

STATEMENT OF PERMISSION TO COPY

In presenting this professional project in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection and further agree that permission for extensive copying of this project for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copy or publication of this project for financial gain will not be allowed without my written permission.

Chris Burns-DiBianis
Name

May 15, 1978
Date

STRATEGIES FOR CHANGE: A NONSEXIST APPROACH TO TEACHING

by

CHRIS BURNS-DIBIASIO

A professional paper submitted in partial fulfillment
of the requirements for the degree

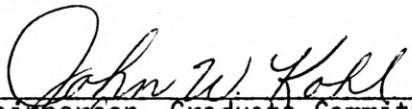
of

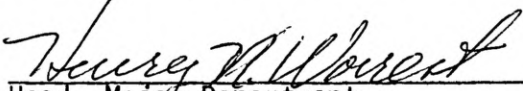
MASTER OF EDUCATION

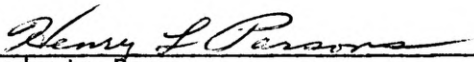
with concentration in

Secondary Education

Approved:


Chairperson, Graduate Committee


Head, Major Department


Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

June, 1978

ACKNOWLEDGEMENTS

Acknowledgement is made to all who helped make this project a reality.

I am especially grateful for the review and editorial time of Jean Dimich, Margaret English and my husband, Dan. An expression of appreciation is also extended to the administrators, teachers and counselors who participated in our Institute and shared their wealth of classroom and administrative experience.

I am especially appreciative of the patience and support given by my advisor, Dr. John Kohl, Assistant Dean of the College of Education.

TABLE OF CONTENTS

VITA	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
QUOTATION	vi
ABSTRACT	vii

Chapter	Page
1. INTRODUCTION	1
STATEMENT OF THE PROBLEM	2
NEED AND PURPOSE OF THE STUDY	2
QUESTIONS TO BE ANSWERED.	3
GENERAL PROCEDURES.	4
LIMITATIONS/DELIMITATIONS	5
DEFINITION OF TERMS	6
SUMMARY	8
2. REVIEW OF THE LITERATURE	9
CHANGING ROLES OF MEN AND WOMEN	9
EDUCATION OUT OF TOUCH WITH CHANGING ROLES.	10
THE DUAL SYSTEM OF EDUCATION.	10
WHAT SCHOOLS MUST DO.	13
SUMMARY	13
3. PROCEDURE	15
NEEDS ASSESSMENT.	15
MEETING THE NEED	16

INVESTIGATIVE DESIGN	17
SUMMARY.	18
4. THE PROJECT.	20
OBJECTIVES	20
THE SLIDE/TAPE SCRIPT OF EDUCATE TO INTEGRATE.	21
SUMMARY.	36
5. SUMMARY.	38
ANNOTATED BIBLIOGRAPHY	40
APPENDIX A	44
APPENDIX B	48
APPENDIX C	

QUOTATION

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal financial assistance."

Title IX

1972 Education Amendments

ABSTRACT

Many schools are perpetuating and reinforcing existing sex role stereotypes by continuing to use biased textbooks and instructional materials and teaching methodology. Far too often, this subtle reinforcement of sex roles in the curriculum is reflected in the achievement level and career aspirations of the students.

"STRATEGIES FOR CHANGE," is a training model designed to aid teachers in evaluating all areas of the curriculum for sex bias and in updating current curricula through the use of suggested activities and supplementary materials. A self-teaching-then-teach-others approach is used.

Included in the project are a slide/tape presentation, "Educate to Integrate," which examines how our schools are responding to the changing needs of men and women today and a Resource Guide, also entitled "Strategies for Change", which includes evaluation checklists, suggested activities and a current list of supplementary materials categorized into broad subject areas. In addition, a four hour long in-service program on biased textbooks and teaching methodology has been included.

