thoughtful	Ambitious	Insecure
Aggressive	Giving	Conversational	Frustrated
Interesting	Naive	Giving	Egocentric
Competitive	Loving	Goal-Directed	Absent-Minded
Hard-Working	Intelligent	Interesting	Naive
Happy	Interesting	Sensitive	Thoughtless
	Sensitive*	Cautious	Cynical
	Attractive	Loving	Submissive
	Dependent	Attractive	Unrealistic
	Hard-Working	Thoughtful	Self-Absorbed
	Happy	Understanding	Spoiled
	Emotionally Vulnerable	Optimistic	Phony
			Emotional
			Self-Righteous
			Confused
			Biased
			Anxious
			Suspicious
			Self-Conscious
			Pessimistic
			Emotionally Vulnerable
			Self-Centered
			Rigid
			Opinionated
			Manipulative

Respondents by Level of School (Continued)

2. Post-Secondary

Male (N13)	Female (N17)	Socially Valuable Person (N18)	Not A Socially Valuable Person (N29)
Opinionated	Manipulative	Happy	Dependent
Optimistic	Optimistic	Hard-Working	Domineering
Goal-Directed	Self-Conscious	Curious	Defensive
Thoughtless	Anxious	Competitive	Wordy
Intelligent	Understanding	Intelligent	Insecure
Ambitious	Emotional	Ambitious	Frustrated
Aggressive	Thoughtful	Conversational	Egocentric
Interesting	Wordy	Aggressive	Absent-Minded
Competitive	Conversational	Giving	Naive
Defensive	Giving	Goal-Directed	Thoughtless
Domineering	Frustrated	Interesting	Cynical
Hard-Working	Naive	Sensitive	Submissive
Happy	Loving	Cautious	Unrealistic
	Submissive	Loving	Self-Absorbed
	Intelligent	Attractive	Spoiled
	Ambitious	Thoughtful	Phony
	Sensitive	Understanding	Self-Righteous
	Cautious	Optimistic	Emotional
	Attractive		Confused
	Curious		Biased
	Defensive		Anxious
	Hard-Working		Suspicious
	Happy		Self-Conscious
	Emotionally Vulnerable		Pessimistic
			Emotionally Vulnerable
			Self-Centered
			Rigid
			Opinionated
			Manipulative

Respondents By Level of Education: Not Having a Graduate Degree & Having a Graduate Degree

1. Without a Graduate Degree

Male (N10)	Female (N17)	Socially Valuable Person (N17)	Not a Socially Valuable Person (N28)
Opinionated	Manipulative	Happy	Dependent
Goal-Directed	Self-Conscious	Hard-Working	Domineering
Egocentric	Anxious	Curious	Defensive
Intelligent	Understanding	Competitive	Wordy
Ambitious	Emotional	Intelligent	Aggressive
Aggressive	Thoughtful	Ambitious	Insecure
Interesting	Giving	Conversational	Frustrated
Competitive	Submissive	Giving	Egocentric
Hard-Working	Intelligent	Goal-Directed	Absent-Minded
Happy	Interesting	Interesting	Naive
	Sensitive	Sensitive	Thoughtless
	Cautious	Cautious	Cynical
	Attractive	Loving	Submissive
	Curious	Attractive	Unrealistic
	Dependent	Thoughtful	Self-Absorbed
	Happy	Understanding	Spoiled
	Emotionally Vulnerable	Optimistic	Phony
			Emotional
			Self-Righteous
			Confused
			Biased
			Anxious
			Suspicious
			Self-Conscious
			Pessimistic
			Emotionally Vulnerable
			Self-Centered
			Rigid
			Opinionated
			Manipulative

Respondents by Level of Education (Continued)

2. With a Graduate Degree

Male (N12)	Female(N17)	Socially Valuable Person (N18)	Not a Socially Valuable Person (N29)
Opinionated	Manipulative	Happy	Dependent
Optimistic	Opinionated	Hard-Working	Domineering
Understanding	Self-Conscious	Curious	Defensive
Biased	Anxious	Competitive	Wordy
Goal-Directed	Understanding	Intelligent	Insecure
Intelligent	Emotional	Ambitious	Frustrated
Ambitious	Thoughtful	Conversational	Egocentric
Curious	Submissive	Aggressive	Absent-Minded
Interesting	Intelligent	Giving	Naive
Competitive	Interesting	Goal-Directed	Thoughtless
Hard-Working	Sensitive	Interesting	Cynical
Happy	Attractive	Sensitive	Submissive
	Curious	Cautious	Unrealistic
	Dependent	Loving	Self-Absorbed
	Hard-Working	Attractive	Spoiled
	Happy	Thoughtful	Phony
	Emotionally Vulnerable	Understanding	Emotional
		Optimistic	Self-Righteous
			Confused
			Biased
			Anxious
			Suspicious
			Self-Conscious
			Pessimistic
			Emotionally Vulnerable
			Self-Centered
			Rigid
			Opinionated
			Manipulative

Respondents by Occupation: Administrators and Guidance Counsellors, and Faculty

1. Administrators and Guidance Counsellors

Male (N16)	Female (N24)	Socially Valuable Person (N18)	Not a Socially Valuable Person (N29)
Opinionated	Manipulative	Happy	Dependent
Optimistic	Opinionated	Hard-Working	Domineering
Understanding	Optimistic	Curious	Defensive
Biased	Self-Conscious	Competitive	Wordy
Thoughtful	Anxious	Intelligent	Insecure
Giving	Understanding	Ambitious	Frustrated
Goal-Directed	Emotional	Conversational	Egocentric
Loving	Thoughtful	Aggressive	Absent-Minded
Intelligent	Wordy	Giving	Naive
Ambitious	Conversational	Goal-Directed	Thoughtless
Aggressive	Giving	Interesting	Cynical
Interesting	Naive	Sensitive	Submissive
Curious	Loving	Cautious	Unrealistic
Competitive	Submissive	Loving	Self-Absorbed
Hard-Working	Intelligent	Attractive	Spoiled
Happy	Insecure	Thoughtful	Phony
	Interesting	Understanding	Emotional
	Sensitive	Optimistic	Self-Righteous
	Attractive		Confused
	Curious		Biased
	Dependent		Anxious
	Hard-Working		Suspicious
	Happy		Self-Conscious
	Emotionally Vulnerable		Pessimistic
			Emotionally Vulnerable
			Self-Centered
			Rigid
			Opinionated
			Manipulative

Respondents by Occupation (Continued)

2. Faculty

Male (N13)	Female (N19)	Socially Valuable Person (N17)	Not a Socially Valuable Person (N29)
Opinionated	Manipulative	Happy	Dependent
Understanding	Self-Conscious	Hard-Working	Domineering
Giving	Understanding	Curious	Defensive
Goal-Directed	Emotional	Competitive	Wordy
Egocentric	Thoughtful	Intelligent	Aggressive
Intelligent	Conversational	Ambitious	Insecure
Ambitious	Giving	Conversational	Frustrated
Aggressive	Naive	Giving	Egocentric
Interesting	Loving	Goal-Directed	Absent-Minded
Competitive	Submissive	Interesting	Naive
Domineering	Intelligent	Sensitive	Thoughtless
Happy	Interesting	Cautious	Cynical
Hard-Working	Sensitive	Loving	Submissive
	Attractive	Attractive	Unrealistic
	Curious	Thoughtful	Self-Absorbed
	Dependent	Understanding	Spoiled
	Hard-Working	Optimistic	Phony
	Happy		Emotional
	Emotionally Vulnerable		Self-Righteous
			Confused
			Biased
			Anxious
			Suspicious
			Self-Conscious
			Pessimistic
			Emotionally Vulnerable
			Self-Centered
			Rigid
			Opinionated
			Manipulative

Respondents By Age: Thirty Five and Under, and Thirty Six and Over:

