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THE EFFECTS OF PHYSICAL ATTRACTIVENESS AND SEX ON
TEACHERS' EVALUATIONS OF CHILDREN'S ESSAYS

A Thesis
Presented to the
Faculty of
California State
College, San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Psychology

by
George Joseph Bluth
June 1978

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Approved by:


Chairman


Date

June 22, 1978

ABSTRACT

The bias effects of a student's physical attractiveness were examined in a study which investigated teachers' evaluations of essays. Fifteen male and 15 female teachers were asked to evaluate six essays purportedly written by freshmen high school students in a repeated measures design. The essays were pre-experimentally determined to be equivalent on all the evaluative criteria and the fictitious author of the essay was either a boy or girl whose facial attractiveness was previously rated as high, medium, or low. According to the past literature on the physical attractiveness stereotype, it was predicted that the high attractiveness students' essays would be evaluated more favorably than either the medium or low attractiveness students' essays. The results indicated that female teachers evaluate the high attractiveness students' essays more favorably than either the the medium or low attractiveness students' essays. Male teachers, on the other hand, rated the unattractive students' essays more favorably than either the medium or high attractiveness students' essays. Explanations for the differential evaluations based on the sex of the teacher, as well as implications for the physical attractiveness stereotype, are discussed.

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ACKNOWLEDGEMENTS

To the members of my committee, Chuck Hoffman, Gloria Cowan, and Les Herold, I would like to extend my gratitude for their help and guidance in the creation of this thesis. I extend special thanks to Chuck, whose invaluable comments, while I was over 500 miles away in Phoenix, Arizona, aided and encouraged my writing of this thesis. Additionally, I would like to thank Dr. William Stack and Bob Cuervorst of Arizona State University for their assistance in the construction of the design, and the analysis and interpretation of the data. Finally, I want to acknowledge Gregg Randles whose moral support and encouragement when I felt like quitting gave me strength to carry this project through to completion.

THE EFFECTS OF PHYSICAL ATTRACTIVENESS AND SEX ON
TEACHERS' EVALUATIONS OF CHILDREN'S ESSAYS

Recent research has shown that a person's physical attractiveness is a salient cue which serves to initiate differential evaluations and expectations of that person by others. These stereotyped attributions are numerous and have been found to vary widely from study to study, but all seem to reside at the positive end of the social desirability continuum (Berscheid and Walster, 1974). For example, Dion, Berscheid, and Walster (1972) found that physically attractive adults, both male and female, were judged by observers to possess more desirable personality traits such as friendliness, self-assertiveness, and sociability. These observers inferred that the physically attractive subjects would lead more successful and fulfilling lives, and, as well, would be more competent spouses and have happier marriages than those of lesser attractiveness.

Miller (1970) had adult subjects rate high, medium, and low physically attractive stimulus persons on 17 bipolar adjective dimensions such as aloof-amiable, happy-sad, and submissive-assertive. His findings indicate a consistent pattern: an unattractive person is associated with the negative or undesirable pole of the adjective scale and the highly attractive person was judged significantly more positively.

Research with children has also confirmed that these impressions, or resultant attributions, of physically attractive people, both male and female, appear to be held by persons from nursery school age and upward. Dion (1973) found that pre-schoolers (aged 3-6 $\frac{1}{2}$ years) were able to discriminate differences in facial attractiveness, when shown photographs of peers who by adult standards would be considered attractive or unattractive, and that their judgments were in the same direction as adults' judgments. These same pre-schoolers also showed a preference for attractive children as potential friends and a corresponding dislike of unattractive children. Additionally, they inferred that attractive children were more likely to behave prosocially, while unattractive children were perceived as more likely to exhibit antisocial behavior. These studies demonstrate that physical attractiveness serves as a cue by which inferences are made concerning an individual's behavioral dispositions. Furthermore, these attributions appear to be held by a wide range of age-groups in a variety of settings.

The studies mentioned above have indicated that a physical attractiveness stereotype exists among same-age peer groups. Would an adult judge a physically attractive child differently than an unattractive child in the same manner as he apparently does with his own age-group? If this is the case, then it seems reasonable to assume that physical attractiveness is an important variable in the process of the socialization of

children. Some data indicates that this assumption may be true. Dion (1972) had adults rate descriptions of mild and severe transgressions of an impersonal or interpersonal nature purportedly committed by attractive or unattractive 7-year-old children. The results demonstrated that more antisocial inferences were attributed to unattractive than to attractive children. The unattractive child was seen as having a chronic antisocial behavioral disposition, and was also predicted to transgress again in the future as s/he had done so in the past. The unattractive children who transgressed were also perceived as being more dishonest and more unpleasant and their transgressions were perceived as being more undesirable than the same act committed by attractive children. Along with the data that indicates that adults attribute differential characteristics to attractive versus unattractive children, there is evidence that adults will act toward children according to these perceived behavioral dispositions. Dion (1974) investigated children's physical attractiveness and how it differentially affected adults' administrations of penalties for wrong answers on a picture matching task and found that women behaved more leniently towards an attractive boy than toward either an attractive girl or unattractive boy.