Chapter 1

INTRODUCTION

The Striving for Equality in Education (S.E.E.) Institute, under the direction of Jean G. Dimich, is a federally funded project created by Title IV of the Civil Rights Act of 1964. The purpose of S.E.E. is to provide assistance to school districts in their efforts to eliminate sex bias and sex role stereotyping in educational programs and activities and to provide resources and strategies for effective implementation and evaluation of sex desegregation programs. Twenty-eight Montana and Wyoming school districts participated in the Institute's programs. They include Anaconda, MT.; Belgrade, MT.; Bozeman, MT.; Broadus, MT.; Browning, MT.; Columbia Falls, MT.; Deer Lodge, MT.; Eureka, MT.; Fromberg, MT.; Glasgow, MT.; Great Falls, MT.; Hardin, MT.; Havre, MT.; Helena, MT.; Kalispell, MT.; Lavina, MT.; Libby, MT.; Livingston, MT.; Miles City, MT.; Missoula County High School, Missoula, MT.; School District #1, Poplar, MT.; Scobey, MT.; Shepherd, MT.; Stevensville, MT.; Wibaux, MT.; Wolf Point, MT.; Basin, WY.; and Casper, WY.

My role as Learning Resource Specialist for the S.E.E. Institute includes the selection, evaluation, and production of non-sexist instructional materials for all grade levels. In this role, I have had numerous contacts and conversations with teachers. The common thread running through these discussions is the need for more useful

material and information designed to assist their efforts to achieve sex equity in the curriculum. It is in response to this expressed need that this training model was conceived and developed. Therefore, its single purpose is to help teachers comprehend and combat the negative influences of sexism in the curriculum and in teaching methodology. "STRATEGIES FOR CHANGE", then, hopes to contribute in a positive and practical way to the general goal of equal educational opportunity.

STATEMENT OF THE PROBLEM

The problem of this research was to design and develop training models to aid teachers to comprehend and combat the negative influences of sexism in the curriculum and in teaching methodology.

NEED AND PURPOSE OF THE STUDY

With the advent of the Title IX Regulations of the 1972 Education Amendments which prohibit sex discrimination in any educational institution receiving federal financial assistance, schools have begun to emphasize responsible programs and strategies designed to ensure the equal treatment of students. Prompted by this federal legislation, school districts have undertaken significant self-study in many areas, not the least of which is the evaluation of curriculum materials for potential sex-bias. With this in mind, "STRATEGIES FOR CHANGE" has

been developed to help teachers recognize sex bias in the school curriculum.

Further, this project examines the changing social patterns of men and women, the implications of these changes on our educational system, the interventions through which teachers can modify instructional materials and the teaching practices which reinforce sex bias.

QUESTIONS TO BE ANSWERED

This project attempts to answer the following questions:

1. What are the goals of education?
2. How are the roles of men and women changing and what are the implications of these changes on our educational system?
3. How can the educational materials and teaching methods now in use be improved?
4. Do some materials and methods perpetuate and reinforce sex discrimination? How so?
5. What effects do sex biased materials and teaching methods have on educational and career choices of students?
6. What can be done to help teachers identify sex bias in the curriculum and in their own behaviors?
7. What are some of the more common sexist attitudes and behaviors in the classroom?
8. How can teachers combat the negative influence of sexism in

the curriculum and in their teaching methods?

9. What can be done to attract more students into previously sex segregated classes like industrial arts and home economics?

10. What materials and media will assist teachers to identify the problem of sexism in their classroom?

GENERAL PROCEDURES

A non-experimental approach was used to develop this project. The rationale was drawn from a preliminary review of literature on sex role stereotyping and sexism in education. The task was seen as creating an awareness of sex bias in educational programs and helping teachers to develop appropriate strategies for change. Material development was the central method used.

An informal needs assessment was conducted among teachers and administrators in Montana and Wyoming. Although no statistical analysis was made, the assessment indicated a perceived need for material and information. Ideas were then gathered and prepared in a resource guide to aid teachers in evaluating the curriculum and combating sexism in the classroom. A slide/tape presentation was also prepared.

The following approach led to the development of the resource guide:

1. Periodicals, books and research papers on sex role stereotyping and sexism in education were reviewed.

2. Teachers and administrators were surveyed to determine the need for skill development and information in the evaluation and modification of curriculum and instructional methods.

3. Selected and compiled a comprehensive evaluation tool.

4. Compiled an annotated bibliography of supplementary materials.

5. Collected and compiled selected activities which teachers could use to combat the negative influences of sexism in the classroom.

6. Developed and produced a slide/tape presentation and discussion guide for examining the ways schools are responding to the changing roles of men and women today.