1. Thirty Five and Under

Male (N12)	Female (N22)	Socially Valuable Person (N18)	Not a Socially Valuable Person (N27)
Opinionated	Manipulative	Hard-Working	Dependent
Rigid	Opinionated	Happy	Domineering
Biased	Self-Conscious	Curious	Defensive
Goal-Directed	Anxious	Competitive	Wordy
Egocentric	Understanding	Intelligent	Insecure
Intelligent	Emotional	Ambitious	Frustrated
Ambitious	Thoughtful	Conversational	Egocentric
Aggressive	Conversational	Aggressive	Absent-Minded
Interesting	Giving	Giving	Naive
Competitive	Naive	Goal-Directed	Thoughtless
Hard-Working	Loving	Interesting	Cynical
Happy	Submissive	Sensitive	Submissive
	Intelligent	Cautious	Unrealistic
	Interesting	Loving	Self-Absorbed
	Sensitive	Attractive	Spoiled
	Cautious	Thoughtful	Phony
	Attractive	Understanding	Confused
	Curious	Optimistic	Biased
	Dependent		Anxious
	Hard-Working		Suspicious
	Happy		Self-Conscious
	Emotionally Vulnerable		Pessimistic
			Emotionally Vulnerable
			Self-Centered
			Rigid
			Opinionated
			Manipulative

Respondents By Age (Continued)

2. Thirty Six and Over

Male (N10)	Female (N19)	Socially Valuable Person (N17)	Not a Socially Valuable Person (N26)
Optimistic	Manipulative	Happy	Dependent
Understanding	Self-Conscious	Hard-Working	Domineering
Goal-Directed	Understanding	Curious	Defensive
Intelligent	Emotional	Competitive	Wordy
Ambitious	Thoughtful	Intelligent	Insecure
Aggressive	Conversational	Ambitious	Frustrated
Interesting	Giving	Conversational	Sensitive
Competitive	Frustrated	Aggressive	Egocentric
Hard-Working	Naive	Giving	Absent-Minded
Happy	Loving	Goal-Directed	Naive
	Intelligent	Interesting	Thoughtless
	Interesting	Cautious	Cynical
	Sensitive	Loving	Submissive
	Attractive	Attractive	Unrealistic
	Dependent	Thoughtful	Self-Absorbed
	Hard-Working	Understanding	Spoiled
	Happy	Optimistic	Phony
	Emotionally Vulnerable		Emotional
			Self-Righteous
			Confused
			Biased
			Anxious
			Suspicious
			Self-Conscious
			Pessimistic
			Emotionally Vulnerable
			Self-Centered
			Rigid
			Opinionated
			Manipulative

Respondents by Sex; Males and Females

1. Males

Male (N15)	Female (N24)	Socially Valuable Person (N18)	Not a Socially Valuable Person (N29)
Opinionated	Manipulative	Happy	Dependent
Understanding	Opinionated	Hard-Working	Domineering
Optimistic	Pessimistic	Curious	Defensive
Biased	Self-Conscious	Optimistic	Wordy
Thoughtful	Anxious	Competitive	Insecure
Goal-Directed	Understanding	Intelligent	Frustrated
Thoughtless	Emotional	Ambitious	Egocentric
Intelligent	Thoughtful	Conversational	Absent-Minded
Ambitious	Wordy	Aggressive	Naive
Aggressive	Conversational	Giving	Thoughtless
Interesting	Giving	Goal-Directed	Cynical
Curious	Naive	Interesting	Submissive
Competitive	Loving	Sensitive	Unrealistic
Hard-Working	Submissive	Cautious	Self-Absorbed
Happy	Intelligent	Loving	Spoiled
	Insecure	Attractive	Phony
	Interesting	Thoughtful	Emotional
	Sensitive	Understanding	Self-Righteous
	Attractive		Confused
	Curious		Biased
	Dependent		Anxious
	Hard-Working		Suspicious
	Happy		Self-Conscious
	Emotionally Vulnerable		Pessimistic
			Emotionally Vulnerable
			Self-Centered
			Rigid
			Opinionated
			Manipulative

Respondents by Sex (Continued)

2. Females

Male (N11)	Female (N17)	Socially Valuable Person (N17)	Not a Socially Valuable Person (N29)
Opinionated	Manipulative	Happy	Dependent
Optimistic	Optimistic	Hard-Working	Domineering
Self-Centered	Self-Conscious	Curious	Defensive
Goal-Directed	Understanding	Competitive	Wordy
Intelligent	Emotional	Intelligent	Aggressive
Ambitious	Thoughtful	Ambitious	Insecure
Aggressive	Conversational	Conversational	Frustrated
Interesting	Giving	Giving	Egocentric
Competitive	Loving	Goal-Directed	Absent-Minded
Hard-Working	Submissive	Interesting	Naive
Happy	Intelligent	Sensitive	Thoughtless
	Sensitive	Cautious	Cynical
	Attractive	Loving	Submissive
	Dependent	Attractive	Unrealistic
	Hard-Working	Thoughtful	Self-Absorbed
	Happy	Understanding	Spoiled
	Emotionally Vulnerable	Optimistic	Phony
			Emotional
			Self-Righteous
			Confused
			Biased
			Anxious
			Suspicious
			Self-Conscious
			Pessimistic
			Emotionally Vulnerable
			Self-Centered
			Rigid
			Opinionated
			Manipulative

Appendix II: (Continued)

By Students

Respondents by Location of School: Rural and Urban *

1. Rural

Male (N10)	Female (N27)	Socially Valuable Person (N20)	Not a Socially Valuable Person (N18)
Goal-Directed	Opinionated	Happy	Insecure
Ambitious	Optimistic	Curious	Frustrated
Aggressive	Self-Centered	Dependent	Egocentric
Competitive	Self-Conscious	Competitive	Absent-Minded
Defensive	Suspicious	Intelligent	Naive
Domineering	Anxious	Ambitious	Thoughtless
Hard-Working	Understanding	Conversational	Cynical
	Confused	Aggressive	Submissive
	Emotional	Giving	Unrealistic
	Phony	Goal-Directed	Self-Absorbed
	Spoiled	Interesting	Spoiled
	Thoughtful	Sensitive	Phony
	Wordy	Cautious	Confused
	Conversational	Loving	Biased
	Giving	Attractive	Suspicious
	Frustrated	Thoughtful	Pessimistic
	Loving	Understanding	Emotionally Vulnerable
	Insecure	Anxious	Self-Centered
	Sensitive	Optimistic	
	Cautious	Hard-Working	
	Attractive		
	Curious		
	Dependent		
	Emotionally Vulnerable		

*Respondents in High Schools only are included here.

Respondents by Location of School (Continued)

2, Urban

Male (N22)	Female (N28)	Socially Valuable Person (N22)	Not a Socially Valuable Person (N20)
Manipulative	Opinionated	Happy	Domineering
Opinionated	Optimistic	Hard-Working	Wordy
Rigid	Self-Conscious	Curious	Insecure
Self-Centered	Suspicious	Dependent	Frustrated
Pessimistic	Anxious	Competitive	Egocentric
Biased	Understanding	Intelligent	Absent-Minded
Self-Absorbed	Confused	Ambitious	Naive
Goal-Directed	Emotional	Conversational	Thoughtless
Egocentric	Spoiled	Aggressive	Cynical
Thoughtless	Thoughtful	Giving	Unrealistic
Intelligent	Wordy	Goal-Directed	Self-Absorbed
Ambitious	Conversational	Interesting	Spoiled
Aggressive	Giving	Sensitive	Phony
Interesting	Frustrated	Cautious	Confused
Absent-Minded	Naive	Loving	Biased
Cynical	Loving	Attractive	Suspicious
Competitive	Intelligent	Thoughtful	Pessimistic
Defensive	Ambitious	Emotional	Emotionally Vulnerable
Domineering	Insecure	Understanding	Rigid
Dependent	Interesting	Anxious	Self-Centered
Hard-Working	Sensitive	Optimistic	
Happy	Cautious	Opinionated	
	Attractive		
	Curious		
	Defensive		
	Dependent		
	Happy		
	Emotionally Vulnerable		

