

## Board of Directors

### *President*

Betsy Yanik  
Emporia State University  
eyanik@emporia.edu

### *President-Elect*

Marilyn Evans  
[mylne@sbcglobal.net](mailto:mylne@sbcglobal.net)

### *Secretary*

Doreen Lawrence  
dlawrence@kumon.com

### *Treasurer*

Pat Frey  
P. O. box 922  
Buffalo, NY 14201  
Frey@aol.com

### *Members-at-Large*

Jill Reddish  
[jreddish@westga.edu](mailto:jreddish@westga.edu)  
Lynda Wiest  
[wiest@unr.edu](mailto:wiest@unr.edu)

### *Newsletter Editor*

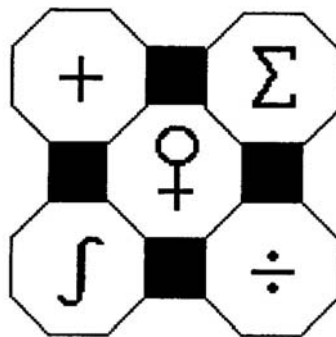
Laura Anderson  
landerson@rscj.org

### *Advisory Board*

Joanne Becker  
Regina Brunner  
Dorothy Buerk  
Shirley Frye  
Judith Jacobs  
Steve Rasmussen  
Lyn Taylor  
Jan Vandever  
Karen Michalowicz

For information about how to  
join WME contact:

Dorothy Buerk (membership  
chair), Department of  
Mathematics and Computer  
Science, Ithaca College, Ithaca,  
NY 14850,  
[jh&db@clarityconnect.com](mailto:jh&db@clarityconnect.com)



## **WOMEN AND MATHEMATICS EDUCATION The Association for the Promotion of the Mathematics Education of Girls and Women**

**An Affiliate of the National Council of Teachers of Mathematics  
(NCTM)**

## **COMPREHENSIVE BIBLIOGRAPHY FOR GENDER EQUITY IN MATHEMATICS RESOURCES PUBLISHED IN 1996-2000**

**Compiled by**  
Martha Carr  
University of Georgia

In Collaboration with  
Dawn Leigh Anderson, University of Georgia  
Peter Kloosterman, Indiana University  
Judy Werner, Slippery Rock University  
Elizabeth Yanik, Emporia State University

### **WOMEN AND MATHEMATICS EDUCATION (WME)**

Our general purpose is to promote the mathematics education of girls and women

**The specific aims of WME are to:**

1. Promote leadership among women in the broad mathematics community.
2. Serve as a clearinghouse for ideas and resources in the area of women in mathematics.
3. Effect change within the National Council of Teachers of Mathematics (NCTM) and the mathematics education community in general with regard to issues of women and mathematics.
4. Encourage research in the area of women and mathematics, especially research which identifies factors that contribute to the study of mathematics by women.
5. Emphasize the need for programs for students and teachers at all grade levels that help promote the study of mathematics by females.
6. Facilitate communications networks for specific interest groups, such as elementary teachers, secondary teachers, teacher educators, and doctoral students.
7. Encourage and organize programs and meetings focusing on women and mathematics at annual and regional NCTM meetings.
8. Publish a newsletter to serve as a general communications link among all educators concerned with the issues of women in mathematics.
9. Encourage and aid NCTM in developing programs, activities, and/or materials for students, teachers, and teacher educators which promote awareness of the need for females to continue to study mathematics.
10. Monitor NCTM publications and programs for sexist assumptions, behavior and language.
11. Work cooperatively with other organizations to further our common goals.

### **A word about the bibliography**

This bibliography covers publications primarily related to issues of women and mathematics. We have also included some references regarding technology and science when that work included references to mathematics. The reader should be aware that there can be vast differences in the quality of information presented in this bibliography. In regard to the journal article, for instance, some articles present better information than other articles. Likewise, some newspaper reporters spend more time checking their facts than other reporters. As with any other review of the literature, the reader needs to be careful and skeptical in evaluating the work presented in this bibliography. Given that, we hope the reader finds this bibliography a useful source of information regarding women and mathematics.

A limited number of the previous edition of this bibliography (1990-1996, including a classics section) is available for cost plus a handling charge. For a copy, please contact Dorothy Buerk (membership chair) at the address given on the inside cover.

## TABLE OF CONTENTS

<b>Journal Articles</b>	<b>2</b>	
<b>ERIC Documents</b>	<b>7</b>	
<b>Papers Presented</b>	<b>11</b>	
<b>Books, Booklets, and Dissertations</b>	<b>14</b>	
<b>Chapters/Articles in Books</b>	<b>16</b>	
<b>Newspaper and Magazine Articles</b>	<b>19</b>	
<b>Reports, Bibliographies, and Monographs</b>	<b>21</b>	
<b>Books on Historical Women in Mathematics and Science</b>		<b>24</b>
<b>Resources, Videotapes, Kits, and Brochures</b>	<b>25</b>	
<b>Newsletters and Organizations</b>	<b>27</b>	
<b>World Wide Web Resources</b>	<b>28</b>	

## **Journal Articles**

Prepared by Martha Carr and Elizabeth Yanik

### **2000**

Karp, K. S. (2000). The Math Club for Girls and Other Problem Solvers. *Mathematics Teaching in the Middle School*, 5, 426-432.

Reyna, C. (2000). Lazy, dumb, or industrious: When stereotypes convey attribution information in the classroom. *Educational Psychology Review*, 12, 85-110.

Simon, M. K. (2000). The evolving role of women in mathematics. *Mathematics Teacher*, 93(9), 782-786.

Tiedemann, J. (2000). Parents' gender stereotypes and teachers' beliefs as predictors of children's concept of their mathematical ability in elementary school. *Journal of Educational Psychology*, 92, 144-151.

Vermeer, H. J., Boekaerts, M., & Seegers, G. (2000). Motivational and gender differences: Sixth-grade students' mathematical problem-solving behavior. *Journal of Educational Psychology*, 92, 308-315.

Wood, J. M. (2000). The girls have it! *Instructor*, 109, 31-35.

Zeldin, A. L. & Pajares, F. (2000). Against the odds: Self-Efficacy beliefs of women in mathematical, scientific, and technological careers. *American Educational Research Journal*, 37, 215-246.

### **1999**

Andre, T. (1999). Competency beliefs, positive affect, and gender stereotypes of elementary students and their parents about science versus other school subjects. *Journal of Research in Science Teaching*, 36(6), 719-747.

Badian, N. A. (1999). Persistent arithmetic, reading, or arithmetic and reading disability. *Annals of Dyslexia*, 49, 45-70.

Bowman, L. M. (Aug. 1999). Hooking Girls on Math and Science, Computing. [online]  
<http://www.zdnet.com/zdnn/stories/news>

Brown, R. P., & Josephs, R. A. (1999). A burden of proof: Stereotype relevance and gender differences in math performance. *Journal of Personality & Social Psychology*, 76, 246-257.

Carr, M., Jessup, D. L., & Fuller, D. (1999). Gender differences in first grade mathematics strategy use: Parent and teacher contributions. *Journal for Research in Mathematics Education*, 30, 20-46.

- Casey, M. B., Nuttall, R., L., & Pezaris, E. (1999). Evidence in support of a model that predicts how biological and environmental factors interact to influence spatial skills. *Developmental Psychology*, 35, 1237-1247.
- Cole, K. A., Coffey, J., & Goldman, S. (1999). Using assessments to improve equity in mathematics. *Educational Leadership*, 56, 56-58.
- Dimitrov, D. M. (1999). Gender differences in science achievement: Differential effect of ability, response format, and strands of learning outcomes. *School Science and Mathematics*, 99, 445-450.
- Farmer, H. S. (1999). Antecedent factors differentiating women and men in science/nonscience careers. *Psychology of Women Quarterly*, 23(4), 763-780.
- Garner, M., & Engelhard, G. (1999). Gender differences in performance on multiple-choice and constructed response mathematics items. *Applied Measurement in Education*, 12, 29-51.
- Greene, B. A., DeBacker, T. K., Ravindran, B., & Krows, A. J. (1999). Goals, values, and beliefs as predictors of achievement and effort in high school mathematics classes. *Sex Roles*, 40, 421-458.
- Hall, C. W, Davis, N. B., Bolen, L. M., & Chia, R. (1999). Gender and Racial Differences in Mathematical Performance. *Journal of Social Psychology*, 139(6), 677.
- Joyce, B. A., & Farenga, S. J. (1999). Informal science experience, attitudes, future interest in science, and gender of high-ability students: An exploratory study. *School Science and Mathematics*, 99, 431-437.
- Ma, X. (1999). A meta-analysis of the relationship between anxiety toward mathematics and achievement in mathematics. *Journal for Research in Mathematics Education*, 30, 520-541.
- Malpass, J. R., O'Neil, H. F., & Hocevar, D. (1999). Self-regulation, goal orientation, self-efficacy, worry and high-stakes math achievement for mathematically gifted high school students. *Roeper Review*, 21, 281-288.
- Murray, M. (1999). Mathematically rich, equitable game software. *Mathematics Teaching in the Middle School*, 5, 180-186.
- O'Brien, V., Martinez-Pons, M., & Kopala, M. (1999). Mathematics self-efficacy, ethnic identity, gender, and career interests related to mathematics and science. *Journal of Educational Research*, 92, 231-235.
- Pajares, F., & Graham, L. (1999). Self-efficacy, motivation constructs, and mathematics performance of entering middle school students. *Contemporary Educational Psychology*, 24, 124-139.
- Parker, K. (1999). The impact of the textbook on girls' perception of mathematics. *Mathematics in School*, 28, 2-4.