7. Prepared a model for a four hour in-service program on biases in textbooks and teaching methodology.

LIMITATIONS/DELIMITATIONS

A limitation of this project was the lack of good supplementary materials and activities in the math, science, home economics and industrial arts areas. Another limitation was the lack of response to the needs assessment from teachers in these same subject areas.

A delimitation of this project was the small sample of teachers who were surveyed. Another delimitation was the population from which the ideas and suggestions were drawn. The teachers who were surveyed had attended previous in-service training on sexism in education and

were aware of the problems of sex bias in the curriculum. This prior knowledge and awareness may have influenced their responses to the needs assessment. To ensure a wider range of input, teachers in school districts which were not included in the Title IV grant could have been surveyed as well.

DEFINITION OF TERMS

The following terms appear throughout the manual, therefore, it is imperative that they be defined here. The following glossary will provide clear operational definitions for the terms and phrases germane to understanding and implementing suggestions contained in the project.

S.E.E. Institute. Striving for Equality in Education, a sex desegregation institute funded under Title IV of Civil Rights Act of 1964, U.S. Office of Education, E.E.). Unit, Region VIII. Operated at Rocky Mountain College, Billings, Montana, July 1, 1975 - June 30, 1978.

Sex bias. An opinion that an individual or group of individuals will behave or hold certain attributes solely on the basis of being male or female.

Sex discrimination. The denial of opportunity, privilege, role or reward on the basis of sex. The term discrimination refers to an individual or institutional act or omission based on unconscious stereotypes or overt efforts to exclude persons on the basis of sex.

Sexism. The collection of attitudes, beliefs and behaviors which result from the assumption that one sex is superior. In the context of schools, the term refers to the collection of structures, policies, practices and activities that overtly or covertly prescribe the development of boys and girls and prepare them for traditional sex roles.

Sex role stereotypes. A stereotype is based on the assumption that because a number of individuals share one attribute - e.g. sex or race - that trait can be ascribed to all the individuals in a given group. Stereotypes arise from our natural need to organize the world around us. They may also result in over-simplified beliefs, attributes, or uncritical judgments. A sex role stereotype may be defined as the assumption that all female or all males share common abilities, interests, values and roles.

Title IX of the 1972 Education Amendments. Clearly and simply prohibits sex discrimination against students and employees of educational programs and activities receiving federal funds. The Title IX regulations provide that females and males must be afforded equal opportunity with regard to: admissions; access and treatment in curricular and extra curricular programs and activities; treatment under regulations and policies governing student benefits, services, conduct and dress; access to employment; terms, conditions and benefits of such employment.

SUMMARY

Prompted by federal legislation, the subsequent expressed needs of 28 Montana and Wyoming school district teachers, and a review of the literature, this project was initiated. From the start, it was designed to be a practical contribution to school systems. Specifically, the project assists teachers in their efforts to comprehend, identify, and combat the negative influences of sexism in the curriculum. It also speaks to the need for change in teaching methods. By providing this information to classroom teachers, it is the investigator's hope that both male and female students might enjoy better preparation for a variety of life options.

Chapter 2

REVIEW OF THE LITERATURE

One of the major goals of education is to put all children in complete possession of their abilities and talents and to develop these to their full potential.¹ By transmitting the knowledge of the past and anticipating the changes of the future, schools work to prepare youth for the world in which they will live.² However, a review of recent data suggests that schools have served largely to transmit the experience and tradition of the past, while failing to meet the changing needs of male and female students destined to inherit a different world.³ That schools should respond to these changing needs becomes evident after an examination of a few significant statistics.

CHANGING ROLES OF MEN AND WOMEN

These statistics underscore the need for change. For example, today more and more women are entering the labor force.⁴ In fact, Department of Labor studies report that 95 percent of all females currently in high school will work at some time in their life; nearly half will work because of pressing economic need.⁵ In addition, the proportion of single parent families has steadily increased during the last decade.⁶ Concurrently, the average family size in the United States is decreasing.⁷ Also, many women complete their child rearing functions around age forty and are left with twenty to thirty more

years to be personally, professionally, or economically productive. This information indicates the need for change, more specifically, it suggests that our schools must do more to respond to the shifts in society. Students, especially female students, need the skills commensurate with leading independent as well as interdependent lives.