Respondents by Size of Total Enrollment: Small and Large*

1. Small

Male (N11)	Female (N16)	Socially Valuable Person (N19)	Not a Socially Valuable Person (N16)
Manipulative	Opinionated	Happy	Domineering
Opinionated	Self-Conscious	Hard-Working	Defensive
Anxious	Suspicious	Curious	Insecure
Giving	Understanding	Competitive	Frustrated
Intelligent	Emotional	Intelligent	Egocentric
Ambitious	Thoughtful	Ambitious	Absent-Minded
Aggressive	Wordy	Conversational	Naive
Curious	Conversational	Aggressive	Thoughtless
Competitive	Giving	Giving	Cynical
Domineering	Goal-Directed	Goal-Directed	Unrealistic
Hard-Working	Loving	Interesting	Self-Absorbed
	Interesting	Cautious	Spoiled
	Sensitive	Loving	Phony
	Cautious	Attractive	Confused
	Attractive	Thoughtful	Pessimistic
	Happy	Understanding	Emotionally Vulnerable
		Anxious	
		Optimistic	
		Opinionated	

*Respondents in High Schools only are included here, categorized by total enrollments.

Respondents by Size of Total Enrollment (Continued)

2. Large

Male (N16)	Female (N28)	Socially Valuable Person (N22)	Not a Socially Valuable Person (N21)
Manipulative	Opinionated	Happy	Domineering
Rigid	Optimistic	Hard-Working	Wordy
Biased	Self-Centered	Curious	Insecure
Goal-Directed	Self-Conscious	Dependent	Frustrated
Egocentric	Suspicious	Competitive	Egocentric
Thoughtless	Anxious	Intelligent	Absent-Minded
Intelligent	Understanding	Ambitious	Naive
Ambitious	Confused	Goal-Directed	Thoughtless
Aggressive	Emotional	Interesting	Cynical
Interesting	Phony	Sensitive	Submissive
Absent-Minded	Spoiled	Cautious	Unrealistic
Competitive	Thoughtful	Loving	Self-Absorbed
Defensive	Wordy	Attractive	Spoiled
Dependent	Conversational	Thoughtful	Phony
Hard-Working	Giving	Emotional	Confused
Domineering	Frustrated	Understanding	Biased
	Naive	Anxious	Suspicious
	Loving	Optimistic	Pessimistic
	Intelligent	Opinionated	Emotionally Vulnerable
	Insecure	Conversational	Self-Centered
	Interesting	Aggressive	Rigid
	Sensitive	Giving	
	Cautious		
	Attractive		
	Curious		
	Dependent		
	Happy		
	Emotionally Vulnerable		

Respondents by Age: 15 and Under, 16 - 18, 19 and Over

1. 15 and Under

Male (N13)	Female (N24)	Socially Valuable Person (N22)	Not a Socially Valuable Person (N15)
Manipulative	Opinionated	Happy	Domineering
Optimistic	Optimistic	Hard-Working	Wordy
Rigid	Self-Centered	Curious	Insecure
Self-Centered	Pessimistic	Dependent	Frustrated
Suspicious	Self-Conscious	Competitive	Egocentric
Anxious	Anxious	Defensive	Absent-Minded
Goal-Directed	Understanding	Intelligent	Naive
Ambitious	Emotional	Ambitious	Thoughtless
Aggressive	Spoiled	Conversational	Cynical
Competitive	Thoughtful	Aggressive	Submissive
Domineering	Wordy	Giving	Unrealistic
Hard-Working	Conversational	Goal-Directed	Spoiled
Happy	Loving	Interesting	Phony
	Intelligent	Sensitive	Confused
	Insecure	Cautious	Biased
	Interesting	Loving	
	Sensitive	Attractive	
	Cautious	Thoughtful	
	Attractive	Emotional	
	Curious	Understanding	
	Defensive	Anxious	
	Dependent	Optimistic	
	Happy		
	Emotionally Vulnerable		

Respondents by Age (Continued)

2. 16 - 18

Male (N19)	Female (N28)	Socially Valuable Person (N21)	Not a Socially Valuable Person (N19)
Manipulative	Opinionated	Happy	Domineering
Opinionated	Optimistic	Hard-Working	Insecure
Rigid	Self-Centered	Curious	Frustrated
Biased	Self-Conscious	Dependent	Egocentric
Goal-Directed	Suspicious	Competitive	Absent-Minded
Egocentric	Anxious	Intelligent	Naive
Thoughtless	Understanding	Ambitious	Thoughtless
Intelligent	Confused	Conversational	Cynical
Ambitious	Emotional	Aggressive	Unrealistic
Aggressive	Spoiled	Giving	Self-Absorbed
Interesting	Thoughtful	Goal-Directed	Spoiled
Absent-Minded	Wordy	Interesting	Phony
Competitive	Conversational	Sensitive	Confused
Defensive	Giving	Cautious	Biased
Domineering	Frustrated	Loving	Suspicious
Dependent	Naive	Attractive	Pessimistic
Hard-Working	Loving	Thoughtful	Emotionally Vulnerable
Happy	Submissive	Emotional	Self-Centered
Curious	Intelligent	Understanding	Rigid
	Insecure	Anxious	
	Interesting	Optimistic	
	Sensitive	Opinionated	
	Cautious		
	Attractive		
	Curious		
	Dependent		
	Happy		
	Emotionally Vulnerable		

Respondents by Age (Continued)

3. 18 and Over

Male (N15)	Female (N24)	Socially Valuable Person (N18)	Not A Socially Valuable Person (N24)
Anxious	Opinionated	Happy	Domineering
Goal-Directed	Optimistic	Hard-Working	Defensive
Egocentric	Self-Conscious	Curious	Wordy
Intelligent	Suspicious	Competitive	Insecure
Ambitious	Understanding	Intelligent	Frustrated
Aggressive	Confused	Ambitious	Egocentric
Interesting	Emotional	Conversational	Absent-Minded
Absent-Minded	Spoiled	Aggressive	Naive
Curious	Thoughtful	Giving	Thoughtless
Competitive	Wordy	Goal-Directed	Cynical
Defensive	Conversational	Interesting	Submissive
Domineering	Giving	Sensitive	Unrealistic
Dependent	Naive	Cautious	Self-Absorbed
Hard-Working	Loving	Loving	Spoiled
Happy	Intelligent	Attractive	Phony
	Insecure	Thoughtful	Self-Righteous
	Interesting	Understanding	Confused
	Sensitive	Optimistic	Biased
	Cautious		Suspicious
	Attractive		Pessimistic
	Curious		Emotionally Vulnerable
	Dependent		Self-Centered
	Happy		Rigid
	Emotionally Vulnerable		Manipulative

Respondents by Budgetary Emphases in Vocational-Education Courses: Courses Sex-typed as Female, Courses Sex-Typed as Male and Courses Sex-Typed as Both or Not At All

1. Budgetary Emphasis on Courses Sex-Typed as Female

Male (N10)	Female (N22)	Socially Valuable Person (N18)	Not a Socially Valuable Person (N23)
Opinionated	Manipulative	Happy	Domineering
Goal-Directed	Opinionated	Hard-Working	Defensive
Ambitious	Optimistic	Curious	Insecure
Aggressive	Self-Conscious	Competitive	Frustrated
Interesting	Suspicious	Intelligent	Egocentric
Competitive	Understanding	Ambitious	Absent-Minded
Defensive	Emotional	Conversational	Naive
Domineering	Spoiled	Giving	Thoughtless
Hard-Working	Thoughtful	Goal-Directed	Cynical
Intelligent	Wordy	Interesting	Submissive
	Conversational	Cautious	Unrealistic
	Giving	Loving	Self-Absorbed
	Loving	Attractive	Spoiled
	Intelligent	Thoughtful	Phony
	Insecure	Understanding	Self-Righteous
	Interesting	Anxious	Confused
	Sensitive	Optimistic	Biased
	Cautious	Opinionated	Suspicious
	Attractive		Self-Conscious
	Dependent		Pessimistic
	Happy		Emotionally Vulnerable
	Emotionally Vulnerable		Self-Centered
			Manipulative

*Respondents in High Schools only are included here.