Rebhorn, L. S. (1999). High-stakes testing: Barriers to gifted girls in mathematics and science? *School Science and Mathematics*, 99, 313-319.

Royer, J. M., Tronsky, L. N., Chan, Y., Jackson, S. J., & Marchant, H. (1999). Math-fact retrieval and the cognitive mechanism underlying gender differences in math test performance. *Contemporary Educational Psychology*, 24, 181-266.

Sanders, J. S. (1999). Close the gap for girls in math-related careers. *The Education Digest*, 65, 47-49.

Spencer, S. J., Steele, C. M., & Quinn, D. M. (1999). Stereotype threat and women's math performance. *Journal of Experimental Social Psychology*, 35, 4-28.

Volpe, B. J. (1999). A girls' math olympiad team. *Mathematics Teaching in the Middle School*, 4(5), 290-293.

Walsh, M., Hickey, L., & Duffy, J. (1999). Influence of item content and stereotype situation on gender differences in mathematical problem solving. *Sex Roles*, 41, 219.

Wigfield, A. (1999). Does math-fact retrieval explain sex differences in mathematical test performance? A commentary. *Contemporary Educational Psychology*, 24, 275-285.

## **1998**

Adams, T. L. (1998). Pulling the plug on gender-related differences in mathematics. *Preventing School Failure*, 42, 176-180.

Atweh, B., Bleicher, R. E., & Cooper, T. J. (1998). The construction of social context of mathematics classrooms; A sociolinguistics analysis. *Journal for Research in Mathematics Education*, 29, 63-82.

Davenport, E. C., Davison, M. L., Kuang, H., Ding, S., Kim, S., & Kwak, N. (1998). High school mathematics course taking by gender and ethnicity. *American Educational Research Journal*, 35, 497-514.

DeMars, C. E. (1998). Gender differences in mathematics and science on a high school proficiency exam: The role of response format. *Applied Measurement in Education*, 11, 279-299.

Fennema, E., Carpenter, T. P., Jacobs, V. R., Franke, M. L., & Levi, L. (1998). A longitudinal study of gender differences in young children's mathematical thinking. *Educational Researcher*, 27(5), 6-11.

Karp, K. S. (1998). Feisty females: using children's literature with strong female characters. *Teaching Children Mathematics*, 5(2), 88-94.

Mael, F. A. (1998). Single-sex and coeducational schooling: Relationships to socioemotional and academic development. *Review of Educational Research*, 68, 101-129.

Marsh, H. W. (1998). Longitudinal structural equation models of academic self-concept and achievement: Gender differences in the development of math and English constructs. *American Educational Research Journal*, 35, 705-738.

Owens, E. W., & Waxman, H. C. (1998). Sex and ethnic-related differences among high school students' technology use in science and mathematics. *International Journal of Instructional Media*, 25, 43-54.

Park, H., Bauer, S. C., & Sullivan, L. M. (1998). Gender differences among top performing elementary school students in mathematical ability. *Journal of Research & Development in Education*, 31, 133-141.

Rohrer, J. C. (1998). The Lake Tahoe Watershed Project: a summer program for female middle school students in math and science. *Roeper Review*, 20, 288-290.

Williams, J. E. (1998). Self-concept performance convergence; An exploration of patterns among high-achieving adolescents. *Journal for the Education of the Gifted*, 21, 415-422.

Zettle, R. D., & Houghton, L. L. (1998). The relationship between mathematics anxiety and social desirability as a function of gender. *College Student Journal*, 32, 81-86.

## **1997**

Boekaerts, M. (1997). Capacity, inclination, and sensitivity for mathematics. *Anxiety, Stress & Coping: An International Journal*, 10, 5-33.

Campbell, P. B., & Sanders, J. (1997). Uninformed but interested: Findings of a national survey on gender equity in preservice teacher education. *Journal of Teacher Education*, 48(1), 69-75.

Carr, M., & Jessup, D. L. (1997). Gender differences in first-grade mathematics strategy use: An application of confirmatory factor analysis with miniscales. *Journal of Educational Psychology*, 89, 318-328.

Casey, M. B., Nuttall, R. L., & Pezaris, E. (1997). Mediators of gender differences in mathematics college entrance test scores: A comparison of spatial skills with internalized beliefs and anxieties. *Developmental Psychology*, 33, 669-680.

Chappell, K. K. (1997). Investigating the impact of elements in educational mathematics software on girls' attitudes. *Journal of Educational Computing Research*. 17(2), 119-133.

Fan, X., Chen, M., & Matsumoto, A. R. (1997). Gender differences in mathematics achievement: Findings from the National Education Longitudinal Study of 1988. *Journal of Experimental Education*, 65, 229-242.

Fraiman, S. (1997). On Learning and Teaching: Feminist Pedagogy, Interdisciplinary Praxis, and Science Education: [Part 3 of 3]. *NWSA Journal* 9, no. 1, 68+.

Hopkins, K. B., McGillicuddy-De Lisi, A. V., & De Lisi, R. (1997). Student gender and teaching methods as sources of variability in children's computational arithmetic performance. *Journal of Genetic Psychology*, 158(3), 333-345.

Ma, X., & Kishor, N. (1997). Assessing the relationship between attitudes toward mathematics and achievement in mathematics: A meta-analysis. *Journal for Research in Mathematics Education*, 28, 26-47.

Streitmatter, J. (1997). An exploratory study of risk-taking and attitudes in a girls-only middle school math class. *Elementary School Journal*, 1, 15-26.

Tate, W. F. (1997). Race-ethnicity, SES, gender, and language proficiency trends in mathematics achievement: An update. *Journal for Research in Mathematics Education*, 28(6), 652-679.

VanLeuvan, P. (1997). Young women experience mathematics at work in the health professions. *Mathematics Teaching in the Middle School*, 3, 198-206.

Young, A. J. (1997). I think, therefore I'm motivated: The relations among cognitive strategy use, motivational orientation and classroom perceptions over time. *Learning & Individual Differences*, 9, 249-283.

## **1996**

Casey, M. B. (1996). Understanding individual differences in spatial ability within females: A nature/nurture interactionist framework. *Developmental Review*, 16, 241-260.

Casey, M. B. (1996). A reply to Halpern's commentary: Theory-driven methods for classifying groups can reveal individual differences in spatial ability within females. *Developmental Review*, 16, 271- 283.

Colangelo, N., Assouline, S. G., Cole, V., Cutrona, C., & Maxey, J. E. (1996). Exceptional academic performance: Perfect scores on the PLAN. *Gifted Child Quarterly*, 40, 102-110.

Fouad, N. A., & Smith, P. L. (1996). A test of a social cognitive model for middle school students: Math and science. *Journal of Counseling Psychology*, 43, 338-346.

Geary, D. C. (1996). Sexual selection and sex differences in mathematical abilities. *Behavioral and Brain Sciences*, 19, 229-284.

Geary, D. C., Bow-Thomas, C. C., Fan, L., & Siegler, R. S. (1996). Development of arithmetical competencies in Chinese and American children: Influences of age, language, and schooling. *Child Development*, 67, 2022-2044.

Gilbert, M. C. (1996). Attributional patterns and perceptions of math and science among fifth-grade through seventh-grade girls and boys. *Sex Roles*, 35, 489-506.

Halpern, D. F. (1996). Sex, brains, hands, and spatial cognition. *Developmental Review*, 16, 261-270.

Meece, J., & Jones, G. (1996). Girls in mathematics and science: Constructivism as a feminist perspective. *High School Journal*, 79, 242-248.

Plucker, J. A. (1996). Secondary science and mathematics teachers and gender equity: Attitudes and attempted interventions. *Journal of Research in Science Teaching*, 33, 737-751.

Ramos, I. (1996). The role of attribution and significant others in gender differences in mathematics. *Initiatives*, 58, 21-27.

Relich, J. (1996). Gender, self-concept and teachers of mathematics: Effects on attitudes to teaching and learning. *Educational Studies in Mathematics*, 30, 179-195.

Robinson, N. M., Abbott, R. D., Berninger, V. W., & Busse, J. (1996). The structure of abilities in math-precocious young children: Gender similarities and differences. *Journal of Educational Psychology*, 88, 341-352.