EDUCATION OUT OF TOUCH WITH CHANGING ROLES

In general, schools are not preparing girls and boys for the variety of roles they will perform in adult life or for the full development of their human potential. {Although the evidence is not comprehensive, there are indications that male and female students are being treated differently, and in many cases, there is no apparent benefit from such disparate treatment.⁸} By limiting classes and some extra-curricular activities to just one sex, by using sexist textbooks and curricular materials, by allowing differential treatment under regulations governing student benefits, services, conduct, and dress, and by maintaining unfair hiring practices for faculty and staff, schools are fostering and reinforcing sex role stereotyping and preventing equal educational opportunity.⁹

THE DUAL SYSTEM OF EDUCATION

When these conditions exist, a dual system of educational expectations arise -- one for boys and one for girls. The two major

perpetrators of the dual system are inappropriate teacher behavior and traditional textbook and curricular content. The teacher behavior component involves the cues or messages teachers send to students via their verbal and/or non-verbal communications and the extent to which they reinforce stereotypical behavior among students.

Sex bias in teacher behavior can appear in a teacher's seating arrangement, the choice of "helpers," the use of Johnny or Susie as examples of behavior, casual remarks to students and less casual remarks in lectures.¹⁰ It exists in the selection of chairpersons or secretaries for class committees and the grading of papers. When teachers perpetuate this kind of sexist behavior, they influence students more about the complex social environment than they do about the content matter that is officially taught. Children learn that different kinds of behavior are expected from boys than are expected from girls, and that each sex is entitled to a different set of rewards, privileges and punishments.¹¹ Over the years the teachers' repetitious and continual contact with students has an intense and pervasive impact which forges and shapes the male role and the female role.¹²

There are other messages that students receive in the classroom besides those from the teacher's behavior. In an obvious way, sex stereotyping is learned through the use of textbooks. Textbooks define much of what will and will not be taught in classrooms. Children look

to them for information about various bodies of knowledge. However, a recent comprehensive study of school texts points out that although the primary function of textbooks is to convey information and skills in specific subject areas, they also subtly instruct students in what is believed good and proper, in who and what to value and in how to conduct their lives.¹³ Sociologists call this second kind of information the "latent content" of textbooks. This kind of information conveys an image of what is considered "appropriate" male and female behavior. The presentation of males and females in these materials is often traditional and limiting. Females are portrayed as "passive, emotional creatures confined primarily to family roles."¹⁴ Males are generally portrayed as strong, skillful and adventurous, involved in a career or community service, with "little family or emotional life or human limitations."¹⁵ These images are present in many subject areas and in most educational levels.

This dual system of education is not consistent with the changing role of men and women in our society and does not accommodate the full range of options needed by students today. Yet, many academic programs continue to reflect different expectations, curricula and reinforcement for male and female students, and they fail to meet the current needs of those students who will begin planning for continuing changes that will effect their future lives.

WHAT SCHOOLS MUST DO

It is against this background that this project has emerged. For the preceding trends and conditions clearly provide ample evidence calling for education to respond and address the future needs of youth and society. The initiation for change where combating sexism in the curriculum is concerned rests with local curriculum committees and individual teachers. Each district needs to become involved in evaluating and updating course content, course descriptions, teaching methods and instructional material. Only then can teachers begin to alter their teaching methods and supplement regular classroom material with non-biased material.

As Florence Howe wrote, "Teachers control the atmosphere of the classroom, the use of materials and the design of curriculum. They are powerful agents for change if only they will understand and use that power."¹⁶

SUMMARY

Schools are perpetuating and reinforcing existing sex role stereotypes by using sexist textbooks and curricular material and allowing differential treatment of male and female students. This system of education is not consistent with the changing roles of men and women in our society. Therefore, schools must respond to these

changing needs by evaluating all areas of the curriculum for sex bias and updating their curricular materials and teaching methodology.

Footnotes to this chapter are included in Appendix B.

Chapter 3

PROCEDURE

The problem of this project was to design and develop training models to aid teachers to comprehend and combat the negative influences of sexism in the curriculum and teaching methodology. In this chapter, the investigator has described the procedures used to determine the need for this project and a description of the project design.

NEEDS ASSESSMENT

Twenty-eight school districts in Montana and Wyoming were surveyed to determine if they or any teachers in the district had a need for training in evaluating instructional methods and curriculum for sex bias and in the subsequent modification of educational programs.