Teachers' Evaluations of Children

Teachers are a specific group of adults who have been investigated with respect to their differential treatment of children. Brophy and Good (1974) in their review of many

classroom studies, have found that many child variables such as race, social class, physical attractiveness, academic achievement, and even quality of handwriting are related to a teacher's behavior toward a student. The rationale behind these investigations points to the fact that if teachers are important socializers of children and are in a position to judge a child's behavior and evaluate his progress, then it would seem reasonable to study whether certain child variables like physical attractiveness are potential variables biasing teacher evaluations of the child. Several studies have indicated that, for a school-age child, it may be desirable to be physically attractive. Clifford and Walster (1973) studied teachers' evaluations of children's performance based on physical attractiveness. They gave fifth grade teachers a standardized student's report card, with an attached photograph, which included an assessment of the child's academic performance as well as of his or her general social behavior. The teachers were then asked to state their expectations of the child's educational and social potential. The researchers found that teachers expected attractive children to have higher I.Q.'s, to have parents especially interested in academic achievement, and to get more future education than their less attractive counterparts. Furthermore, the assessment of the teachers' perception of the student's social potential indicated that teachers did expect attractive children to have far better relations with their peers than unattractive children.

There is evidence that teachers not only expect physically attractive children to perform better in school but also they will recommend special positively-based services for attractive children; whereas, for unattractive children, the recommendations will have more negative connotations. For example, Barocas and Black (1974) examined the referrals for supplemental services of physically attractive and unattractive third-graders. The attractive children were recommended more frequently for referrals designed to be helpful to the child such as psychological assessment, speech, reading, and learning disability. On the other hand, unattractive children tend to be recommended for services designed for the management of disruptive classroom behavior. Ross and Salvia (1975) had teachers evaluate attractive and unattractive children based on a fictitious psychological report which indicated low average academic functioning, low I.Q., some evidence of immaturity, and no significant behavior problems. Special class placement was recommended for the unattractive child. Furthermore, the teachers felt the unattractive child would experience more difficulties in peer relationships and academic work and thought that further psychological evaluation would reveal lower functioning by unattractive children, compared to more physically attractive but low performance children.

The Present Study

The studies mentioned above have demonstrated the presence of a physical attractiveness stereotype in adults' evaluations

of children. In those investigations, the child has usually been evaluated by the use of a report card or other such student document, which contained personality information reportedly gathered on the child. It is therefore difficult to assess whether physical attractiveness would still be a potent variable when the teachers are presented with a task which itself is to be evaluated subjectively. Clifford and Walster (1973) elicited teachers' expectations on how a child might perform but did not deal with immediate teacher behaviors on a task more relevant to the teacher: the evaluation of his/her student's classwork. Conceivably, if teachers are aware of their biases, they may attempt to be more "objective", in an effort to be fair, when presented with identical material for attractive and unattractive children. In support of this possibility, Rich (1975) found that teachers gave more desirable personality ratings to attractive children rather than unattractive children; however, when the teachers rated misbehaviors possibly committed by the child, they deemed misbehaviors as less undesirable if attributed to unattractive rather than attractive children. He speculated that the teachers may have become aware of their biases and attempted to compensate by recommending less harsh punishment for the unattractive child. On the other hand, if the teachers are responding in the way predicted by the physical attractiveness stereotype, they may rely on facial cues to differentiate quality among a set of identical essays.

Some studies have suggested that the sex of the child and

sex of the evaluator may affect how adults differentially rate children. Maccoby and Jacklin (1974), in their survey of the literature on sex differences in behavior, found evidence that boys receive more adult attention, both positive and negative, than do girls. Brophy and Good (1974) agreed in concluding that teachers deliver both more praise and more criticism to boys than to girls. In a study more directly related to attractiveness, Dion (1974) found that women behaved more leniently towards an attractive boy than towards either an attractive girl or unattractive boy. Men, on the other hand, were influenced by neither a child's attractiveness nor sex. Thus, further investigation of adults' behavior toward attractive children, both male and female, appears fruitful, particularly in relation to male and female teachers. Since many decisions in school regarding evaluation, placement, and promotion are based on subjective judgments by the teacher, it is important to ascertain whether a variable like physical attractiveness can bias those judgments, and how it does so. Furthermore, there is a surprising lack of information as to how and to what degree the physical attractiveness variable operates in teacher decisions. Therefore, it is desirable to investigate the physical attractiveness stereotype in other kinds of experimental situations.