Saccuzzo, D. P., Craig, A. S., Johnson, N. E., & Larson, G. E. (1996). Gender differences in dynamic spatial abilities. *Personality and Individual Differences*, 21, 599-607.

Seegers, G., & Boekaerts, M. (1996). Gender-related differences in self-referenced cognitions in relation to mathematics. *Journal of Research in Mathematics Education*, 27(2), 215-240.

Taylor, P. J., Leder, G. C., Pollard, G. H., & Atkins, W. J. (1996). Gender differences in mathematics: Trends in performance. *Psychological Reports*, 78, 3-17.

Updegraff, K. A., McHale, S. M., & Crouter, A. C. (1996). Gender roles in marriage: What do they mean for girls' and boys' school achievement? *Journal of Youth & Adolescence*, 25, 73-88.

Voyer, D. (1996). The relation between mathematical achievement and gender differences in spatial abilities: A suppression effect. *Journal of Educational Psychology*, 88, 563-571.

## **ERIC Documents**

Prepared by Dawn Leigh Anderson

### **1999**

Blair, H., & Sanford, K. (1999). Single-Sex Classrooms: A Place for Transformation of Policy and Practice. (ERIC Document Reproduction Service No. ED433285).

Craig, D. V. (1999). A League of Their Own: Gender, Technology, and Instructional Practices. (ERIC Document Reproduction Service No. ED432987).

Dimitrov, D. M. (1999). Mathematics and Science Achievement Profiles by Gender, Race, Ability, and Type of Item Response. (ERIC Document Reproduction Service No. ED431788).

Fierros, E. G. (1999). Examining Gender Differences in Mathematics Achievement on the Third International Mathematics and Science Study. (ERIC Document Reproduction Service No. ED431602).

Gadalla, T. (1999). A Comparison of the Factor Structure of Boys' and Girls' Responses to the TIMSS Mathematics Attitude Questionnaire. (ERIC Document Reproduction Service No. ED432595).

Gilson, J. E. (1999). Single-Gender Education versus Coeducation for Girls: A Study of Mathematics Achievement and Attitudes toward Mathematics of Middle-School Students. (ERIC Document Reproduction Service No. ED430011).

Governali, J. (1999). Sex-Role Biases at the Elementary School Level in Mathematics and the Sciences. (ERIC Document Reproduction Service No. ED431522).

Hammrich, P. L., Richardson, G. M., & Livingston, B. (1999). The Sisters in Science Program: Teachers Reflective Dialogue on Confronting the Gender Gap. (ERIC Document Reproduction Service No. ED429825).

Hong, E. (1999). Effects of Gender, Math Ability, Trait Test Anxiety, Statistics Course Anxiety, Statistics Achievement, and Perceived Test Difficulty on State Test Anxiety. (ERIC Document Reproduction Service No. ED432599).

Noble, J., Davenport, M., Schiel, J., & Pommerich, M. (1999). High School Academic and Noncognitive Variables Related to the ACT Scores of Racial/Ethnic and Gender Groups. (ERIC Document Reproduction Service No. ED435669).

Porter, R. C. (1999). Gender Differences in Mathematics Performance. (ERIC Document Reproduction Service No. ED429818).

Sproul, K. (1999). Women and Equality: A California Review of Women's Equity Issues in Civil Rights, Education and the Workplace. (ERIC Document Reproduction Service No. ED437310).

Webster, B. J., Young, D. J., & Fisher, D. L. (1999). Gender and Socioeconomic Equity in Mathematics and Science Education: A Comparative Study. (ERIC Document Reproduction Service No. ED431601).

Zhang, L., Wilson, L., & Manon, J. (1999). An Analysis of Gender Differences on Performance Assessment in Mathematics--A Follow-Up Study. (ERIC Document Reproduction Service No. ED431791).

## **1998**

Austin, S. S. (1998). Transactional Writing: Empowering Women and Girls to Win at Mathematics. (ERIC Document Reproduction Service No. ED415943).

Burger, C. J., & Sandy, M. L. (1998). A Guide to Gender Fair Education in Science and Mathematics. (ERIC Document Reproduction Service No. ED429838).

Dollison, R. A. (1998). A Comparison of the Effect of Single-Sex and Coeducational Schooling Arrangements on the Self-Esteem and Mathematics Achievement of Adolescent Females. (ERIC Document Reproduction Service No. ED422188).

Etsey, Y. K., & Snetzler, S. (1998). A Meta-Analysis of Gender Differences in Student Attitudes toward Mathematics. (ERIC Document Reproduction Service No. ED435543).

Keyes, M. C., Kusimo, P. S., & Carter, C. C. (1998). Advocacy Networks for Girls' Education in a Rural and an Urban Community. (ERIC Document Reproduction Service No. ED436316).

Klebosits, P., & Perrone, B. (1998). Increasing Student Academic Achievement through the Use of Single and Mixed Gender Cooperative Grouping Patterns. (ERIC Document Reproduction Service No. ED436358).

Kleinfeld, J. (1998). The Myth That Schools Shortchange Girls: Social Science in the Service of Deception. (ERIC Document Reproduction Service No. ED423210).

McLure, G. T., Boatwright, M., McClanahan, R., & McLure, J. W. (1998). Trends in High School Mathematics Course Taking and Achievement by Gender, Race/Ethnicity, and Class, 1987-1997. (ERIC Document Reproduction Service No. ED423333).

Narahara, M. (1998). The Effects of School Entry Age and Gender on Reading and Math Achievement Scores of Second Grade Students. (ERIC Document Reproduction Service No. ED421233).

Ruben, T. (1998). A Comparison between Male and Female Mathematics Anxiety at a Community College. (ERIC Document Reproduction Service No. ED432349).

Seitsinger, A. M., Barboza, H. C., & Hird, A. (1998). Single-Sex Mathematics Instruction in an Urban Independent School. (ERIC Document Reproduction Service No. ED421342).

Spatig, L., Parrott, L., Carter, C., Kusimo, P., & Keyes, M. (1998). *We Roll Deep: Appalachian Girls Fight for Their Lives*. (ERIC Document Reproduction Service No. ED435517).

Wilson, L. D., & Zhang, L. (1998). *A Cognitive Analysis of Gender Differences on Constructed-Response and Multiple-Choice Assessments in Mathematics*. (ERIC Document Reproduction Service No. ED420721).

## **1997**

American Association of University Women. (1997). *Gender and Race on the Campus and in the School: Beyond Affirmative Action*. Proceedings of the AAUW College/University Symposium (3rd, Anaheim, California, June 19-21, 1997). (ERIC Document Reproduction Service No. ED414866).

Bae, Y., & Smith, T. M. (1997). *Women in Mathematics and Science*. Findings from "The Condition of Education, 1997." (ERIC Document Reproduction Service No. ED412137).

Carter, C. S. (1997). *The Stuff That Dreams Are Made of: Culture, Ethnicity, Class, Place, and Adolescent Appalachian Girls' Sense of Self*. (ERIC Document Reproduction Service No. ED407206).

Chapman, A. (1997). *A Great Balancing Act: Equitable Education for Girls and Boys*. (ERIC Document Reproduction Service No. ED412155).

Cole, N. S. (1997). *The ETS Gender Study: How Females and Males Perform in Educational Settings*. (ERIC Document Reproduction Service No. ED424337).

DeMars, C. (1997). *Physics or Biology? Geometry or Algebra? Gender and Content Area Interactions on a High School Proficiency Test*. (ERIC Document Reproduction Service No. ED406214).

Freeman, M. (1997). *Math and Science on a Personal Level*. (ERIC Document Reproduction Service No. ED415936).

Goodell, J. E., & Parker, L. H. (1997). *Operationalizing Equity through School Reform in Mathematics*. (ERIC Document Reproduction Service No. ED408168).

Hammrich, P. L. (1997). *Confronting the Gender Gap in Science and Mathematics: The Sisters in Science Program*. (ERIC Document Reproduction Service No. ED406167).

Hanson, K. (1997). *Gender, "Discourse," and Technology*. Center for Equity and Diversity Working Paper 5. (ERIC Document Reproduction Service No. ED418913).

Harker, R., & Nash, R. (1997). *School Type and the Education of Girls: Co-ed or Girls Only?* (ERIC Document Reproduction Service No. ED410633).

Kusimo, P. S. (1997). *Sleeping Beauty Redefined: African American Girls in Transition*. (ERIC Document Reproduction Service No. ED407207).

Moses, M. S., & et al. (1997). The Pipeline and Student Perceptions of Schooling: Good News and Bad News. (ERIC Document Reproduction Service No. ED408254).

Murphy, D. S., & Sullivan, K. (1997). Connecting Adolescent Girls of Color and Math/Science Interventions. (ERIC Document Reproduction Service No. ED410106).

National Coalition for Women and Girls in Education. (1997). Title IX at 25: Report Card on Gender Equity. (ERIC Document Reproduction Service No. ED408693).