Respondents by Budgetary Emphases.... (Continued)

2. Budgetary Emphasis on Courses Sex-Typed as Male

Male (N22)	Female (N29)	Socially Valuable Person (N23)	Not a Socially Valuable Person (N18)
Manipulative	Opinionated	Happy*	Wordy
Rigid	Optimistic	Hard-Working	Insecure
Self-Centered	Self-Conscious	Curious	Frustrated
Pessimistic	Suspicious	Dependent	Egocentric
Biased	Anxious	Competitive	Absent-Minded
Self-Absorbed	Understanding	Domineering	Naive
Goal-Directed	Confused	Intelligent	Thoughtless
Egocentric	Emotional	Ambitious*	Cynical
Thoughtless	Phony	Conversational	Unrealistic
Intelligent	Spoiled	Aggressive	Self-Absorbed
Ambitious	Thoughtful	Giving*	Spoiled
Aggressive	Unrealistic	Goal-Directed	Phony
Interesting	Wordy	Interesting	Confused
Absent-Minded	Conversational	Sensitive	Biased
Cynical	Giving	Cautious	Suspicious
urious	Frustrated	Loving*	Pessimistic
Competitive	Naive	Attractive*	Self-Centered
Defensive	Loving	Thoughtful	Rigid
Domineering	Intelligent	Emotional	
Dependent	Ambitious	Anxious	
Hard-Working	Insecure	Optimistic	
Happy	Interesting	Opinionated	
	Sensitive	Understanding	
	Cautious		
	Attractive		
	Cuiours		
	Dependent		
	Happy		
	Emotionally Vulnerable		

Respondents by Budgetary Emphases....(Continued)

3. Budgetary Emphasis on Courses Sex-Typed as Both or Not At All

Male (N19)	Female (N27)	Socially Valuable Person (N21)	Not a Socially Valuable Person (N22)
Opinionated	Optimistic	Happy	Domineering
Self-Centered	Self-Conscious	Hard-Working	Defensive
Self-Righteous	Suspicious	Curious	Wordy
Biased	Anxious	Dependent	Insecure
Self-Absorbed	Understanding	Competitive	Frustrated
Goal-Directed	Confused	Intelligent	Egocentric
Frustrated	Emotional	Ambitious	Absent-Minded
Egocentric	Phony	Conversational	Naive
Thoughtless	Spoiled	Aggressive	Thoughtless
Intelligent	Thoughtful	Giving	Cynical
Ambitious	Wordy	Goal-Directed	Submissive
Aggressive	Conversational	Interesting	Unrealistic
Interesting	Giving	Sensitive	Self-Absorbed
Absent-Minded	Frustrated	Cautious	Spoiled
Attractive	Naive	Loving	Phony
Competitive	Loving	Attractive	Confused
Defensive	Submissive	Thoughtful	Biased
Domineering	Intelligent	Emotional	Suspicious
Hard-Working	Insecure	Understanding	Pessimistic
	Interesting	Anxious	Emotionally Vulnerable
	Sensitive	Optimistic	Self-Centered
	Cautious		Rigid
	Attractive		
	Curious		
	Dependent		
	Happy		
	Emotionally Vulnerable		

Respondents by Sex: Male and Female

1. Males

Male (N31)	Female (N38)	Socially Valuable Person (N20)	Not a Socially Valuable Person (N19)
Manipulative	Manipulative	Happy*	Domineering
Opinionated	Opinionated*	Hard-Working*	Wordy
Optimistic	Optimistic	Curious	Insecure
Rigid*	Self-Centered*	Dependent	Frustrated
Self-Conscious	Pessimistic*	Competitive	Egocentric
Anxious*	Self-Conscious*	Intelligent*	Absent-Minded*
Self-Righteous	Suspicious*	Ambitious*	Naive
Understanding	Anxious	Conversational	Thoughtless
Biased	Self-Righteous	Aggressive	Cynical
Self-Absorbed	Understanding*	Giving*	Submissive
Thoughtful	Biased	Goal-Directed*	Unrealistic
Giving	Confused*	Interesting*	Self-Absorbed
Goal-Directed*	Emotional*	Sensitive	Spoiled*
Frustrated	Phony	Cautious	Phony*
Egocentric	Spoiled*	Loving*	Confused
Loving	Self-Absorbed	Attractive	Biased
Thoughtless	Thoughtful*	Thoughtful*	Pessimistic
Intelligent	Unrealistic*	Understanding*	Emotionally Vulnerable
Ambitious*	Wordy*	Anxious	Self-Centered
Aggressive*	Conversational*	Optimistic	
Interesting	Giving*		
Absent-Minded	Frustrated		
Cautious	Egocentric		
Cynical	Naive*		
Curious	Loving*		
Competitive*	Submissive*		
Defensive*	Intelligent		
Domineering*	Insecure*		
Dependent*	Interesting*		
Hard-Working*	Sensitive*		
Happy*	Absent-Minded		
	Cautious		
	Attractive*		
	Curious		
	Defensive		
	Dependent		
	Happy*		
	Emotionally Vulnerable*		

Respondents by Sex (Continued)

2. Females

Male (N20)	Female (N25)	Socially Valuable Person (N20)	Not a Socially Valuable Person (N23)
Manipulative	Optimistic	Happy	Domineering
Opinionated	Self-Conscious	Hard-Working	Defensive
Self-Centered	Suspicious	Curious	Wordy
Pessimistic	Anxious	Dependent	Insecure
Self-Righteous	Understanding	Competitive	Frustrated
Biased	Confused	Intelligent	Egocentric
Self-Absorbed	Emotional	Ambitious	Absent-Minded
Goal-Directed	Spoiled	Conversational	Naive
Egocentric	Thoughtful	Giving	Thoughtless
Thoughtless	Conversational	Goal-Directed	Cynical
Intelligent	Giving	Interesting	Submissive
Ambitious	Frustrated	Sensitive	Unrealistic
Aggressive	Loving	Cautious	Self-Absorbed
Interesting*	Submissive	Loving	Spoiled
Absent-Minded	Intelligent	Attractive	Phony
Attractive	Ambitious	Thoughtful	Confused
Competitive	Insecure	Emotional	Biased
	Interesting	Understanding	Suspicious
	Sensitive	Anxious	Pessimistic
	Cautious	Optimistic	Emotionally Vulnerable
	Attractive		Self-Centered
	Curious		Rigid
	Dependent		Manipulative
	Happy		
	Emotionally Vulnerable		

Respondents by Grade-Point Average: 3.0 and Above, 2.0 - 2.9, and 1.9 and Below

1. 3.0 and Above

Male (N13)	Female (N26)	Socially Valuable Person (N20)	Not a Socially Valuable Person (N23)
Opinionated	Optimistic	Happy	Domineering
Rigid	Self-Conscious	Hard-Working	Defensive
Biased	Suspicious	Curious	Wordy
Goal-Directed	Anxious	Competitive	Insecure
Egocentric	Understanding	Intelligent	Frustrated
Thoughtless	Confused	Ambitious	Egocentric
Intelligent	Emotional	Conversational	Absent-Minded
Ambitious	Spoiled	Aggressive	Naive
Aggressive	Thoughtful	Giving	Thoughtless
Interesting	Wordy	Goal-Directed	Cynical
Competitive	Conversational	Interesting	Submissive
Domineering	Giving	Sensitive	Unrealistic
Hard-Working	Frustrated	Cautious	Self-Absorbed
	Naive	Loving	Spoiled
	Loving	Attractive	Phony
	Submissive	Thoughtful	Confused
	Intelligent	Emotional	Biased
	Insecure	Understanding	Suspicious
	Interesting	Anxious	Pessimistic
	Sensitive	Optimistic	Emotionally Vulnerable
	Cautious		Self-Centered
	Attractive		Rigid
	Curious		Manipulative
	Dependent		
	Happy		
	Emotionally Vulnerable		