The present study tested the physical attractiveness stereotype in a situation in which male and female teachers evaluated children's essays rated as equivalent on several dimensions. An essay task was chosen as it involves subjective determinations

on the part of the teacher. A repeated measures design was used to determine whether the essays would be evaluated differentially in relation to the others, based on sex and/or physical attractiveness. Male and female teachers evaluated six essays, which were previously rated by independent judges as equivalent on several dimensions, utilizing a 7-point scale, with 1 = excellent and 7 = poor. The sex and attractiveness of the reputed author of each essay was varied, as was the sex of the teacher.

According to previous research which has demonstrated the presence of a physical attractiveness stereotype in adults' evaluations of children, it was expected that this stereotype would influence the teachers' evaluations of the children's essays. Specifically, it was predicted that attractive children's essays would be graded more favorably than unattractive children's essays.

Also, Dion (1974) demonstrated that the child's sex and adult's sex may interact. In the present study, it was possible to examine this cross-sex effect to determine whether teachers would treat an opposite-sex child differently than a same-sex child.

METHOD

Experimental Design

Three experimental variables were manipulated: 2 Sex of Teacher (male vs. female) x 2 Sex of Child (male vs. female) x 3 Attractiveness level (high vs. med vs. low). Sex of Child and Attractiveness were treated as within-subjects factors.

Subjects

The subjects were 30 white elementary school teachers from schools in the Phoenix, Tempe, and Mesa, Arizona areas. They were attending summer school and participating for extra course credit. There were 15 males and 15 females, chosen randomly from the pool of volunteers in order to maintain equal cell sizes. They were told that the study concerned establishing criterion variables in the grading of elementary school children's essays (see Appendix A for complete instructions). Each teacher graded each combination of attractiveness and sex on the essay.

Materials

Photographs. Ten graduate students independently rated a collection (N = 220) of children's school photographs taken from the ninth grade level. These photos were obtained from school yearbooks. The pictures were rated on a 10-point scale with 10 being highly unattractive and 1 being highly attractive. The

points 4-6 were considered as those children medium in appearance. The pictures were black and white photographs of head and shoulders views of middle-class children, who were neatly dressed, and had smiling or tranquil expressions. This is consistent with the method used by Dion (1972). Six photographs were selected on the basis of appearing most frequently in their appropriate category: three pictures of boys and three pictures of girls who were highly attractive, medium attractive, and low attractive, respectively. The pictures of the children were randomly assigned to the six essays for each subject. For example, the essay about Lincoln had an equal chance of being written by an unattractive boy or an attractive girl. Therefore, the reputed author of the essay (whether an attractive boy or girl, medium attractive boy or girl, etc.) was randomly assigned for one subject, and then reassigned for the next subject, and so forth.

The Children's Essays. The essays were six short passages based on excerpts from a children's encyclopedia dealing with the Presidents (see Appendix B). Each essay was pre-experimentally determined to contain the same number of grammatical errors and attempts were made to make them as alike as possible. Ten graduate students independently rated the essays to ascertain whether they were alike or not. They did this by rating a collection of essays ($N = 20$) on the same criteria as the teachers. Six essays received consistently the same grades on all the evaluative criteria and were, therefore, chosen for use in the study (for the complete essays, see Appendix B).

The Cover Sheet. The photographs were affixed to a sheet covering the essay. This cover sheet also included biographical data which was fairly equivalent for all the children. The photographs were alternated from essay to essay in a random fashion for each subject (explained in the previous section on Photographs).

The Teacher's Grading Sheet. The teachers were asked to evaluate the essays on six criteria. These criteria were grammar, style, content, depth of thought, overall quality, and letter grade assignment. They assigned points to each category ranging from 1 = excellent to 7 = poor, with the exception of the letter grade assignment which followed the conventional system of A = 1, B = 2, etc.. After the teacher graded the essay, it was scored by summing the ratings over the six criteria and arriving at a mean score for each essay.

Procedure

When the teachers arrived at the designated room, they were told that this is a project involved with establishing grading criteria for children's essays written in school (for complete instructions, see Appendix A). The experimenter stated that school teachers vary widely in the criteria by which they evaluate children's essays. This project is involved in outlining some of those criteria which seem to be universal for most teachers. The experimenter noted to the subjects that these essays had already been evaluated by a panel of educators and the responses of the teachers will be compared to that of the educators.

The essays, the teachers were told, were obtained from those submitted for a bicentennial essay contest in a California school system. The subjects were also told that they were responsible for reading these essays and evaluating them according to a scale that had already been established.