Sanders, J. (1997). Teacher Education and Gender Equity. ERIC Digest. (ERIC Document Reproduction Service No. ED408277).

Stanley, J. C., & Stumpf, H. (1997). Gender Differences, Especially on Fifty College Board Achievement Tests. (ERIC Document Reproduction Service No. ED409381).

Telese, J. A. (1997). Hispanic Students' Attitudes toward Mathematics and Their Classroom Experience. (ERIC Document Reproduction Service No. ED407256).

Windham, P. (1997). Gender Bias. (ERIC Document Reproduction Service No. ED413935).

Yang, W. L. (1997). Validity Issues in Cross-national Relational Analyses: A Meta-Analytic Approach to Perceived Gender Differences on Mathematics Learning. (ERIC Document Reproduction Service No. ED409331).

## **1996**

Arnold, C. L. (1996). Using HLM To Investigate Instructor Grade Variability and Differences by Gender and Race-Ethnicity in Ethnically-Diverse Community College Math Courses. (ERIC Document Reproduction Service No. ED402983).

Burton, L. D. (1996). Focusing on Equity in an Elementary Mathematics Methods Course. (ERIC Document Reproduction Service No. ED402185).

Campbell, P. B., & Storo, J. N. (1996). Girls Are...Boys Are... Myths, Stereotypes, and Gender Differences. Math and Science for the Coed Classroom. (ERIC Document Reproduction Service No. ED409250).

Campbell, P. B., & Storo, J. N. (1996). Teacher Strategies That Work for Girls and Boys. Math and Science for the Coed Classroom. (ERIC Document Reproduction Service No. ED409248).

Campbell, P. B., & Storo, J. N. (1996). Whose Responsibility Is It? The Role of Administrators and Counselors. Math and Science for the Coed Classroom. (ERIC Document Reproduction Service No. ED409249).

Campbell, P. B., & Storo, J. N. (1996). Why Me? Why My Classroom? Equity in Coed Math and Science Classes. Math and Science for the Coed Classroom. (ERIC Document Reproduction Service No. ED409247).

Davis, C., & et al. (1996). The Equity Education. Fostering the Advancement of Women in the Sciences, Mathematics, and Engineering. (ERIC Document Reproduction Service No. ED394488).

Goel, V., & Burton, L. (Eds.) (1996). Mathematics as a Barrier to the Learning of Science and Technology by Girls. Report of a Conference, (Ahmedabad, India, January 11-12, 1996). (ERIC Document Reproduction Service No. ED417943).

Hagedorn, L. S., & et al. (1996). Factors Leading to Gains in Mathematics during the First Year of College: An Analysis by Gender and Ethnicity. (ERIC Document Reproduction Service No. ED402197).

McLure, G. T., Boatwright, M., McClanahan, R., & McLure, J. W. (1998). Trends in High School Mathematics Course Taking and Achievement by Gender, Race/Ethnicity, and Class, 1987-1997. (ERIC Document Reproduction Service No. ED423333).

Park, H., & Norton, S. M. (1996). Gender Differences of Gifted and Talented Students on Mathematics Performance. (ERIC Document Reproduction Service No. ED404161).

Ryan, K. E., & Chiu, S. (1996). Detecting DIF on Mathematics Items: The Case for Gender and Calculator Sensitivity. (ERIC Document Reproduction Service No. ED395998).

Sanders, J. (1996). Institutionalizing Gender Equity in Teacher Education. (ERIC Document Reproduction Service No. ED392779).

Signer, B., & et al. (1996). A Study of the Interaction of Ethnicity, Math Achievement, Socioeconomic Status, and Gender on Math Attitudes of High School Students. (ERIC Document Reproduction Service No. ED400302).

Simich-Dudgeon, C. (1996). Ethnicity, Gender, Attitudes and Mathematics Achievement: The 1992 NAEP Trial State Assessment. (ERIC Document Reproduction Service No. ED414175).

## **Papers Presented**

Prepared by Judy Werner

### **2000**

Boaler, J. (2000, August). So girls don't really understand mathematics: Dangerous dichotomies in gender research. Paper presented at the International Congress on Mathematics Education, Japan.

International Organization of Women and Mathematics Education (2000, August). "IOWME Sessions in ICME 9" Draft papers. A report by the National Institute for Educational Research of "Curriculum development based on the perspective of gender in mathematics education" Presented at the 9th International Congress on Mathematical Education, Makuhari, Tokyo, Japan.

### **1999**

Carr, M., & Davis, H. A. (1999, April). "Gender differences in mathematics strategy use as a function of skill", Presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, New Mexico.

Davis, H. A., & Carr, M. (1999, April). "Temperament and gender differences in mathematics strategy use", Presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, New Mexico.

Casey, M. B., Nuttall, R. R., & Pezaris, E. (1999). "Spatial-mechanical skills as mediators of gender differences on eighth grade math subtests: Items selected from the third international mathematics science study", Paper presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.

### **1998**

Seymour, E. (1998). "The Role of Socialization in Shaping the Career-Related Choices of Undergraduate Women in Science, Mathematics, and Engineering Majors." Paper presented at the conference of Women and Science Engineering, New York, NY.

### **1997**

Keast, S. (1997). "Teaching Mathematics for girls and boys through single-sex classes." Paper presented at the biennial conference of the Australian Association of Mathematics Teachers, Melbourne, Australia.

Mazzocco, M. M. M. (1997). "A Process Approach to Describing Mathematics Difficulties in Girls with Turner Syndrome." Paper presented at the annual meeting of the National Cooperative Growth Study Investigator, New York, NY.

Van der Heuvel-Panhuizen, M. (1997). "How Equally Suited is Realistic Mathematics Education for Boys and Girls?" Paper presented at the annual conference of the International Group for the Psychology of Mathematics Education, Lahti, Finland.

## 1996

Becker, J. R. (1996). "Research on Gender and Mathematics in the USA: Accomplishments and Greater Challenges." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Berge, L. (1996). "Norwegian Co-Education – What is the Problem?" Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Boaler, J. (1996). "Nineties Girls Challenge Eighties Stereotypes: Updating Gender Perspectives." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Brew, C., Pearn, C., Leder, G., & Bishop, A. (1996). "Big Fish Resizing Themselves in the School Pond: Why do Girls Under-Rate their Ability?" Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Coupland, M., & Wood, L. (1996) "What Happens when the Girls Beat the Boys?" Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Ernest, P. (1996). "Images of Mathematics, Values, and Gender: A Philosophical Perspective." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Forbes, S. D., Clark, M. J., Blithe, T. M., & Chamberlain, M. C. (1996). "The Continuing Need to Monitor Gender Differences." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Forgasz, H. J. (1996). "The "Male Domain" of High School and Tertiary Mathematics Learning Environments." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Johnston, B. (1996). "Mess and Order – Spotlight on Time." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Kimbell, J., Shafroth, C., & Sloan, P. (1996). "Mathematics Mentoring Program: A Bridge to High School." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Knijnik, G. (1996). "Exclusion and Resistance in Brazilian Struggle for Land: (Underprivileged) Women and Mathematics Education." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Leder, G. C., & Forgasz, H. J. (1996). "Single-Sex Groupings for Mathematics: An Equitable Solution?" Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

McMurphy-Pilkington, C. (1996). "Positioning of Maori Women and Mathematics: Constructed as Non-Doers." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Mukhopadhyay, S. (1996). "When Barbie Goes to Classrooms: Mathematics in Creating a Social Discourse." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Rosamond, F. (1996). "Our Voices: Using Skits and Equity and Diversity for Initiating Institutional and Personal Change." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Seliktar, M., & Malik, L. P. (1996). "A Study of Gender Differences and Math-Related Career Choices among University Students." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Singh, S. (1996). "Women's Perceptions and Experiences of Mathematics." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Solar, C. (1996). "Intervention Programs for Women and Minorities: An International Perspective." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Sukthankar, N. (1996). "Influences of Parents, Family, and Environment on Attitudes of Teachers and Pupils in Papua New Guinea." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Van den Heuvel-Panhuizen, M. (1996). "On the Search for Features of Mathematics Education that are Important for Girls." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Willis, S. (1996). "Perspectives on Social Justice, Disadvantage, and the Mathematics Curriculum." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Willis, S., & Johnston, J. (1996). "Is it Possible to Base Systemic Curriculum Reform on Principles of Social Justice?" Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

Zevenbergen, R. (1996). "Gender, Media, and Conservative Politics." Paper presented at the conference of the International Organisation of Women and Mathematics Education, Seville, Spain.

## **Books, Booklets, and Dissertations**

Prepared by Peter Kloosterman & Elizabeth Yanik

### **2000**

Murray, M. A. M. (2000). *Women Becoming Mathematicians: Creating a Professional Identity in Post-World War II America*. Cambridge, MA: MIT Press.

Secada, W. G. (Ed.), (2000). *Changing the Faces of Mathematics: Perspectives on Multiculturalism and Gender Equity*. Reston, VA: National Council of Teachers of Mathematics.