The survey was conducted in December, 1976, as part of a larger needs assessment carried out by the S.E.E. Institute at Rocky Mountain College. The population surveyed included teachers, counselors and administrators who had participated in the institute's Sex Equity Grant program in 1975 and 1976.

Individual teachers and administrators were asked if in their efforts to achieve sex equity in their educational programs, they had identified or anticipated a need for training in the evaluation and modification of instructional methods and curriculum. A checklist was used to help the respondents better identify the specific areas which

they needed training.

In addition to this rather formal approach, the investigator was able to meet informally with teachers in 12 of the 28 school districts surveyed. These visits were made possible as a result of her role as a Learning Resource Specialist and Consultant for the S.E.E. Institute.

The common thread running through these discussions with teachers was the need for more useful material and information to assist them in combating sexism in their particular subject areas.

It was in response to this expressed need for assistance that a training model was developed to help educators identify biased attitudes and behaviors and to provide teachers with techniques and strategies for change.

MEETING THE NEED

Since most teachers do not intentionally discriminate against male or female students, the challenge in designing a training model was to present the problem of sexism in such a way that teachers would not feel threatened or defensive.

The tactic of material examination was identified as an effective way to bring about initial awareness. By examining what had traditionally been left out of textbooks and curricula, such as women's contributions in society in past and present, teachers would be able

to gain increased understanding of their own areas of difficulties. Later teachers would be asked to examine their own teaching methods, attitudes and behaviors. A self-teaching-then-teach-others approach was used.

Of equal importance to the investigator and the success of the project was the selection of media and materials that would do the best job. Included in the project is a slide tape presentation that was designed to motive and arouse interest in the changing needs of men and women and to underscore the school's responsibility to respond to those needs. Also included was a resource guide to aid teachers in the self-evaluation and modification of their particular subject area. In addition, a model in-service program for training fellow staff members in the identification of biased textbooks and teaching methodology was included.

INVESTIGATIVE DESIGN

The project adhered to a developmental process which followed these basic steps:

1. Literature review and concept definition reviewing and abstracting of literature on sex differences and sex role stereotyping in schools; defining the subject areas that needed to be evaluated and modified.
2. Meeting with 100 teachers in 12 school districts in Montana

to determine if there was a need for training materials for the evaluation and remediation of sexism in the classroom.

3. Redefining problems of sexism in the curriculum: sorting ideas and information into categories of materials evaluation (by subject area), supplementary materials currently available (by subject area), suggested activities for combating negative influence of sexism (by subject area) and ideas for recruiting and retaining male or female students in previously sex segregated classes.

4. Writing a Resource Guide: Creating a comprehensive evaluation tool, an annotated bibliography and a list of suggested activities for mathematics, science, language arts, social studies, music and art, home economics and industrial arts and physical education.

5. Producing a slide/tape presentation: Script writing, incorporating examples from interviews with teachers and observations in the schools; photographing scenes in School District #2 in Billings, Montana; and consulting with the S.E.E. Institute staff.

6. Field testing Resource Guide, slide/tape presentation and in-service training program: Evaluation of acceptability by S.E.E. grant participants.

SUMMARY

A non-experimental developmental approach was used to create this project. The rationale was drawn from a preliminary review of

literature. An informal needs assessment was conducted among teachers and administrators in Montana and Wyoming. Ideas were then gathered and prepared in a resource guide to help teachers in evaluating the curriculum and combating sexism in the classroom. A slide/tape presentation was also prepared which is available in the Secondary Education and Foundations Department Media Center in room 412, Reid Hall, Montana State University, Bozeman, Montana.

Chapter 4

THE PROJECT

This color, audio-visual presentation examines how our schools are responding to the changing needs of men and women today. The presentation discusses barriers for change, relevant statistics, the progress schools have made in their effort to successfully integrate all classes and suggestions for attracting new students. While the presentation focuses on teaching and counseling techniques, the information has equal value to faculty and administrators.

OBJECTIVES

This slide presentation provides the basis for an examination of the steps a school should take to integrate its educational programs.

In studying "Educate to Integrate" the viewer will:

1. Examine barriers for change in your own district.
 2. Generate a list of techniques that can be used to attract more students to previously sex segregated classes.
 3. Identify changing social patterns in your community and discuss the implications of these changes on your educational system.
- *Define the word integrated and discuss the advantages.