After this introduction, the subjects were given six envelopes. In each envelope was the cover sheet, essay, and grading sheet together in that order. The order of presentation of the essays varied randomly for each subject. The subject was then told to read the essay and then rate it according to the dimensions on the teacher grading sheet. After completing the grading, the subject proceeded with the second essay, and so forth, until he/she had read a total of six essays.

After completing the grading of all of the essays, the subject was told not to reveal the nature of the study to other subjects. The following week each subject was asked to respond to a separate questionnaire which contained several items designed to identify those who misunderstood the instructions or who were suspicious about the true purpose of the study (see Appendix D). Then, they were informed as to the real purpose of the study and any questions they had were then answered.

RESULTS

The means for the dependent variable, which was the essay score given to each combination of sex of child and attractiveness by the teachers, for each of the experimental groups are presented in Table 1. A 2(Sex of Teacher) x 2(Sex of Child) x 3(Attractiveness) multiple classification analysis of variance was performed on the MULTIVARIANCE computer program (Finn, 1972) and the source table for the analysis is displayed in Table 2. Planned contrasts between high and low groups and between medium and low groups on the attractiveness factor were used. There were no significant main effects for Attractiveness, Sex of Teacher, or Sex of Child. As indicated in Table 2, the only significant interaction was between Sex of Teacher and Attractiveness, $F(1,28) = 14.73$, $p < .0007$ (see Figure 1). Since the interaction was significant, a test of simple main effects of attractiveness at each level of sex of teacher was calculated. The results indicated that, for male teachers, the high attractiveness group differed from the medium and low groups ($F(1,28) = 11.05$, $p < .0025$). Likewise, for female teachers, the high attractiveness group differed from the medium and low groups ($F(1,28) = 4.68$, $p < .0392$). For both male and female teachers, the medium and low groups did not differ significantly. As illustrated in Figure 1, the male teachers graded the high attractiveness group more unfavorably than the medium and low

groups. For female teachers, the opposite effect was produced: the high attractiveness group's essays were evaluated more favorably than the medium and low groups. Finally, a one-way ANOVA was performed on Type of Essay (across all conditions). The analysis revealed no significant effect for the Type of Essay, which indicates that the manipulation to make the essays as alike as possible was effective. This makes it apparent that the teachers were responding in the fashion indicated due to the attractiveness level of the child.

Table 1
Mean Student Essay Scores Given
by the Teachers

Teachers Sex ^a	Student Sex	Attractiveness		
		High	Med	Low
Male	Male	2.78	2.18	2.52
	Female	2.72	1.99	1.88
Female	Male	2.33	2.53	2.82
	Female	2.40	2.67	3.03

Note. Lower scores indicate more favorable ratings.

^an = 15 for each group.

Table 2
Analyses of Variance

Source	<u>d.f.</u>	<u>M.S.</u>	<u>F</u>
Between Subjects			
Sex of Teacher (A)	1	21.57	3.49
Error _{subjects/A}	28	6.19	--
Within Subjects			
Sex of Child (B)	1	1.75	.34
Sex of Teacher x Sex of Child	1	12.60	2.42
Error _{subjects/B}	28	5.20	--
Attractiveness (C)			
High-Low Contrast (H-L)	1	.004	.002
Sex of Teacher x Attr. (H-L)	1	36.96	14.73*
Error _{subjects x H-L}	28	2.51	--
Medium-Low Contrast (M-L)	1	6.07	2.54
Sex of Teacher x Attr. (M-L)	1	1.26	.53
Error _{subjects x M-L}	28	2.39	--
Sex of Child x Attr. (H-L)	1	1.36	.35
Sex of Teacher x Sex of Child x Attractiveness (H-L)	1	3.80	.97
Error _{subjects x B x H-L}	28	3.93	--
Sex of Child x Attr. (M-L)	1	1.03	.35
Sex of Teacher x Sex of Child x Attractiveness (M-L)	1	2.04	.71
Error _{subjects x B x M-L}	28	2.90	--