Wyatt, V. (2000). *The Math Book for Girls and Other Beings Who Count*. Niagara Falls, NY: Kids Can Press.

### **1999**

Lee, S. M. (Sep. 1999). Gender and achievement level differences in attributions for success and failure situations across subject areas. *Dissertation Abstracts International Section A: Humanities & Social Sciences*. 60(3A), 0647.

Yount, L. (1999). *A to Z of Women in Science and Mathematics*. New York: Facts on File.

### **1998**

Eisenhart, M. A., & Finkel, E. (1998). *Women's Science. Learning and Succeeding from the Margins*. Chicago: University of Chicago Press.

Furger, R. (1998). *Does Jane Compute? Preserving Our Daughters' Place in the Cyber Revolution*. New York: Warner Books.

Walkerdine, V. (1998). *Counting girls out: Girls and mathematics*. London: Falmer Press.

### **1997**

Ambrose, R. (1997). The complexity of teaching for gender equity. *NCTM Yearbook*, 236-242. Reston, VA.: The National Council of Teachers of Mathematics.

Bank, B. J. & Hall, P. M. (Eds.) (1997). *Gender, Equity, and Schooling. Policy and Practice*. Missouri Symposium on Research and Educational Policy, Volume 2. *Garland Reference Library of Social Science*, Volume 1143. Hamden, CT.: Garland Publishing Inc.

Boaler, J. (1997). *Experiencing school mathematics: Teaching styles, sex, and setting*. Buckingham, UK: Open University Press.

Cipriani-Sklar, R. (Apr. 1997). A quantitative and qualitative examination of the influence of the normative and perceived school environments of a coeducational public school vs. a single-sex Catholic school on ninth-grade girls' science self-concept and anxiety in the area of science education. *Dissertation Abstracts International Section A: Humanities & Social Sciences*. 57(10-A): 4312.

McCormick, M. E. (Mar. 1997). The influence of gender-role identity, mathematics self-efficacy, and outcome expectations on the math and science-related career interests of gifted adolescent girls. *Dissertation Abstracts International Section A: Humanities & Social Sciences*. 57(9-A): 3812.

McFarland, S. M. (1997). *Girls: Math, Science, and Technology. A Handbook for K-12 Teachers and Parents*. Stanton, MI: Life Enriched Seminars.

Sandholtz, J. H. (1997). *Teaching With Technology: Creating Student-Centered Classrooms Teachers*. New York: College Press.

Skolnick, J., Langbort, C., & Day, L. (1997). *How to Encourage Girls in Math and Science*. White Plains, NY: Dale Seymour Publications.

Trentacosta, J., & Kenney, M. J. (Eds.) (1997). *Multicultural and Gender Equity in the Mathematics Classroom: The Gift of Diversity*. Reston, VA: National Council of Teachers of Mathematics.

Willingham, W. W., & Cole, L. S. (1997). *Gender and fair assessment*. Mahweh, NJ: Erlbaum.

## **1996**

Murphy, P. F., & Gipps, C. V, (Eds.) (1996). *Equity in the Classroom: Towards Effective Pedagogy for Girls and Boys*. Washington: Taylor & Francis.

**See also Historical Women in Mathematics and Science**

## Chapters/Articles in Books

Prepared by Peter Kloosterman

### 2001

Bidwell, J. & Clason, R. (2001). Maria Montessori. In Grinstein, L. S. & Lipsey, S. I. (Eds.), *Encyclopedia of Mathematics Education* (pp. 485-486). New York: Routledge-Falmer.

\_\_\_\_\_. (2001). Catherine Stein. In Grinstein, L. S. & Lipsey, S. I. (Eds.), *Encyclopedia of Mathematics Education* (p. 692). New York: Routledge-Falmer.

Bruner, R. R. (2001). Women and Mathematics Education (WME). In Grinstein, L. S. & Lipsey, S. I. (Eds.), *Encyclopedia of Mathematics Education* (p. 832). New York: Routledge-Falmer.

Gray, M. (2001). Sophie Germain. In Grinstein, L. S. & Lipsey, S. I. (Eds.), *Encyclopedia of Mathematics Education* (p. 281). New York: Routledge-Falmer.

\_\_\_\_\_. (2001). Sofia Kovalevskaja. In Grinstein, L. S. & Lipsey, S. I. (Eds.), *Encyclopedia of Mathematics Education* (p. 386). New York: Routledge-Falmer.

\_\_\_\_\_. (2001). Emmy Noether. In Grinstein, L. S. & Lipsey, S. I. (Eds.), *Encyclopedia of Mathematics Education* (pp. 504-505). New York: Routledge-Falmer.

\_\_\_\_\_. (2001). Women and Mathematics, History. In Grinstein, L. S. & Lipsey, S. I. (Eds.), *Encyclopedia of Mathematics Education* (pp. 821-824). New York: Routledge-Falmer.

Green, J. (2001). Association for Women in Mathematics (AWM). In Grinstein, L. S. & Lipsey, S. I. (Eds.), *Encyclopedia of Mathematics Education* (p. 56). New York: Routledge-Falmer.

Jacobs, J. (2001). Women and Mathematics, Problems. In Grinstein, L. S. & Lipsey, S. I. (Eds.), *Encyclopedia of Mathematics Education* (pp. 827-832). New York: Routledge-Falmer.

Leder, G. (2001). Women in Mathematics, International Comparisons of Career and Educational Problems. In Grinstein, L. S. & Lipsey, S. I. (Eds.), *Encyclopedia of Mathematics Education* (pp. 824-827). New York: Routledge-Falmer.

Perl, T. (2001). Ladies' Diary. In Grinstein, L. S. & Lipsey, S. I. (Eds.), *Encyclopedia of Mathematics Education* (p. 387). New York: Routledge-Falmer.

### 2000

Damarin, S. K. (2000). Equity, experience, and abstraction: Old issues, new considerations. In Secada, Walter G. (Ed.), *Changing the Faces of Mathematics: Perspectives on Multiculturalism and Gender Equity* (pp. 75-83). Reston, VA: National Council of Teachers of Mathematics.

Damarin looks at the traditional equity issue of equal inputs vs. equal outcomes in terms of situated knowledge and also considers abstraction as a gender issue. Suggestions include teaching

mathematics within experiential situations and providing experiential validity to mathematical procedures.

Kitchen, R. S., & Lear, J. M. (2000). *Mathematizing Barbie: Using measurement as a means for girls to analyze their sense of body image*. In Secada, Walter G. (Ed.), *Changing the Faces of Mathematics: Perspectives on Multiculturalism and Gender Equity* (pp. 67-73). Reston, VA: National Council of Teachers of Mathematics.

A project in which fourth and fifth grade Latina girls investigate the body proportions of Barbie dolls is described. Samples of student work are provided with focus on how unrealistic Barbie's measurements are.

## **1999**

Catsambis, S. (1999). *The path to math: Gender and racial-ethnic differences in mathematics participation from middle school to high school*. In L. A. Peplau and S. C. DeBro (Eds.), *Gender, culture, and ethnicity: Current research about women and men* (pp. 102-120). Mountain View: Mayfield Publishing Co.

## **1998**

Fagot, B. I. & Leve, L. (1998). *Gender identity and play*. In D. P. Fromberg & D. Bergen (Eds.), *Play from birth to twelve and beyond* (pp. 178-192). New York: Garland.

Honig, A. S. (1998). *Sociocultural influences on gender-role behaviors in play*. In D. P. Fromberg & D. Bergen (Eds.), *Play from birth to twelve and beyond* (pp. 338-347). New York: Garland.

Ramsey, P. G. (1998). *Diversity an play: Influences of race, culture, class and gender*. In D. P. Fromberg & D. Bergen (Eds.), *Play from birth to twelve and beyond* (pp. 23-34). New York: Garland.

Silver, E. A., Strutchens, M. E., & Zawojewski, J. S. (1997). *NAEP findings regarding race/ethnicity and gender: Affective issues, Mathematics performance, and instructional content*. In P. A. Kenney and E. A. Silver (Eds.), *Results from the Sixth Mathematics Assessment of the National Assessment of Educational Progress* (pp. 33-59). Reston, VA: National Council of Teachers of Mathematics.

This chapter summarizes by race/ethnicity and gender the 1996 NAEP data on mathematics learning and attitudes. Trends that have emerged in relation to previous NAEPs are also discussed.

Yelland, N. (1998). *Making sense of gender issues in mathematics and technology*. In N. Yelland (Ed.), *Gender in early childhood* (pp. 249-273). New York:Routledge.

## **1997**

Benbow, C. P., Lubinski, D., & Hyde, J. S. (1997). *Mathematics: Is biology the cause of gender differences in performance?* In M. Roth (Ed.) *Women, men and gender: Ongoing debates* (pp. 271-287). New Haven:Yale University Press.