Respondents by Grade-Point Average (Continued)

2. 2.0 - 2.9

Male (N13)	Female (26)	Socially Valuable Person (N20)	Not a Socially Valuable Person (N21)
Manipulative	Opinionated	Happy	Domineering
Rigid	Optimistic	Hard-Working	Wordy
Anxious	Self-Conscious	Curious	Insecure
Goal-Directed	Suspicious	Dependent	Frustrated
Thoughtless	Anxious	Competitive	Egocentric
Intelligent	Understanding	Intelligent	Absent-Minded
Ambitious	Confused	Ambitious	Naive
Aggressive	Emotional	Conversational	Thoughtless
Interesting	Phony	Aggressive	Cynical
Competitive	Spoiled	Giving	Submissive
Domineering	Thoughtful	Goal-Directed	Unrealistic
Hard-Working	Wordy	Interesting	Self-Absorbed
Happy	Conversational	Sensitive	Phony
	Giving	Cautious	Spoiled
	Naive	Loving	Confused
	Loving	Attractive	Biased
	Intelligent	Thoughtful	Suspicious
	Insecure	Understanding	Pessimistic
	Interesting	Anxious	Emotionally Vulnerable
	Sensitive	Optimistic	Self-Centered
	Cautious		Rigid
	Attractive		
	Curious		
	Dependent		
	Happy		
	Emotionally Vulnerable		

Respondents by Grade-Point Average (Continued)

3. 1.9 and Below

Male (N 13)	Female (N21)	Socially Valuable Person (N21)	Not a Socially Valuable Person (16)
Biased	Opinionated	Happy	Domineering
Confused	Self-Conscious	Hard-Working	Wordy
Thoughtful	Suspicious	Curious	Insecure
Goal-Directed	Anxious	Competitive	Frustrated
Intelligent	Understanding	Intelligent	Egocentric
Ambitious	Emotional	Ambitious	Naive
Aggressive	Spoiled	Conversational	Thoughtless
Absent-Minded	Thoughtful	Giving	Unrealistic
Competitive	Wordy	Goal-Directed	Self-Absorbed
Defensive	Conversational	Interesting	Spoiled
Domineering	Giving	Sensitive	Phony
Hard-Working	Naive	Absent-Minded	Confused
Happy	Loving	Cautious	Biased
	Insecure	Loving	Pessimistic
	Interesting	Attractive	Self-Centered
	Sensitive	Thoughtful	Manipulative
	Cautious	Emotional	
	Attractive	Understanding	
	Dependent	Anxious	
	Happy	Optimistic	
	Emotionally Vulnerable		

Respondents by Major: Business and Office Education, Health Occupations, Agricultural Education, Home Economics, Industrial and Technical Education and Distributive Education

1. Business and Office Education*

Male (N17)	Female (N26)	Socially Valuable Person (21)	Not a Socially Valuable Person (N21)
Manipulative	Optimistic	Happy	Domineering
Opinionated	Self-Conscious	Hard-Working	Defensive
Self-Centered	Suspicious	Curious	Wordy
Self-Righteous	Anxious	Competitive	Insecure
Biased	Understanding	Intelligent	Frustrated
Self-Absorbed	Confused	Ambitious	Egocentric
Goal-Directed	Emotional	Conversational	Absent-Minded
Egocentric	Spoiled	Aggressive	Naive
Thoughtless	Thoughtful	Giving	Thoughtless
Intelligent	Conversational	Goal-Directed	Cynical
Ambitious	Giving	Interesting	Submissive
Aggressive	Frustrated	Sensitive	Unrealistic
Interesting	Naive	Cautious	Self-Absorbed
Competitive	Loving	Loving	Spoiled
Domineering	Submissive	Attractive	Phony
Hard-Working	Intelligent	Thoughtful	Confused
Happy	Ambitious	Emotional	Biased
	Insecure	Understanding	Suspicious
	Interesting	Anxious	Pessimistic
	Sensitive	Optimistic	Self-Centered
	Cautious		Rigid
	Dependent		Manipulative
	Happy		Emotionally Vulnerable
	Emotionally Vulnerable		

*The sample includes only students in Vocational-Education Programs, Secondary or Post-Secondary, and does not include students in other programs who take courses in this area, especially typing.

Respondents by Major (Continued)

2. Health Occupations Education*

Male (N20)	Female (N24)	Socially Valuable Person (N22)	Not a Socially Valuable Person (N17)
Manipulative	Optimistic	Happy	Wordy
Opinionated	Self-Conscious	Hard-Working	Insecure
Self-Centered	Suspicious	Curious	Frustrated
Pessimistic	Anxious	Dependent	Egocentric
Self-Righteous	Understanding	Competitive	Absent-Minded
Biased	Emotional	Defensive	Naive
Self-Absorbed	Spoiled	Intelligent	Thoughtless
Thoughtful	Thoughtful	Ambitious	Cynical
Goal-Directed	Wordy	Conversational	Unrealistic
Egocentric	Conversational	Aggressive	Self-Absorbed
Thoughtless	Giving	Giving	Spoiled
Ambitious	Loving	Goal-Directed	Phony
Aggressive	Intelligent	Interesting	Confused
Interesting	Insecure	Sensitive	Biased
Absent-Minded	Interesting	Cautious	Pessimistic
Attractive	Sensitive	Loving	Self-Centered
Competitive	Cautious	Attractive	Rigid
Defensive	Attractive	Thoughtful	
Domineering	Curious	Understanding	
Hard-Working	Competitive	Anxious	
	Dependent	Self-Conscious	
	Hard-Working	Optimistic	
	Happy		
	Emotionally Vulnerable		

*This major is available to Post-Secondary School students only.

Respondents by Major (Continued)

3. Agricultural Education

Male (N11)	Female (N27)	Socially Valuable Person (N22)	Not a Socially Valuable Person (21)
Opinionated	Optimistic	Happy	Domineering
Rigid	Self-Centered	Hard-Working	Wordy
Anxious	Pessimistic	Curious	Insecure
Thoughtful	Self-Conscious	Dependent	Frustrated
Goal-Directed	Thoughtful	Competitive	Egocentric
Ambitious	Suspicious	Defensive	Absent-Minded
Aggressive	Understanding	Intelligent	Naive
Curious	Confused	Ambitious	Thoughtless
Competitive	Emotional	Conversational	Cynical
Domineering	Phony	Aggressive	Unrealistic
Hard-Working	Spoiled	Giving	Self-Absorbed
	Self-Absorbed	Goal-Directed	Spoiled
	Wordy	Interesting	Phony
	Conversational	Sensitive	Confused
	Giving	Cautious	Biased
	Egocentric	Loving	Suspicious
	Naive	Attractive	Pessimistic
	Loving	Thoughtful	Emotionally Vulnerable
	Thoughtless	Emotional	Self-Centered
	Submissive	Understanding	Rigid
	Intelligent	Anxious	Manipulative
	Insecure	Optimistic	
	Interesting		
	Sensitive		
	Cautious		
	Attractive		
	Dependent		
	Happy		
	Emotionally Vulnerable		

Respondents by Major (Continued)

4. Home Economics*

Male (N28)	Female (N32)	Socially Valuable Person (N19)	Not a Socially Valuable Person (N21)
Manipulative	Optimistic	Happy	Domineering
Opinionated	Rigid	Hard-Working	Defensive
Rigid	Self-Centered	Curious	Wordy
Self-Centered	Self-Conscious	Competitive	Insecure
Pessimistic	Suspicious	Intelligent	Frustrated
Self-Righteous	Anxious	Ambitious	Egocentric
Biased	Understanding	Conversational	Absent-Minded
Phony	Confused	Giving	Naive
Self-Absorbed	Emotional	Goal-Directed	Thoughtless
Unrealistic	Spoiled	Interesting	Cynical
Wordy	Thoughtful	Sensitive	Submissive
Giving	Unrealistic	Cautious	Unrealistic
Goal-Directed	Wordy	Loving	Self-Absorbed
Egocentric	Conversational	Attractive	Spoiled
Thoughtless	Giving	Thoughtful	Phony
Intelligent	Frustrated	Emotional	Confused
Ambitious	Naive	Understanding	Biased
Aggressive	Loving	Anxious	Suspicious
Interesting	Submissive	Optimistic	Pessimistic
Absent-Minded	Intelligent		Emotionally Vulnerable
Cynical	Ambitious		Self-Centered
Curious	Insecure		Rigid
Defensive	Interesting		Manipulative
Domineering	Sensitive		
Dependent	Cautious		
Hard-Working	Attractive		
Happy	Curious		
	Competitive		
	Defensive		
	Dependent		
	Happy		
	Emotionally Vulnerable		

*This major is available to Secondary School students only.