* $p < .0007$

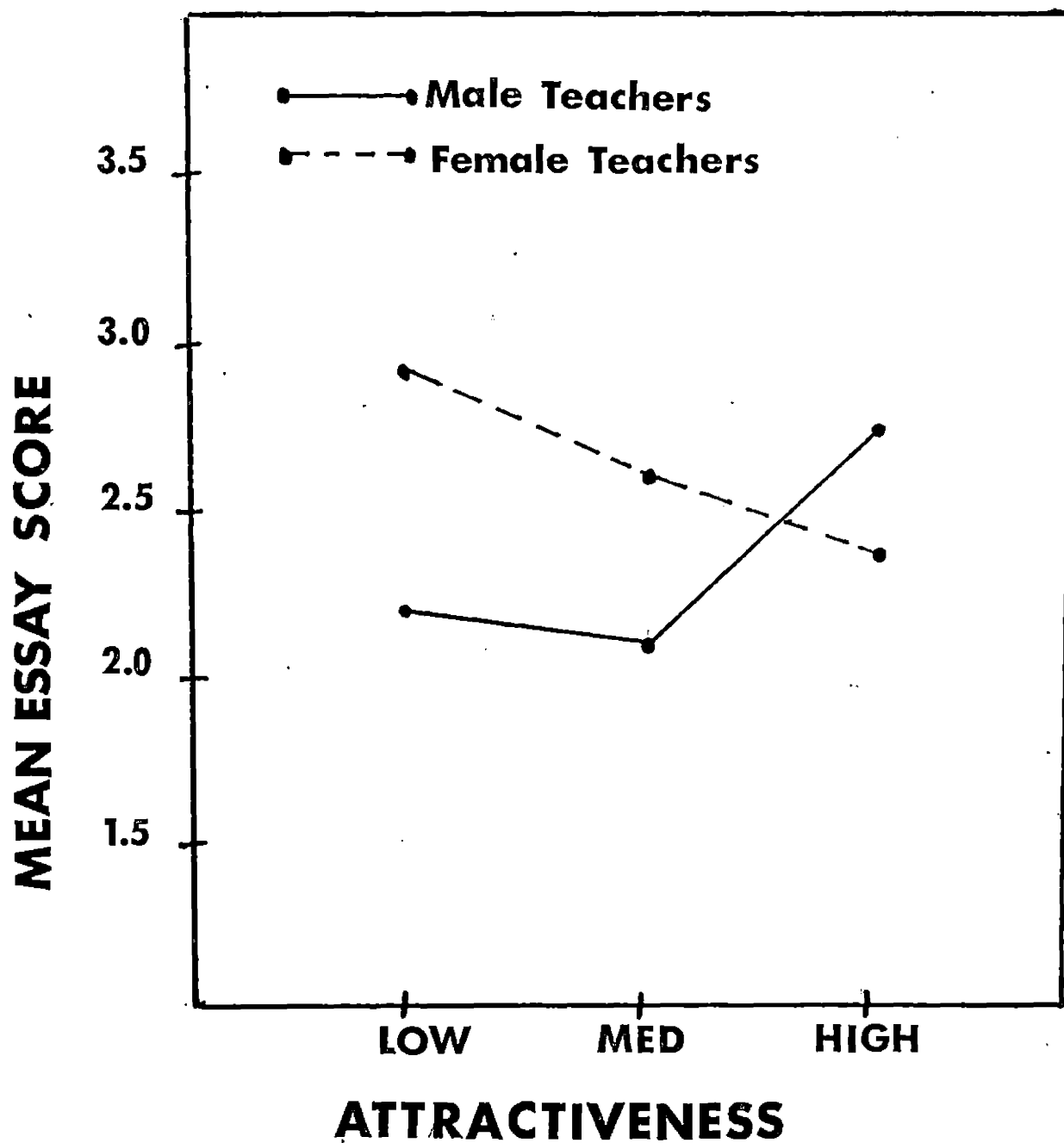


Figure 1. Mean essay scores for high, medium, and low attractiveness groups (across sex of child) for male and female teachers (a low score indicates a more favorable evaluation whereas a high score indicates a more unfavorable evaluation, max. = 7).

DISCUSSION

Tests of Hypotheses

Supportive evidence was found for the hypothesis that female teachers would evaluate the attractive child's essay more favorably than the unattractive child's essay (Barocas & Black, 1974; Clifford & Walster, 1973; Dion, 1974; Ross & Salvia, 1975). It was predicted that male teachers would, likewise, rate the attractive child's essay more favorably. However, this was not the case. An interaction between Sex of Teacher and Attractiveness occurred which indicates that male and female teachers rate attractive and unattractive children differentially. Specifically, male teachers rated the high attractiveness students' essays more unfavorably than either the medium or low attractiveness students' essays. For females, the opposite effect was shown. In the present case, attractiveness was clearly an asset for a child when a female teacher was evaluating an essay whereas attractiveness was detrimental when a male teacher was the evaluator.

The Physical Attractiveness Stereotype

The present study did not confirm the physical attractiveness stereotype that attractive children would be evaluated more favorably overall. The results appear to support Rich's (1974) contention that it is unwarranted to postulate a general physical

attractiveness stereotype. The Attractiveness x Sex of Teacher interaction revealed in this study suggests that the physical attractiveness stereotype differs in form, rather than degree, as a function of the sex of the evaluator. This distinction enlarges upon the suggestion by Berscheid and Walster (1974), Brophy and Good (1974), and Rich (1974) that the physical attractiveness stereotype is a function of the sex of the stimulus person.