Farmer, H. S. (1997). Gender differences in career development. In H. S. Famer (Ed), *Diversity & women's career development: From adolescence to adulthood* (pp. 127-158). Thousand Oaks: Sage Publications, Inc.

Hyde, J. S., & McKinley, M. M. (1997). Gender differences in cognition: Results from meta-analyses. In P. J. Caplan & M. Crawford (Eds.), *Counterpoints: Cognition, memory, and language* (pp. 30-51). New York, NY: Oxford University Press.

Jacobs, J. E., & Becker, J. R. (1997). Creating a gender-equitable multicultural classroom using feminist pedagogy. In Trentacosta, J., & Kenney, M. J. (Eds.), *Multicultural and Gender Equity in the Mathematics Classroom: The Gift of Diversity* (pp. 107-114). Reston, VA: National Council of Teachers of Mathematics.

This chapter provides a brief description of learning styles as described in the book *Women's Ways of Knowing* and then provides examples of how the classroom teacher can develop mathematics tasks that are appropriate for these learning styles. Examples are focused at the middle and high school levels.

Koontz, T. (1997). Know thyself: The evolution of an intervention gender-equity program. In Trentacosta, J., & Kenney, M. J. (Eds.), *Multicultural and Gender Equity in the Mathematics Classroom: The Gift of Diversity* (pp. 186-194). Reston, VA: National Council of Teachers of Mathematics.

This chapter describes a year-long intervention program for sixth and seventh grade girls. Descriptions of mathematics activities used in the program and suggestions for developing similar programs are provided.

## **1996**

Kloosterman, P. (1996). Students' beliefs about knowing and learning mathematics: Implications for motivation. In M. Carr (Ed.), *Motivation in mathematics* (pp. 133-158). Cresskill: Hampton Press.

Plewis, I. (1996). Young children at school: Inequalities and the national curriculum. In B. Bernstein, & J. Brannen (Eds.), *Children, research and policy: Essays for Barbara Tizard* (136-148). Washington: Taylor & Francis.

## **Newspaper and Magazine Articles**

Prepared by Judy Werner

### **2000**

Jordan-Meldrum, J. & Coplan, T. L. (2000). Teacher Fellowships Close the Gender Gap. *enc focus*, 7(4): 20-22.

Lipsev, S. (2000). Florence Nightingale 1820-1910. *Amstat News*, #279, pp. 6-7. Special Issue Reprint from the Newsletter of the Association for Women in Mathematics, 23(4) (July-August 1993): 11-12.

Perez, C. (2000). Equity in the Standards-Based Elementary Mathematics Classroom. *enc focus*, 7(4): 28-31.

Roth-Vinson, C. (2000). CyberSisters Jumpstart Girls' Interest in Math, Science, and Technology. *enc focus*, 7(4), 23-27.

Selingo, J. (2000). Science-Oriented Campuses Strive to Attract More Women. *Chronicle of Higher Education*, XLIV:24, 1998, A53. [online] <http://newfirstsearch.oclc.org>

Stinnett, S. (2000, Sept.) Gertrude Cox 1900-1993. *Amstat News*, #279. Special Issue. Reprinted from *The American Statistician*, May 1990, 44(2): 10-11.

Toole, B. A. (2000, Sept.). Ada Byron, Lady Lovelace 1815-1852. *Amstat News*, #279, pp. 8-9. Special Issue.

### **1999**

Hafner, K. (1999, April 9). "Girls Soak Up Technology in Schools of Their Own." *The New York Times*, pp. 7:1.

Mooney, T. (1999, April 9). "Why girls seem smarter." *The Times* (London).

Mueller, M. B. (1999, March 29). "Conference Educates Girls On Gates Opened by Math, Science Studies; Professional Women Share Insights on Career Preparation." *St. Louis Post-Dispatch*, pp. 6.

### **1998**

Arenson, K. W. (1998, January 14). "A Revamped Student Test Reduces the Gap Between Sexes." *The New York Times*, B7:1.

Asimov, N. (1998, October 14). "Fewer Teen Girls Enrolling In Technology Classes." *The San Francisco Chronicle*, pp. A6.

Asimov, N. (1998, October 15). "El Cerrito Teacher Works to Close Science 'Gender Gap'; Girls are coached to do as well as boys." *The San Francisco Chronicle*, pp. A20.

Dobie, M. (1998, August 8). "How do boys learn best?: Boys' poor performance in school is fueling the debate over the best way to help them achieve." *The Gazette (Montreal)*, pp. H10.

Gamboa, F., & Payne, M. (1998, June 4). "Girls' aversion to science, math training now hurts high-tech world." *The Houston Chronicle*, pp. 2.

Gamboa, F., & Payne, M. (1998, July 4). "Opportunity abounds for women in sciences: The key may be getting girls interested when they're still young." *The Toronto Star*, pp. L2.

Hafner, K. (1998, June 4). "A New School for Girls Aims To Make High Tech Seem Cool." *The New York Times*, G3:3.

Mann, J. (1998, November 18). "Giving girls a push in high-tech direction." *The Washington Post*, pp. C26:1.

Ravitch, D. (1998, December 17). "Girls Are Beneficiaries of Gender Gap." *The Wall Street Journal*, pp. A22.

Swift, P. (1998, October 17). "A Challenge to Make Schools Work for Both Sexes." *The Buffalo News*, pp. 7B.

## **1997**

Applebome, P. (1997, May 7). "Gender gap in testing narrower than believed, study finds." *New York Times*, pp. A16.

Lander, G. H. (1997, July 17). "Females Have a Place in Space, NASA Engineer Says; Education: Girls in Special Math Program Encouraged by Woman who Helped Design Mars Pathfinder." *Los Angeles Times*, pp. 5.

Lehmann-Haupt, R. (1997, Oct.). *Girls School Seeks to Overcome Tech Gender Gap*, *Wired News*.

"On Girls, Boys and Mathematics." (1997, June 25). *Los Angeles*, pg. 2.

Scott, L. J. (1997, September 13). "Mathematics class is minus boys Blue Springs High School tests whether girls learn better on own." *The Kansas City Star*, pp. C1.

Steinberg, J. (1997, February 1). "Just girls, and that's fine with them." *New York Times*, pp. 21.

## **Reports, Bibliographies, and Monographs 2000**

AAUW Educational Foundation (2000). *Tech Savvy: Educating Girls in the New Computer Age*. Washington, DC: The Foundation.

## **1999**

Joannon-Bellows, F. J. (1999). *The Relationship between High School Mathematics Teachers' Leadership Behavior and Students' Mathematics Anxiety*. ERIC, Resources in Education.

Lal, B., Yoon, S., & Carlson, K. (1999). *How Large Is the Gap in Salaries of Male and Female Engineers? SRS Issue Brief*. National Science Foundation, 4201 Wilson Blvd., Suite 965, Arlington, VA 22230.

Olson, K. (1999). *Despite Increases, Women and Minorities Still Underrepresented in Undergraduate and Graduate S&E Education*. Division of Science Resources Studies Data Brief. National Science Foundation, Div. of Science Resources Studies, 4201 Wilson Blvd., Arlington, VA 22230-9966.

Rapoport, A. I. (1999). *Does the Educational Debt Burden of Science and Engineering Doctorates Differ by Race/Ethnicity and Sex? SRS Issue Brief*. National Science Foundation, 4201 Wilson Blvd., Suite 965, Arlington, VA 22230.

Salminen-Karlsson, M. (1999). *Bringing Women into Computer Engineering: Curriculum Reform Processes at Two Institutes of Technology*. Linkoping Studies in Education and Psychology Dissertations, No. 60. Linkoping Univ. , Sweden. : Dept. of Education and Psychology.

## **1998**

Adelman, C. (1998). *Women and Men of the Engineering Path: A Model for Analyses of Undergraduate Careers*. Madison, WI: National Inst. for Science Education.

Alaska State Dept. of Education (1998). *Created Equal: A Report on Gender Equity in Alaska Education -- Then and Now*. Juneau, Alaska: Alaska State Dept. of Education.

Burrelli, J. S. (1998). *Graduate Enrollment of Women and Minorities in Science and Engineering Continues To Rise*. National Science Foundation, Div. of Science Resources Studies, 4201 Wilson Blvd., Suite 965, Arlington, VA 22230.

Eisenhart, M., Finkel, E., Behm, L., Lawrence, N., & Touso, K. (1998). *Women's Science: Learning and Succeeding from the Margins*. University of Chicago Press, 5801 S. Ellis Avenue, Chicago, IL 60637.

Florida Education and Employment Council for Women and Girls (1998). *Registered Apprenticeships in Nontraditional Occupations for Florida's Women: Accessing Opportunities and Overcoming Barriers 1998 Annual Report*. Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.

## **1997**

Chapman, A. (1997). *A Great Balancing Act: Equitable Education for Girls and Boys*. Washington, DC: National Association of Independent Schools.

Cole, N. S. (1997). *The ETS Gender Study: How Females and Males Perform in Educational Settings*. Educational Testing Service, Princeton, NJ.