THE SLIDE/TAPE SCRIPT OF EDUCATE TO INTEGRATE

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
1	long shot of school building	music
2	close up of classroom window	music
3	group shot of junior high students working on a class assignment	music
4	Title slide - Educate to Integrate	music
5	two accountants	How well are schools preparing men and women to function effectively in the work force,
6	kitchen scene - mother and small child	as heads of households,
7	women checking the oil in her car	as independent individuals
8	graduation scene	or as educational consumers?
9	black and white photograph of cooking class in the early 1900's	A review of recent data suggests that schools have served largely to transmit the experiences and cultures of the past

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
10	Poster of men working in non-traditional jobs	and have failed to meet the changing needs of women and men today.
11	side view of school building	That schools should respond to these changing needs becomes evident after an examination of a few significant statistics.
12	woman pharmacist	Today more and more women are entering the labor force.
13	two female students talking in front of their lockers	Department of Labor Statistics report that 95% of all females currently in high school will work at some time in their lives.
14	Chart - Most women work because of economic need	Nearly half will work because of pressing economic need.
15	father and children shopping	What's more, the propor-

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
	at the grocery store	tion of single parent families has been steadily increasing in the last decade.
16	mother, father and baby	And at the same time family size had dropped markedly.
17	woman clerk sorting greeting cards	As a result, many women have reared children by the age of 40 and are left with 20-30 productive years.
18	male and female student reading career materials	Education must respond to these changes by providing both boys and girls with the skills for living independent as well as interdependent lives.
19	Graphic - Educational needs	Impetus for change in education has come from a variety of sources.

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
20	Graphic - Title IX: What Does it mean to you and your school?	Federal and state laws prohibit sex discrimination and mandate programs for its elimination.
21	Book cover-Monitoring Title IX	Community groups have documented sex bias and have increased public awareness.
22	Cover of curriculum guide - Again at the Looking Glass	Individual teachers have integrated classes and developed curricular materials.
23	Cover of booklet - Title IX: Implementing Institutional Self-Evaluation	Administrators have reviewed their school's policies and programs
24	AHEA newsletter headline	and professional associations have provided support for change efforts.
25	Sign on Dean of Women's door	Despite these beginnings, progress has been limited and sporadic.

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
26	Elementary School student and oatmeal box	Yet, until many remaining attitudes and practices can be overcome, preparing students to be fully functioning adults in a rapidly changing world will be a difficult goal to attain.
27	Graphic - Existing Barriers	As our schools attempt to prepare students for change, barriers will emerge in a variety of forms.
28	long shot of business district	One of the more common barriers is the community environment.
29	group shot - students and scale model of a house	Communities vary according to the attitudes, values, and ideas they deem appropriate for boys and for girls.
30	female student and scale model of a house	

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
31	male student threading a sewing machine	For example, until very recently home economics classes enrolled few boys. This may have been because of the prevailing community attitude that such a class was not suitable for boys.
32	male student looking over counseling materials	Since parents have a great deal of influence on the courses selected by their children,
33	group of female students on steps	they need to become more aware of the course objectives, and the knowledge and skills their children will acquire in these classes.
34	male teacher sitting on the edge of his desk	Therefore, educating parents is the key. Schools need to make a concerted effort in the

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
		area of public relations to counteract this particular barrier.
35	baseball game	Change can also be hindered by peer attitudes which strongly influence adolescent behavior.
36	male student washing dishes in cooking class	Most teenagers do not want to be considered unacceptable by their friends, so the pressure to conform remains high.
37	female student repairing a lawn mower	However, teachers have found that if the most popular girl in the junior class enrolls in shop, there is a good chance other female students will also enroll.
38	career materials - FOR MEN ONLY	It is common to hear shop or home economics teachers say their efforts to make

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
		their classes available to males and females have been hampered by school administration or guidance personnel.
39	male student ironing a patch on a pair of jeans	Sometimes these staff members just aren't aware of what a class has to offer.
40	female student in the Career Center's radio station	To avoid such a communication gap, it is useful for teachers to keep administrators and guidance personnel fully informed of the purpose, scope, objectives and activities of their classes.
41	Graphic - Title IX	With the passage of Title IX in 1972, it has become necessary to make all classes available to boys and girls.