The data did lend some support to Dion's (1974) study which demonstrated that the sex of the evaluator and the attractiveness level may interact. She suggested that the men's and woman's differential treatment of children in a task situation may be due to their different orientations toward children's task behaviors. For example, women tend to be more interpersonally oriented--being more supportive and encouraging of the child's efforts, whereas, men are more task oriented when interacting with children in a task situation. It would seem possible, then, to expect that women would respond more to social cues when evaluating a child's performance. Certainly, there is evidence to indicate that women have a greater concern than men with physical appearances (Maccoby & Jacklin, 1974). They may be influenced by a child's physical attractiveness--an overt social characteristic--and grade that child's essay more favorably.

However, data from this study indicate that males do respond to social cues like attractiveness and the results would tend to question Dion's (1974) contention that men are not responding to

attractiveness, but rather the task elements of a particular situation. One question should be raised as a result of the present research. What might explain the unique findings regarding the favorable evaluations given to the unattractive children? Certainly, previous research has shown that males respond to facial attractiveness (Cross & Cross, 1971; Dion, Berscheid, & Walster, 1972) by attributing positive characteristics to those possessing high physical attractiveness. In those studies, the child's personality traits were evaluated and if the child was attractive, attributions regarding personality and sociability were in the favorable direction. In the present investigation, an issue more relevant to the teacher arose, namely the grading of essays. In the study, the reputed author of the essay could be of high, medium, or low attractiveness. The results indicated that for both the male and female teachers, the high attractiveness group differed significantly from the medium and low groups, whereas there was no difference between the medium and low groups. This suggests that high attractiveness is a more salient cue, for both male and female teachers, when they are evaluating children. In the case of the male teachers, perhaps they were more sensitive to this child variable (high attractiveness) and responded by downgrading the high attractiveness child's essay.

An alternative explanation for the differential ratings of attractive and unattractive children by the male and female teachers can be suggested, also. Is it possible that males

have different expectations toward an attractive child's intellectual potential? For example, Adams & LaVoie (1972) found that teachers gave lower ratings on attitudes and work habits to highly attractive students whereas the unattractive student received substantially higher ratings on these same dimensions. Perhaps the male teachers expected the unattractive child to compensate for his or her deficiency in physical attractiveness by more concerted effort, whereas, the female teachers responded to physical attractiveness in the expected manner. It is not clear what factor was responsible for the teachers' evaluative differences. However, the results do suggest that further investigation of male and female expectations concerning attractive children's behavior on various task situations might be pursued.

Implications

Although support for an effect due to the sex of the stimulus person was not found in this study, it appears clear that physical attractiveness is mediated by other factors such as sex of the evaluator. Although the precise nature of these biases remains to be delineated, it does appear that certain student characteristics, which include physical attractiveness, may influence teachers' evaluations. Educators, as well as parents, should be sensitive to the unusual impact a child's physical attractiveness or unattractiveness may have on the way he or she will be treated by others. Unlike such biasing factors as race or socioeconomic status, many of the variables that

contribute to physical attractiveness can probably be controlled with little difficulty. The ultimate effect of this potential bias is probably contingent on the value placed on this characteristic by the teacher. Therefore, the teacher may want to make certain that the child's physical features do not act as a detriment to the student's development.

APPENDIX A

Instructions Given to the Teachers

Instructions

This is a project involved with establishing grading criteria for student's essays written in school. School teachers vary widely in the criteria by which they evaluate students' essays. This project is concerned with outlining some of those criteria which seem to be universal for most teachers. The essays, which you will read, were obtained from those submitted for a bicentennial essay contest on The Presidents. In the interest of brevity, you will be expected to grade only the introduction. Other subjects will grade other portions of the essay. You will evaluate the essays and your results will be compared to the results of a panel of educators who graded them for the contest. Your judgments will be used to assess the content validity of their results and will be used in the final analysis to determine the winner. You will receive six envelopes. In each are the contest essays and grading sheets. The essays have been typed exactly as they were received. You will read each essay and evaluate it according to the six criteria on the grading sheet and the accompanying key. All have been retyped to correct for any variances in typing. After reading the essay, please grade it, and return it to its envelope and go on to the next one. Place the completed grading sheet face down next to the essay. Please write all comments on the grading sheet, not on the essay.

Do not go back to any previous essays.

Thank you for your participation in this study, today.
The success of this study depends on others approaching each essay without any prior knowledge. It is asked that you do not discuss this project with other subjects. Are there any questions?