Cox, P. (1997). *Regional and Gender Differences in Various Forms of Mathematics Assessment within the Victorian Certificate of Education*. ERIC, Resources in Education.

Doig, B., & Lokan, J. (1997). *Learning from Children: Mathematics from a Classroom Perspective*. Australian Council for Educational Research Monograph, No. 52.

Hanson, K. (1997). *Gender, "Discourse," and Technology*. Center for Equity and Diversity Working Paper 5. Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060.

Hilliard, A. G. (1997). *Annotated Selected Bibliography & Index for Teaching African-American Learners: Culturally Responsive Pedagogy Project*. Washington, DC: American Association of Colleges for Teacher Education.

Madill, H. M., Montgomerie, T. C., Armour, M., Fitzsimmons, G. W., Stewin, L. L., & Tovell, D. R. (1997). *Attracting Females to Science Careers: How Well Do Special Initiatives Work?* WISEST Office, University of Alberta, 252 Athabasca Hall, Edmonton, AB T6G 2E8, Alberta, Canada.

McLure, G.T., Sun, A., & Valiga, M. J. (1997). *Trends in Advanced Mathematics and Science Course Taking and Achievement among ACT-Tested High School Students: 1987-1996*. American College Testing Program, Research Report Series, P.O. Box 168, Iowa City, IA 52243-0168.

Northwest Regional Educational Lab (1997). *Science and Mathematics for All Students: It's Just Good Teaching*. Portland, OR: Northwest Regional Educational Lab.

Rosser, S. V. (1997). *Re-Engineering Female Friendly Science*. Athene Series. Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.

Runde, D. C. (1997). *The Effect of Using the TI-92 on Basic College Algebra Students' Ability To Solve Word Problems*. ERIC, Resources in Education.

## **1996**

Beaton, A. E. & Others (1996). *Mathematics Achievement in the Middle School Years*. IEA's Third International Mathematics and Science Study (TIMSS). Center for the Study of Testing, Evaluation, and Educational Policy, Champion Hall 323, Chestnut Hill, MA 02167.

Campbell, G. Jr. (1996). *Bridging the Ethnic and Gender Gaps in Engineering*. National Action Council for Minorities in Engineering (NACME), 3 West 35th Street, New York, NY 10001-2281.

Career Equity Assistance Center for Research and Evaluation (1996, Spring). Sex Role Attitudes and Sex Role Stereotyping: Recent Literature, New Jersey Research Bulletin, n16.

Career Equity Assistance Center for Research and Evaluation (1996, Spring). Gender Bias: Recent Research and Interventions, New Jersey Research Bulletin, n22.

Centre for Gifted Education (1996). "Faces of Excellence." Annual SAGE Conference Proceedings. Centre for Gifted Education, Calgary University, Alberta, Canada.

Davis, A. C. (1996). Women and Underrepresented Minority Scientists and Engineers Have Lower Levels of Employment in Business and Industry. National Science Foundation, Division of Science Resources Studies, 4201 Wilson Blvd., Arlington, VA 22230.

Lee, V. E., & Others (1996). The Influence of School Climate on Gender Differences in the Achievement and Engagement of Young Adolescents. Washington, D.C.: American Association of Univ. Women Educational Foundation.

Magne, O. (1996). Bibliography of Literature on Dysmathematics with Some Comments (Didakometry Series No. 76). Malmo, Sweden: Lund University, Dept. of Educational and Psychological Research.

National Science Foundation (1996). Women, Minorities, and Persons with Disabilities in Science and Engineering: 1996. National Science Foundation, 4201 Wilson Blvd., Arlington, VA 22230.

Neal, D. (1996). Who Are the "Low-Wage" Workers? Washington, DC: Employment Policies Inst.

Silverman, S., & Pritchard, A. (1996). Limited Career Pathways: Occupational Challenges for Women and Girls in the Medical Field. Executive Summary. Research Briefs. Connecticut State Dept. of Education, Hartford. Bureau of Applied Curriculum, Technology and Career Information.

Smith, D. G. (1996). Achieving Faculty Diversity. Debunking the Myths. Association of American Colleges and Universities, 1818 R Street, N.W., Washington, DC 20009.

Quail, G., & Behm, C. (1996). Connections across Cultures: Inviting Multiple Perspectives into Classrooms of Science, Technology, Math, & Engineering. Pac-TEC Project, Mission College, MS21, 3000 Mission College Blvd., Santa Clara, CA 95054.

### **Books on Historical Women in Mathematics and Science**

Cooney, M. P. (Ed.) (1996). *Celebrating Women in Mathematics and Science*. Reston, VA: National Council of Teachers of Mathematics.

Davis, S., Crawford, M., & Sebrechts, J. (1999). *Coming into Her Own*. Jossey-Bass: San Francisco.

Henrion, C. (1997). *Women and Mathematics: The Addition of Difference*. Boomington, IN: Indiana University Press.

Karp, K., Brown, E., Allen, L., & Allen, C. (1998). *Feisty Females. Inspiring girls to think mathematically*. Portsmouth, NH: Heinemann.

Morrow, C. & Perl, T. (Eds.) (1998). *Notable women in mathematics : a biographical dictionary*. Westport, Conn: Greenwood Press.

Nolan, D. (1998). *Women in Mathematics: Scaling the Heights*. Washington, DC: Mathematical Association of America.

Reid, C. (1996). *Julia, A Life in Mathematics*. Washington, DC: Mathematical Association of America.

## **Resources, Videotapes, Kits, and Brochures**

Prepared by Dawn Leigh Anderson

AAUW Tech Check for Schools. (1999).

A self-assessment guide for schools to examine technology opportunities for girls and boys. Guide helps identify strengths and challenges of school programs in addressing gender equity and offers 25 excellent resources to help schools take action to overcome those challenges. 8 pages. Price 1-24, \$2.50; 25-100, \$2.00; over 100, \$1.75. Available from AAUW/Newton Manufacturing Company; Attn: FULFILLMENT DEPARTMENT, 1123 First Ave E, Newton, IA 50208, USA; phone: (800) 225-9998; fax: (800) 500-5118.

**Educating All Our Children: A Resource and Planning Guide that Supports a Commitment to Excellence, Equity, Diversity and Inclusiveness.**

This publication outlines a five-phase process that helps groups address equity issues, team building, and assessment in schools. Activities are designed to integrate equity into career education or any other initiative or program in K-12 schools. Available from K2 Associates, LLC, 2 Science Court, Madison, WI 53711. Free of charge through the first printing. Please send a letter of request on your letterhead stating how you will use the book.

**Exploring Work: Fun Activities for Girls.** WEEA Equity Resource Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060.

**Girls and Technology: Resource Guide and Video.** National Coalition of Girls' Schools, 228 Main Street, Concord, MA 01742.

**Non-Traditional School-to-Work Opportunities for Young Women.** Resource Bulletin. National School-to-Work Office, 400 Virginia Avenue, S.W., Room 210, Washington, DC 20024.

**Preparing Young Women for High Skilled, High Wage Careers and Facilitator's Guide**

This 40-minute interactive teacher training video produced by the Institute for Women In Trades, Technology and Science (IWITTS) combines acted vignettes with documentary footage of teachers, students, internship coordinators and parents. The video follows the fictional Lisa from career counseling to the classroom to an internship. Viewers observe how her teacher, counselor and internship coordinator support her. Group discussion questions follow each section: Recruitment, Classroom Retention, and the Workplace. The Facilitator's Guide highlights strategies and key points from the video. Available from: National IWITTS, 1150 Ballena Blvd., Suite 102, Alameda, CA 94501-3682 or Tel: (510) 749-0200; Fax: (510) 749-0500; E-mail: info@iwitts.com; www.iwitts.com

**Interest Projects for Cadette and Senior Girl Scouts.** Girl Scouts of the U.S.A./National Equipment Service, 420 Fifth Avenue, New York, NY 10018-2798.

**Jobs That Pay! Nontraditional Occupations for the 21st Century**

This resource helps programs educate and motivate women to pursue a career in a broad range of high-wage fields. The guide includes: 1) 70 job profiles and descriptions of emerging nontraditional occupations; 2) information on how to advocate and market nontraditional training to women as well as state and local decision-makers; and 3) an overview of federal funding opportunities for nontraditional

training. Available for \$49.95 plus 15% for shipping/handling from Women Work! The National Network for Women's Employment, 1625 K Street, NW, Suite 300, Washington, DC 20006; [www.womenwork.org](http://www.womenwork.org).