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
42	female student in mechanical drawing class	When classes have less than 20% male or female students, reasons for this imbalance should be examined and, if necessary, remedial steps taken to correct the problem.
43	Graphic - Action Steps	If your school offers a particular class which it is seeking to integrate, the following ideas might assist you in attracting new students.
44	Black Studies bulletin board display	Make special recruitment efforts by using bulletin boards and displays.
45	male student pinning pattern in sewing class	Encourage influential students to enroll in the class.
46	Administrator and female Physical Education Instructor	Keep administrators, counselors, curriculum

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
		personnel, faculty and parents informed about the positive changes you are making. Newsletters are an excellent vehicle.
47	classroom doors and empty hallway	Use homerooms, student assemblies, the P.A. System and the student newspaper to advertise new or restructured classes.
48	Graphic - Open house	Provide mini courses on an "open house" day in which all students attend introductory presentations in a variety of subject areas.
49	female student running paper cutter	Rewrite course descriptions and objectives to make the class more attractive to all students.

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
50	cover of curriculum guide for secondary school physical education	Use supplementary materials to update the curriculum.
51	male students and teacher in typing class	And offer support for new students entering non-traditional classes or programs.
52	male student sewing football jersey	Nothing will make students drop out more quickly than the feeling they are not welcome.
53	male student answering phones main office	While these suggestions will not eliminate all the barriers we mentioned earlier, they will encourage students to consider the variety of options open to them.
54	female student in carpentry class	Teachers who have taught classes of predominantly one sex and have moved to a more integrated

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
		class experience have found it is sometimes necessary to reorient the course content, their teaching methods and student learning experiences.
55	Graphic - Integrated Classes	Here are just a few approaches that teachers are using in their classes to more successfully integrate them.
56	male student getting help from sewing teacher	Be specific when explaining equipment, terms and techniques important to the course content.
57	female student running printing press	Remember that a student's previous knowledge may be limited.
58	male student typing	However, one major advantage of working with students who have

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
		not traditionally been exposed to certain skills is that no bad habits have yet been formed.
59	female student working on small motor	Proper techniques can be taught with little resistance. This is especially important in classes like industrial arts. . . .
60	male student ironing garment in sewing class	and home economics.
61	female students returning ball in co-ed volleyball class	In designing course content--flexibility is essential.
62	male student returning ball in co-ed volleyball class	Explore a variety of approaches with appeal to both sexes.
63	cover of a career brochure for women	If appropriate, use field trips to acquaint students with job opportunities in the

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
		community.
64	female doctor	Also, local people in various occupations can be excellent resources.
65	male student in business office setting	With the recognition that there is no substitute for on the job experience,
66	male student answering phone in main office	co-operative education is fast becoming an integral part of vocational training.
67	male teacher guest lecturing in cooking class	In addition, teacher and counselor attitudes have a great deal to do with successful integration;
68	bulletin board of people in non-traditional roles	both teachers and counselors must also become active promoters of non-traditional options.

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
69	career information on display	Counselors can be important links with the community by providing role models and information about the realities of the "world of work."
70	male teacher and math class	For example, they can make students aware that math and science backgrounds are requirements for many of the well paying jobs.
71	female student in advanced math class	This information would be particularly significant for girls who have traditionally avoided these subjects.
72	female student in R.O.T.C. class	Without a doubt, integrating the curriculum is a step forward,
73	male instructor and R.O.T.C.	giving direction to

<u>Slide #</u>	<u>Subject</u>	<u>Narration</u>
		teachers
74	Poster: The Navy Needs You	and offering new challenges to students.
75	Graphic - female student running hurdles	Admittedly, there are problems to be faced just as there are with any innovation, but the potential benefits will be worth the efforts.
76	Credits - script	music
77	Credits - photography	music
78	Credits - narration	music
79	Credits - graphics	music
80	Credits - the end	music

SUMMARY

Teachers must be made aware of the limiting effects of sex-stereotyping in instructional materials and teaching methodology. Otherwise they will not be able to counteract these negative influences. Teachers who recognize sex-stereotyping can find numerous and inexpensive ways to supplement regular classroom instruction with non-sexist activities and materials. The project and suggestions included herein

are intended to help achieve that end.