Respondents by Major (Continued)

5. Trade, Industrial and Technical Education

Male (N14)	Female (N25)	Person (N20)	Valuable Person (N19)
Optimistic	Opinionated	Happy	Domineering
Rigid	Self-Centered	Hard-Working	Wordy
Anxious	Pessimistic	Curious	Insecure
Thoughtful	Self-Conscious	Dependent	Frustrated
Goal-Directed	Suspicious	Competitive	Egocentric
Intelligent	Understanding	Intelligent	Absent-Minded
Ambitious	Confused	Ambitious	Naive
Aggressive	Emotional	Conversational	Thoughtless
Competitive	Phony	Aggressive	Cynical
Defensive	Spoiled	Giving	Submissive
Domineering	Thoughtful	Goal-Directed	Unrealistic
Dependent	Unrealistic	Interesting	Self-Absorbed
Hard-Working	Wordy	Sensitive	Spoiled
Happy	Conversational	Cautious	Phony
	Giving	Loving	Confused
	Naive	Attractive	Biased
	Loving	Thoughtful	Pessimistic
	Submissive	Understanding	Emotionally Vulnerable
	Insecure	Anxious	Self-Centered
	Interesting	Optimistic	
	Sensitive		
	Attractive		
	Curious		
	Happy		
	Emotionally Vulnerable		

Respondents by Major (Continued)

6. Distributive Education

Male (N15)	Female (N21)	Socially Valuable Person (N19)	Not a Socially Valuable Person (N18)
Opinionated	Opinionated	Happy	Domineering
Self-Centered	Self-Conscious	Hard-Working	Wordy
Goal-Directed	Suspicious	Curious	Insecure
Egocentric	Understanding	Dependent	Interesting
Thoughtless	Emotional	Competitive	Frustrated
Intelligent	Spoiled	Intelligent	Egocentric
Ambitious	Thoughtful	Ambitious	Naive
Aggressive	Conversational	Conversational	Thoughtless
Interesting	Giving	Aggressive	Cynical
Curious	Naive	Giving	Submissive
Competitive	Loving	Goal-Directed	Unrealistic
Defensive	Intelligent	Sensitive	Self-Absorbed
Domineering	Insecure	Absent-Minded	Spoiled
Hard-Working	Interesting	Cautious	Phony
Happy	Sensitive	Loving	Confused
	Cautious	Attractive	Biased
	Attractive	Thoughtful	Suspicious
	Curious	Understanding	Self-Centered
	Hard-Working	Anxious	
	Happy		
	Emotionally Vulnerable		

Appendix III: Questionaire and Accompanying Materials

This questionnaire takes one-half to three-quarters of an hour to finish. There are no "right" or "wrong" answers to any of the questions -- we are interested in your perceptions of other persons, and of how society works, not in the "facts" about either one.

DIRECTIONS:

The questions on page two (over) ask for some facts about yourself. Two other sets of questions follow.

On pages three and four are four columns of words. Columns I, II, and III have a pair of names at the top of each column, plus the word "Very."

Each pair of names idicates two general types of persons. Each column contains a list of words, followed by blanks lined up under each word in columns I, II, and III at the top. Check the adjectives indicating what you would typically expect from each type of person, assuming you know nothing more about him or her. Next, go over the adjectives you have checked and in the blanks under "Very," check a few adjectives which describe your expectations of each type of person most strongly. If you have checked the same adjective for both types of person, put the initial of the type you are describing in the blank under "Very."

EXAMPLE: CHILD AND ADULT

	C	A	Very
NOISY	✓	✓	C

On page four, in column IV, check the adjectives that do (under "Do") or do not (under "Do Not") describe what you consider to be a socially valuable person. Here you will be checking adjectives that indicate what you expect IDEALLY rather than ACTUALLY. Under "Very," check a few adjectives that describe your expectations most strongly.

Pages five through seven consist of twenty-one multiple choice questions and make up the last part of the questionnaire.

The questionnaires are treated anonymously. The code numbers indicate the size of your school and its Vocational-Education budget, but your name and other personal information are unknown.

NOTE: PLEASE DO NOT USE THE SPACES TO THE LEFT OF THE RULED MARGIN

BEGIN HERE:

1. Sex: _____male

   _____female

2. Year of Birth: _____

3. Primary racial or ethnic backround:

   _____ white _____ chinese _____ other (please specify)

   _____ black _____ spanish _____

   _____ japanese _____ native american (Indian) ___ don't know

4. Have you been a wage-earner for one year or more?

   _____ yes, full time

   _____ yes, part time

   _____ no

5. In what year of school are you at present?

HIGH SCHOOL	POST-SECONDARY EDUCATION
_____ freshman	_____ first year
_____ sophomore	_____ second year
_____ junior	_____ third year
_____ senior	_____ fourth year or more

6. What is your approximate Grade Point Average (G.P.A.) for all years (of High School if you are in High School now; of Post-Secondary Education if you are attending a Vocational-Education Center now)?

_____ 3.5 to 4.0	_____ 1.5 to 1.9
_____ 3.0 to 3.4	_____ 1.0 to 1.4
_____ 2.5 to 2.9	_____ below .9
_____ 2.0 to 2.4	_____ don't know

HIGH SCHOOL STUDENTS ONLY:

7. In which general area of concentration are you enrolled?

   _____ Vocational Education _____ College Preparatory

POST-SECONDARY STUDENTS AND HIGH SCHOOL STUDENTS CONCENTRATING IN VOCATIONAL-EDUCATION ONLY:

8. In which ONE of the following areas of vocational education have you concentrated your school work during the past year?

   _____ business & office education

   _____ health occupations education

   _____ agricultural education

   _____ home economics education

   ____ trade, industrial, and technical education

   ____ distributive education

   ____ other (please specify)

   _____

01____ 05____ THIS SPACE
02____ 06____ FOR OFFICIAL
03____ 07____ USE ONLY.
04____ 08____

COLUMN I: STUDENT & TEACHER

		S	T	Very
18	1. LOVING			
19	2. NAIVE			
20	3. EGO-CENTRIC			
21	4. FRUSTRATED			
22	5. THOUGHTLESS			
23	6. SUBMISSIVE			
24	7. INTELLIGENT			
25	8. AMBITIOUS			
26	9. AGGRESSIVE			
27	10. INSECURE			
28	11. INTERESTING			
29	12. SENSITIVE			
30	13. ABSENT-MINDED			
31	14. CAUTIOUS			
32	15. ATTRACTIVE			
33	16. CYNICAL			
34	17. CURIOUS			
35	18. COMPETITIVE			
36	19. DEFENSIVE			
37	20. DOMINEERING			
38	21. DEPENDENT			
39	22. HARD-WORKING			
40	23. HAPPY			
41	24. MANIPULATIVE			
42	25. OPINIONATED			
43	26. OPTIMISTIC			
44	27. PESSIMISTIC			
45	28. RIGID			
46	29. SELF-CENTERED			
47	30. SELF-CONSCIOUS			
48	31. SELF-RIGHTEOUS			
49	32. SUSPICIOUS			
50	33. UNDERSTANDING			
51	34. ANXIOUS			
52	35. BIASED			
53	36. CONFUSED			
54	37. EMOTIONAL			
55	38. PHONY			
56	39. SPOILED			
57	40. SELF-ABSORBED			
58	41. THOUGHTFUL			
59	42. UNREALISTIC			
60	43. WORDY			
61	44. CONVERSATIONAL			
62	45. GOAL-DIRECTED			
63	46. GIVING			
64	47. EMOTIONALLY VULNERABLE			