National Science Foundation Program Announcement 99-25, Program for Gender Equity in Science, Mathematics, Engineering, and Technology. Funding for research in educational approaches (K-16) that will increase the interest and participation of girls and young women in fields where they are underrepresented, such as computer science, engineering, physical sciences. It is available online at <http://www.nsf.gov/cgi-bin/getpub?nsf9925> or contact: National Science Foundation, Division of Human Resource Development, 4201 Wilson Boulevard, Suite 815, Arlington, Virginia 22230; Tel: (703) 292-8640; Fax: (703) 292-9018; [www.ehr.nsf.gov/ehr/hrd/pge.asp](http://www.ehr.nsf.gov/ehr/hrd/pge.asp)

#### School-to-Work Equitable Outcomes

School-to-work programs succeed at recruiting, retaining, and helping all students, if they meet the needs of girls, students of color, students whose first language is not English, students with disabilities, and pregnant and parenting teens. School-to-Work Equitable Outcomes outlines the School-to-Work Opportunities Act; looks at specific equity and diversity issues in school-to-work; describes how gender-biased messages influence girls' and boys' career choices; and offers strategies to build an inclusive climate that supports all students (#2764, 26 pp., \$5.00). Available from the WEEA Equity Resource Center, 55 Chapel Street, Newton, MA 02458; Tel: (800) 225-3088; Fax: (617) 332-4318; [www.edc.org/womensequity](http://www.edc.org/womensequity).

Scientist within You, Vol. 1: Experiments and Biographies of Distinguished Women in Science. Instructor's Guide for Use with Students Ages 8-13. Second Edition, Completely Revised.

Shakrani, S. (1996). Eighth-Grade Algebra Course-Taking and Mathematics Proficiency. National Center for Education Statistics (ED), Washington, DC.

Rosenfeld, A. & DeNicola, A. (Ed.) (June 1996). Dads and Their Daughters: Father-to-Father Strategies. National Coalition of Girls' Schools, 228 Main Street, Concord, MA 01742.

#### Tech-Savvy: Educating Girls in the New Computer Age

Explores girls' and teachers' perspectives of today's computer culture and technology use at school, home, and the workplace. Presents recommendations for broadening access to computers for girls and others who don't fit the "male hacker/computer geek" stereotype. 2000. Price 1-24, \$11.95; 25-100, \$10.95; over 100, \$9.00. Available from AAUW/Newton Manufacturing Company; Attn: FULFILLMENT DEPARTMENT, 1123 First Ave E, Newton, IA 50208, USA; phone: (800) 225-9998; fax: (800) 500-5118; [www.aauw.org](http://www.aauw.org).

## **Newsletters and Organizations**

Prepared by Marty Carr & Dawn Leigh Anderson

Advocates for Women in Science, Engineering, & Mathematics. 2000 NW. Walker Rd. Beaverton, OR, 97006.

American Association of University Women (AAUW). AAUW Educational Foundation  
AAUW, Legal Advocacy Fund, 1111 Sixteenth St. N.W., Washington, DC 20036.

Association for Women in Mathematics. 4114 Computer & Space Sciences Building, University of Maryland College Park, MD 20742-2461, (301) 405-7892.

American Mathematics Society. P.O. Box 6248, Providence, RI 02940-6248.

European Women in Mathematics. Contact: Riitta Ulmanen, Department of Mathematics, P.O. Box 4 (Yliopistonkatu 5), FIN - 00014, University of Helsinki, Finland.

Gender Equity. IDRA Focus. Intercultural Development Research Association, San Antonio, Tex. IDRA Newsletter, 23(3), 1996.

Gender and Mathematics Association (GAMMA). Contact: Lesley Jones, c/o ATM, 7 Shaftsbury Street, Derby, England, DC23 8YB.

Girl Scouts of the U.S.A., 420 Fifth Avenue, New York, NY 10018.

Illinois Mathematics and Science Academy (IMSA). IMSA Campus, 1500 W. Sullivan Road, Aurora, Illinois.

International Organization for Women and Mathematics Education. Convenor of IOWME: Jo Boaler (jboaler@leland.stanford.edu). Newsletter editors: Megan Clark and Sharleen Forbes, Centre for Mathematics and Science Education, School of Mathematical and Computing Sciences, Victoria University, PO Box 600, Wellington, New Zealand, fax: +64-4-495 5045, megan.clark@mcs.vuw.ac.nz. Website: <http://www.cccd.edu/~jcordova/iowme.htm>

National Coalition of Girls' Schools, 228 Main Street, Concord, MA 01742.

National Council for Teachers of Mathematics. 1906 Association Drive, Reston, VA 20191-9988, (703) 620-9840, e-mail: [nctm@nctm.org](mailto:nctm@nctm.org), Web: [www.nctm.org](http://www.nctm.org).

National Science Teachers Association, 1840 Wilson Boulevard, Arlington VA 22201-3000 USA, 703.243.7100 | [www.nsta.org](http://www.nsta.org)

National School-to-Work Office, 400 Virginia Avenue, S.W., Room 210, Washington, DC 20024.

Project 2061: Science literacy for a changing future. 1333 H. Street, NW, P.O. Box 34446, Washington, DC 20005.

The Regional Alliance for Mathematics and Science Education. TERC, 2067 Massachusetts Avenue, Cambridge, MA 02140

WEEA Equity Resource Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060.

Women in Higher Education. Wenniger Company, 1934 Monroe St., Madison WI 53711-2027.

Women and Mathematics (WAM). The Mathematics Association of American. Kathleen Sullivan; ksullia@seattleu.edu.

## **World Wide Web Resources**

Prepared by Dawn Leigh Anderson

4000 Years of Women and Science  
<http://www.astr.ua.edu/4000ws.html>

American Association of University Women  
<http://www.aauw.org>

AAAS Environmental Checklist  
<http://www.ehrweb.aaas.org/ehr/pubs.htm>

Biographies of Women in Mathematics  
<http://www.agnesscott.edu/lriddle/women.htm>  
Campbell-Kibler resources  
<http://www.tiac.net.users/ckassoc/>

Classroom Interactions  
<http://www.engr.ucdavis.edu/college/information/gender/hand3.html>

Department of Education  
<http://www.ed.gov>

Design Your Future  
<http://www.autodesk.com/compinfo/dyf/dyfmain.html>

Encyclopedia of Women's History  
<http://www.teleport.com/~megaines/women.html>

Ensuring Equity in Science  
<http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/sc200.htm>

ERIC Resource Center  
<http://ericeece.org/index.html>

Eisenhower National Clearinghouse Teacher Change  
<http://www.change.enc.org/>

Equity in Education On-line  
<http://www.etc.wednet.edu/equity/index.html>

Gender Equity in Education  
<http://www.ed.gov/offices/ODS/g-equity.html>

Institute for Women in Trades, Technology & Science (IWITTS )  
<http://www.iwitts.com>

International Organization for Women and Mathematics Education (IOWME)  
<http://www.cccd.edu/~jcordova/iowme.htm>

Integrating Gender Equity and Reform  
<http://www.coe.uga.edu/ingear>

Math/Science Network  
Email: [msneyh@mills.edu](mailto:msneyh@mills.edu).

National Center for Fair & Open Testing (FairTest)  
<http://www.fairtest.org>

National Science Foundation  
<http://www.nsf.gov>

Ontario Women's Directorate  
<http://www.gov.on.ca/mczcr/owd/english/index.html>  
<http://www.gov.on.ca/mczcr/owd/index.html>  
<http://www.gov.on.ca/mczcr/owd/english/publications/gender-equity/index.htm>  
Teaching/Learning Gender Equity is an overview of three partnership projects which produced teaching resources that offer adaptable and effective models for teaching gender equity to students in faculties of education.

Past Notable Women of Computing & Mathematics  
<http://www.cs.yale.edu/HTML/YALE/CS/HyPlans/tap/past-women.html>

Profile of an Equitable Math and Science Classroom  
<http://equity.enc.org/equity/eqtyres/erg/111583/1583.htm>  
Project 2061: Science literacy for a changing future. (<http://www.project2061.org/>)

Regional Alliance for Science and Mathematics Education  
<http://ra.terc.edu.alliance.HubHome.html>

SEED Women in Science & Engineering  
<http://www.slb.com/seed/watch/atslb/wise>  
Meet 12 women scientists and engineers who are pursuing successful careers with Schlumberger - the international technical service company employing people from more than 100 countries.

Technology, Education, Equity  
[ed1.eng.ohio-state.edu/advancing/equity.html](http://ed1.eng.ohio-state.edu/advancing/equity.html)

TERC  
<http://www.terc.edu>

Weaving Gender Equity into Math Reform  
<http://www.terc.edu/wge>

Women And Mathematics Network Information Server - History  
<http://www.mystery.com/WAM/resources/history.html>

Women in Mathematics - Students for Diversity in Mathematics  
Mentoring Program for Women in Mathematics  
<http://www.cs.appstate.edu/~sjg/women.html>

Women in Science  
<http://hyperion.advanced.org>

Women's Biography Sites  
<http://home.earthlink.net/~sharynh/womensbiography.htm>

Women's Education Equity Association (WEEA)  
Equity Resource Center  
<http://www.edc.org/womensequity>

Women of NASA  
[quest.arc.nasa.gov/women/won-chat.html](http://quest.arc.nasa.gov/women/won-chat.html)