APPENDIX B

Essays Read by the Teachers

John F. Kennedy and the New Frontier

John Fitzgerald Kennedy was the youngest man ever elected President, and he was the youngest ever to die in office. He was shot to death on Nov. 22, 1963, after two years and 10 months as Chief Executive. The world mourned his death, and presidents, primeirs, and members of royalty walked behind the casket at his funeral. Kennedy was succeeded as President by Vice-President Lyndon B. Johnson.

Kennedy was elected President after a series of television debates with his opponent, Richard M. Nixon. At 43, Kennedy was the youngest man ever elected President. His programs were known as the "New Frontier".

Kennedy received respect as the leader of the Free World. He greatly increased United States prestige in 1962 when he turned aside the threat of an atomic war with Russia while forcing the Russians to withdraw missiles from Communist Cuba. The Kennedy action marked the beginning of a period of friendlier relation with Russia. In 1963, the U.S., Russia, and more than 100 other countries signed a treaty outlawing the testing of atomic bombs under water and on or above ground. The U.S. experienced its greatest prosperity in history. Negro demands for civil rights caused serious problems, but Negroes made greater progress in equal rights than at any time since the Civil War. During Kennedy's administration, the United States made its first manned space flights and prepared to send men to the moon.

He said Americans would "...pay any price, bear any burden, meet any hardship, support any friend oppose any foe to assure the survival and success of liberty." He told Americans: "Ask not what your country can do for you--ask what you can do for your country."

The First President of a New Nation

George Washington made a lasting place for himself in American history as the "Father of His Country." For nearly 20 years, he guided his country like a father cares for a growing child.

Washington helped shape the beginning of the United States in three important ways. First, he commanded the Continental Army that won American Independence from Great Britain in the Revolutionary War. Second, Washington served as president of the convention that wrote the United States Constitution. Third, he was the first man elected President of the United States.

The people loved Washington. His army officers would have made him king if he had let them. From the Revolutionary War on, his birthday was celebrated each year throughout the country.

Many stories have been told about Washington. Most are probably not true. So far as we know, he did not chop down his father's cherry tree, then confess by saying: "Father I cannot tell a lie." He probably never threw a stone across the Rappahannock River. But these stories show that people wanted to believe almost anything about his honesty and his great strength. One of Washington's officers, Henry "Lighthorse Harry" Lee, summed up the way Americans felt and still feel about Washington:

"First in war, first in peace, and first in the hearts of his countrymen"

Theodore Roosevelt

Theodore Roosevelt was the youngest man ever to become President. He took office at the age of 42. Roosevelt had been Vice-President for six months when President McKinley was assassinated in September, 1901. Roosevelt won wide popularity, and millions of Americans called him "Teddy" or "T.R.". In 1904, the voters elected him to a second term as President. He ran for President a third time in 1912, as the "Bull Moose" party candidate, but lost to Woodrow Wilson.

As commander of the Rough Riders, Roosevelt became a national hero during the Spanish-American War in 1898. He led this famous calvary regiment against the Spaniards in Cuba. Roosevelt came home and was elected governor of New York. Two years later, he was elected Vice-President.

When he was President, Roosevelt used his power of leadership to help the United States at home and abroad. In foreign relations, Roosevelt worked to make the United States a world leader. He felt that this leadership must be supported by strong armed forces. He said his foreign policy was: "Speak softly and carry a big stick" Roosevelt strengthened the U.S. Navy, began construction of the Panama Canal, and kept European nations from interfering in Latin America. He helped end the Russo-Japanese War, and became the first American to receive the nobel Prize for peace.

Roosevelt thought the public life was a great stage.

As President, he held the center of that stage. When Roosevelt left office, he wrote: "I do not believe that anyone else has ever enjoyed the White House as much as I have."

He was probably right.

Thomas Jefferson and the American Spirit

Thomas Jefferson is best remembered as a great President and as the author of the Declaration of Independence. He also received fame as a diplomat, a political thinker, and a founder of the Democratic party.

Jefferson's interests and talents covered a wide range. He became the best American architect of his time. He designed the Virginia Capitol, the University of Virginia, and his own home, Monticello. As a scientific farmer, he cultivated the finest gardens in America. His many inventions included the swivel chair and the dumbwaiter. Jefferson's library became the nucleus of the Library of Congress. He drafted Virginia's civil code, and founded its state university. He devised the decimal system of coinage that allows Americans to keep accounts in dollars and cents, more easily. He also found time to write a Manual of Parliamentary Practice, to prepare written vocabularies of Indian languages, and to play the violin in chamber music concerts.