COLUMN II: MALE & FEMALE

		M	F	Very
09	1. MANIPULATIVE			
10	2. OPINIONATED			
11	3. OPTIMISTIC			
12	4. RIGID			
13	5. SELF-CENTERED			
14	6. PESSIMISTIC			
15	7. SELF-CONSCIOUS			
16	8. SUSPICIOUS			
17	9. ANXIOUS			
18	10. SELF-RIGHTEOUS			
19	11. UNDERSTANDING			
20	12. BIASED			
21	13. CONFUSED			
22	14. EMOTIONAL			
23	15. PHONY			
24	16. SPOILED			
25	17. SELF-ABSORBED			
26	18. THOUGHTFUL			
27	19. UNREALISTIC			
28	20. WORDY			
29	21. CONVERSATIONAL			
30	22. GIVING			
31	23. GOAL-DIRECTED			
32	24. FRUSTRATED			
33	25. EGO-CENTRIC			
34	26. NAIVE			
35	27. LOVING			
36	28. THOUGHTLESS			
37	29. SUBMISSIVE			
38	30. INTELLIGENT			
39	31. AMBITIOUS			
40	32. AGGRESSIVE			
41	33. INSECURE			
42	34. INTERESTING			
43	35. SENSITIVE			
44	36. ABSENT-MINDED			
45	37. CAUTIOUS			
46	38. ATTRACTIVE			
47	39. CYNICAL			
48	40. CURIOUS			
49	41. COMPETITIVE			
50	42. DEFENSIVE			
51	43. DOMINEERING			
52	44. DEPENDENT			
53	45. HARD-WORKING			
54	46. HAPPY			
55	47. EMOTIONALLY VULNERABLE			

01____ 05____
02____ 06____
03____ 07____
04____ 08____

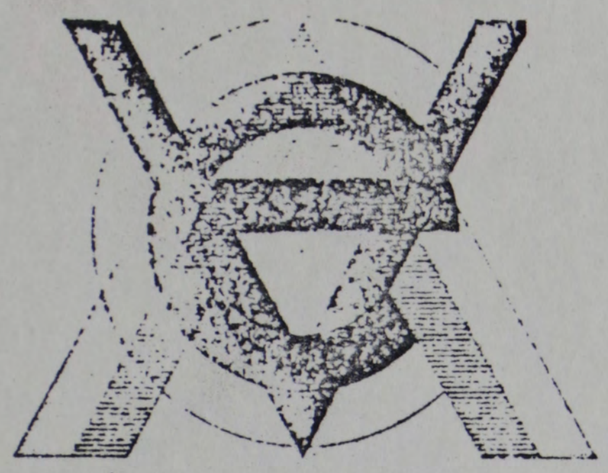
01____ 05____
02____ 06____
03____ 07____
04____ 08____

THIS SPACE FOR OFFICIAL USE ONLY.

	COLUMN III: CHILD & ADULT	C	A	Very
09____	1. GIVING	___	___	____
10____	2. CONVERSATIONAL	___	___	____
11____	3. UNREALISTIC	___	___	____
12____	4. GOAL-DIRECTED	___	___	____
13____	5. WORDY	___	___	____
14____	6. THOUGHTFUL	___	___	____
15____	7. PHONY	___	___	____
16____	8. SELF-ABSORBED	___	___	____
17____	9. SPOILED	___	___	____
18____	10. EMOTIONAL	___	___	____
19____	11. BIASED	___	___	____
20____	12. CONFUSED	___	___	____
21____	13. SELF-RIGHTEOUS	___	___	____
22____	14. ANXIOUS	___	___	____
23____	15. RIGID	___	___	____
24____	16. SELF-CONSCIOUS	___	___	____
25____	17. UNDERSTANDING	___	___	____
26____	18. SELF-CENTERED	___	___	____
27____	19. SUSPICIOUS	___	___	____
28____	20. MANIPULATIVE	___	___	____
29____	21. HAPPY	___	___	____
30____	22. PESSIMISTIC	___	___	____
31____	23. HARD-WORKING	___	___	____
32____	24. OPINIONATED	___	___	____
33____	25. DEPENDENT	___	___	____
34____	26. OPTIMISTIC	___	___	____
35____	27. DEFENSIVE	___	___	____
36____	28. COMPETITVE	___	___	____
37____	29. DOMINEERING	___	___	____
38____	30. CURIOUS	___	___	____
39____	31. CYNICAL	___	___	____
40____	32. ATTRACTIVE	___	___	____
41____	33. CAUTIOUS	___	___	____
42____	34. ABSENT-MINDED	___	___	____
43____	35. SENSITIVE	___	___	____
44____	36. INTERESTIN	___	___	____
45____	37. INSECURE	___	___	____
46____	38. AMBITIOUS	___	___	____
47____	39. AGGRESSIVE	___	___	____
48____	40. INTELLIGENT	___	___	____
49____	41. SUBMISSIVE	___	___	____
50____	42. EMOTIONALLY VULNERABLE	___	___	____
51.____	43. LOVING	___	___	____
52.____	44. NAIVE	___	___	____
53____	45. EGO-CENTRIC	___	___	____
54____	46. THOUGHTLESS	___	___	____
55.____	47. FRUSTRATED	___	___	____

	COLUMN IV: SOCIALLY DESIRABLE	DO	NOT	Very
09____	1. HAPPY	___	___	____
10____	2. HARD-WORKING	___	___	____
11____	3. CURIOUS	___	___	____
12____	4. DEPENDENT	___	___	____
13____	5. COMPETITIVE	___	___	____
14____	6. DOMINEERING	___	___	____
15____	7. DEFENSIVE	___	___	____
16____	8. INTELLIGENT	___	___	____
17____	9. WORDY	___	___	____
18____	10. AMBITIOUS	___	___	____
19____	11. CONVERSATIONAL	___	___	____
20____	12. AGGRESSIVE	___	___	____
21____	13. GIVING	___	___	____
22____	14. INSECURE	___	___	____
23____	15. GOAL-DIRECTED	___	___	____
24____	16. INTERESTING	___	___	____
25____	17. FRUSTRATED	___	___	____
26____	18. SENSITIVE	___	___	____
27____	19. EGO-CENTRIC	___	___	____
28____	20. ABSENT-MINDED	___	___	____
29____	21. NAIVE	___	___	____
30____	22. CAUTIOUS	___	___	____
31____	23. LOVING	___	___	____
32____	24. ATTRACTIVE	___	___	____
33____	25. THOUGHTLESS	___	___	____
34____	26. CYNICAL	___	___	____
35____	27. SUBMISSIVE	___	___	____
36____	28. UNREALISTIC	___	___	____
37____	29. THOUGHTFUL	___	___	____
38____	30. SELF-ABSORBED	___	___	____
39____	31. SPOILED	___	___	____
40____	32. PHONY	___	___	____
41____	33. EMOTIONAL	___	___	____
42____	34. SELF-RIGHTEOUS	___	___	____
43____	35. CONFUSED	___	___	____
44____	36. BIASED	___	___	____
45____	37. UNDERSTANDING	___	___	____
46____	38. ANXIOUS	___	___	____
47____	39. SUSPICIOUS	___	___	____
48____	40. SELF-CONSCIOUS	___	___	____
49____	41. PESSIMISTIC	___	___	____
50____	42. EMOTIONALLY VULNERABLE	___	___	____
51____	43. SELF-CENTERED	___	___	____
52____	44. RIGID	___	___	____
53____	45. OPTIMISTIC	___	___	____
54____	46. OPINIONATED	___	___	____
55____	47. MANIPULATIVE	___	___	____

Covering Letter Sent to Personnel With Questionaires



MONTANA ADVISORY COUNCIL
FOR VOCATIONAL EDUCATION

WILLIAM A. BALL
Executive Director

September 1, 1977

Mr. John Smith
Principal
Helena High School
1300 Billings Avenue
Helena, MT 59601

Dear Mr. Smith

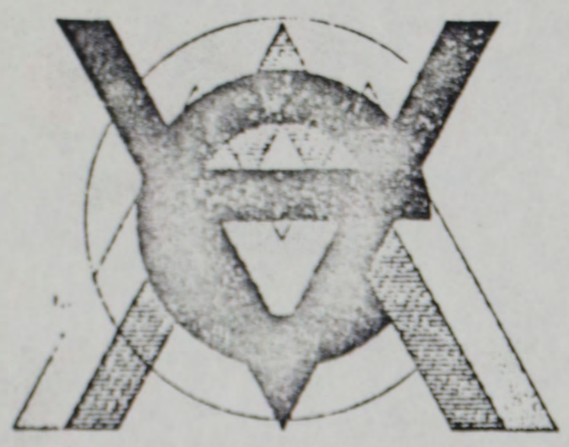
You have perhaps been involved in one or more innovative programs, short-term or permanent, in the recent past. Such experiences reinforce what is being said repeatedly, in may other ways - educational systems generally and vocational-education specifically, are going through a period of impressive change.

In vocational education, on-going change involves: patterns of funding, participation in decision-making, the structure of courses offered, student recruitment and new informational areas for both staff and students. However, one problem in developing truly useful procedures or programs is the lack of information about the expectations and knowledge which actually exist among individuals who will participate in the system. The Advisory Council for Vocational Education has initiated a study aimed at this problem, and is requesting your help. The enclosed questionnaire deals with the informal, interpersonal level rather than with formal, institutionalized policies and procedures. Our conclusions and recommendations from the study will go to the Office of Public Instruction and the Board of Public Education for their use in developing programs in all aspects of vocational education, and will, we hope, help to reduce wasted time and effort for everyone involved in these programs.

Each response will remain confidential, and the data will be analyzed professionally. Our conclusions will be based on collective, not individual, responses. Please complete the questionnaire by 15 September and return it in the enclosed, stamped, addressed envelope. If you have any questions, call or write either of us.

With Thanks,

Letter to Superintendants of Schools from which Personnel Were Drawn



MONTANA ADVISORY COUNCIL
FOR VOCATIONAL EDUCATION

WILLIAM A. BALL
Executive Director

As you know, a series of changes in state and federal law requires educators in public school systems to develop programs which will help end sexual discrimination in education.

More recently, federal funds have been allocated to each state for the support of such programs in vocational education. One problem in planning truly useful programs is a lack of information about what attitudes and knowledge actually exist among those who will participate in the programs. The Advisory Council for Vocational Education has recently initiated a study to help determine what kinds of programs would be of most value to vocational educators. Conclusions and recommendations of the study will go to the Office of Public Instruction and the Board of Public Education for their use in development of non-discriminatory programs in all aspects of vocational education.

The Council is requesting your help. This week, several members of the teaching, counseling and administrative staffs involved in vocational education in your district will receive mailed questionnaires. We would appreciate it if you would urge staff members of the school(s) listed below to complete and return them by 20 September. The rate of return will affect our conclusions but in addition, a high rate of return from a district will give evidence of the on-going, good-faith effort required by Title IX, thus benefiting your district.

Finally, the questionnaire does not ask about sexual discrimination only. Our results will be more useful if respondents consider a wide range of issues and are not led by suggestion, to respond in "correct" ways, according to law and policy rather than conviction. Thus we hope that while urging staff members to respond, you will not indicate that sexual discrimination is of central importance in their replies.

Sincerely,

Follow-up Message by Post Card to Sample of Personnel

Dear Respondent,

About three weeks ago you received a questionnaire sponsored by the Council for Vocational Education. You have probably already returned it, so that this reminder is unnecessary.

If you have not, we would appreciate it if you could find a half an hour to complete it during the next few days. The higher the response rate, the more useful the results will be to the vocational-educational program.

Thank you

Agenda for Phone Calls to Faculty Members Establishing a Sample of Students

Name, position with University and, at present, with Advisory Council on Vocational Education.

Calling to request help, in reference to latter. Will call later if convenient.

Should explain Federal funding of programs, and law, to help end sexual discrimination: Council's goals.

Students necessarily included; hope that questionaires can be administered during class periods. Small amount of money, but perhaps of use or interest to classes.

Description of types of responses asked, subject of questionaire.

If cannot administer, names of other faculty possibly interested?

If cannot administer, exchange of information about dates, directions for administrators, mailing and about name and enrollment of class.

Appendix IV: Related Concepts

Attitudes: Personality can be seen as a complex system, containing elements which have varying degrees of centrality to self-identity, or character. Attitudes, as structures within personality, themselves vary in centrality. An attitude includes both information (the perceptual, or cognitive, component) about a social object(s) and an emotional response (the affective, or evaluative component) toward the object(s), which altogether define appropriate or desirable behavior (63). Sources of cognition and affect may be: 1.) the general culture (which internalized as a central element of personality forms the framework within which individuals' attitudes develop). 2.) Particular social groups or categories of which an individual is a member, which modify the cultural statements appropriately to the shared experience of its members. 3.) Individual experience, structured by culture and group interaction, but also a unique source of modification (64). Some social objects are strongly defined by culture and thus, nearly identical attitudes are part of the personalities of many individuals. Attitudes organize the social world. Pre-existing attitudes tend to determine perceptions and definitions of, and associations between, social objects, thereby avoiding and reducing cognitive dissonance (65). The more inclusive an attitude is of social objects, the more resistant it is to change (66).

Stereotypes: Attitudes can be directed at any social object (institutions, persons, ideas, groups, situations, artifacts, etc.). In addition, inclusive attitudes, those which organize response to a category of objects, can be defined in different ways, such as consensual and sub-consensual (67), or personally and culturally conditioned (68). As inclusive attitudes, stereotypes have the advantage of cutting across these dimensions, while their weakness--of referring to categories of persons--is not a weakness here; in fact, for this research, stereotypes are arguably more directly relevant to the problem being discussed than attitudes more closely linked to actual knowledge and experience. Van der Zanden (69) demonstrates from the literature that as specific knowledge (here 'knowledge' means belief in one's knowledge - equally effective) increases so does motivation to act, including discriminatory acts. Further indications of the importance of understanding stereotypes in order to understand interaction are the findings tha, first, the greater differentiation, or complexity, is perceived in the object (such as the lists of differing adjectives defining stereotypes) the more resistant to change is the related attitude (70), and second, that attitudes having persons rather than physical objects as their focus are more likely to determine behavior (71). Briefly, then,

stereotypes are attitudes directed at categories of persons, when all persons belonging to the category are understood to possess a set of characteristics in common, eliciting a consistent response. Attitudes toward particular persons are an aspect of personality as well, but these are not stereotypes--attribution (or "knowledge")--of characteristics possessed in common by all members of a category distinguishes a stereotype.

Prejudice: When the evaluation of the characteristics constituting a stereotype is negative, the term prejudice is used. Stereotypes can, of course, have either high or low evaluative components; in either case, literally "pre-judging" takes place. Through usage, prejudice defines a negative, not positive attitude toward a category of persons. Discrimination in this context, refers to the actions predisposed by a stereotype. (Discriminatory acts can be performed without prejudice on the part of the actor, some roles may involve discrimination by definition; analogously, a prejudiced person may not express that prejudice directly in discriminatory acts (72).