Jefferson molded the American spirit and mind. Every later generation has turned to him for inspiration. Through 60 years of public service, he remained faithful to his vow of "eternal hostility against every form of tyranny over the mind of man"

Abraham Lincoln: A Man for All Seasons

Abraham Lincoln was one of the greatest men of all time. He saved the American Union during the Civil War, and proved to the world that democracy can be a lasting form of government. Lincoln's Gettysberg address, and many of his other speeches state many democratic beliefs and goals. In conducting a bitter war, Lincoln never became bitter himself. He was noble of character which continues to grow in world-wide appeal. Lincoln was the first President elected by the Republican party. After his assassination he was succeeded by Vice-President Andrew Johnson.

Lincoln saw at the beginning of the Civil War that the Union must be saved. The United States was the only important democracy in the world and Lincoln knew that it would be proved a failure if the nation could be destroyed by a minority of its own people. He said that the nation, and democracy, would not be destroyed.

If the Union had not been preserved, the United States would have become two nations. Neither of these nations could have reached the prosperity and importance that the United States has today. Lincoln steered the course of world history by his leadership of the North during the Civil War. He rose from humble beginnings to the nation's highest office. Millions of persons regard his career as proof that democracy offers all men the best hope of a full and free life.

"Old Hickory"

Andrew Jackson was the first President born in a log cabin. Earlier Presidents had come from well-to-do families. Jackson, the son of poor Scotch-Irish immigrants, became an orphan at 14. He grew up on the frontier of the Carolinas. Then he moved to Tennessee, where he became a successful lawyer and landowner. Jackson won fame as an Indian fighter and as a general in the War of 1812. He was nicknamed "Old Hickory" because of his toughness.

Jackson was one of the founders of the Democratic Party. He won election as President because of the growing political power of new states on the frontier. He had the support of farmers and workingmen. Jackson had a great influence on American political life. Earlier Presidents generally had not provided strong leadership. They did not appeal to the people over the heads of Congress. Jackson insisted that American democracy could work only if the President provided such leadership. He believed that the President should use his constitutional powers to the fullest limit. Jackson vetoed more bills than all the Presidents before him put together. His slogan was: "Let the people rule."

The 20-year period after Jackson became President is called the Age of Jackson, because of "the rise of the common man." When Jackson was President his followers tried to make reforms in the states. They wanted state regulation and inspections of

banks. They thought it was right for workers to organise labor unions, or to work 10 hours-a-day. When Jackson began his second term in 1833, he became the first President who had been nominated by a national political convention.

APPENDIX C

Sample Cover Sheet, Grading Sheet, and Grading Key

NINTH GRADE ESSAY CONTEST

Name: _____

Address: _____

City, State: _____

School: _____

School Address: _____

City, State: _____

Grade: _____

Teacher: _____

Teacher's Grading Sheet

Please grade the essay you just read, on the five criteria listed below. Please put an X over the correct number. See the key to help in making your choice.

GRAMMAR (spelling, punctuation, etc.)	1	2	3	4	5	6	7
STYLE (readability, organization)	1	2	3	4	5	6	7
CONTENT (factuality, reader interest)	1	2	3	4	5	6	7
DEPTH OF THOUGHT (thought, evaluation)	1	2	3	4	5	6	7
OVERALL QUALITY	1	2	3	4	5	6	7

Please note below and on the back any comments or errors you observe. Refer to each sentence number as on the essay, e.g., on line 3 there was a spelling error, etc..

I would give this essay a letter grade of _____.

Grading Key

- 1 = Excellent; in all respects, no errors observed, shows superior work.
- 2 = Very Good; generally very good overall.
- 3 = Good; generally good in most respects, some errors noted but do not greatly affect quality of essay.
- 4 = Medium; generally average in all respects.
- 5,6 = Fair; moderate amount of errors, general quality below average.
- 7 = Poor; many errors noted, poor work overall.

APPENDIX D

Post-Experimental Questionnaire

Questionnaire

Please answer each question by placing a check in the appropriate box. Do not leave any blank. If you have any comments on this study, in general, feel free to write those comments at the bottom of this paper or on the back.

- | | YES | NO | DON'T KNOW |
|--|-------|-----|------------|
| 1. I understood the directions. | () | () | () |
| 2. This was an experiment on the grading of essays. | () | () | () |
| 3. I marked each of the five categories as appropriate. | () | () | () |
| 4. I feel the categories used were inappropriate. | () | () | () |
| 5. I noticed a difference in each of the essays from each other. | () | () | () |
| 6. The essays all seemed to be equivalent. | () | () | () |
| 7. I think this study was concerned with something other than the grading of essays. | () | () | () |
| 8. I noticed a difference in the appearance of each student. | () | () | () |
| 9. Some of the students seemed less attractive than the others. | () | () | () |
| 10. It was necessary to use some other criteria in the grading of these essays. | () | () | () |
| 11. The criteria I used was: | <hr/> | | |

Comments:

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