Chapter 5

SUMMARY

This project has attempted to demonstrate that schools need to address the issue of sex equity more earnestly. Further, it has shown the salient need for change relative to outmoded, biased curricular materials and differential treatment of students solely based on their sex. It has been documented that sexist materials and the effects of treating male and female students disparately foster and reinforce sex role stereotyping and prevent equal educational opportunity. When these conditions exist within our educational institutions, it becomes more difficult for our nation's schools to achieve the general goal of helping all children actualize the full range of their abilities, potentials and talents. In addition, these conditions limit rather than liberate students regarding life roles and career options.

The changing roles of men and women are becoming increasingly evident to even the casual observer of our social patterns. For schools not to respond to these changes would be to avoid a prime educational responsibility, namely preparing students for the future they will inherit. Granted, with social change occurring so rapidly, it is no easy task for schools to remain current with every significant social change. This is precisely why educational agencies of every kind - federal, state, and local - need to work with our schools

cooperatively.

The first step in assisting schools in this regard, is to help them become more aware of the change and its implications. Throughout the country, institutes like S.E.E. have been created to provide this assistance relative to Title IX. Of prime importance has been the effort of S.E.E. to achieve sex equity in the classroom. As has been discussed, sex role stereotyping in its many forms is a barrier to achieving this end. As a means by which sex equity may be reached where curricular materials and teacher methodology are concerned, the resource guide, the slide presentation and the entire project have been developed.

This training model is designed to provide guidance for teachers in selecting course content and in evaluating their current curricular materials. It also stresses the importance of examining teaching methodology. Throughout the project, the emphasis has been to offer practical and positive assistance. In so doing, the investigator envisions the resource guide to be useful and to enjoy a wide range of application. Through its use, "STRATEGIES FOR CHANGE" will serve as a tool for school systems and especially for teachers. Ideally, it will serve to bring sex equity to classrooms in a meaningful and responsible fashion.

ANNOTATED BIBLIOGRAPHY

ANNOTATED BIBLIOGRAPHY

- Ashlum, Carol, "Kalamazoo" A Model for Change.: Women's Studies Newsletter, Winter 1974.
Relates the efforts of the Kalamazoo Committee to Study Sex Discrimination to eliminate sex-biased instructional materials from the Kalamazoo Schools.
- American Association of School Administrators. Sex Equality in Educational Materials Arlington, VA: the Association, 1975.
A report from AASH Advisory Committee on Sex Equality in Education. This booklet specifically concerned sex stereotyping in textbooks and how to get rid of it.
- Beck, Dorothy Fash. Marriage and the Family Under Challenge, New York: Family Service Association of America, 1976.
A comprehensive outline of issues, trends and alternative concerning marriage and the family.
- Education Commission of the States. Education Achievement and Sex Discrimination. Denver: the Commission, 1975.
Does not just presume the effects of sex stereotyping but examines research results.
- _____, Equal Rights for Women in Education. Denver: the Commission, 1975.
A handbook outlining the issues, resources, organizations and individual state action affecting women in education.
- Feminist Northwest. Planning for Free Lives. Seattle: Feminist Northwest, 1975.
Curriculum materials for combating sex stereotyping in home economics, family living and career awareness course.
- Frazier, Nancy and Myra Sadker. Sexism in School and Society. New York: Harper and Row, 1973.
A discussion of sex bias and sex role stereotyping in the classroom and the possibilities for change.
- General Assistance Center. How to Erase Sex Bias in Your Classroom: A Checklist and Activities for Teachers. Greenville: East Carolina University Press, 1975.
- Golden, Gloria and Lisa Hunter. In All Fairness. San Francisco: Far West Laboratory for Educational Research and Development, 1974.

A handbook on sex role bias in schools.

Grams, Jean D. and Walter B. Waltjen. Sex: Does It Make a Difference? North Scouate, MA: Duxbury Press, 1975.

A vast array of research is presented on the significance of sex differences as these differences affect all of life's span and most of life's activities.

Guttentag, Marcia and Helen Bray. Undoing Sex Stereotypes. New York: McGraw-Hill, 1976.

The book contains research, non-sexist curriculum packets, background materials and resources for educators.

Johnson, Laurie Olsen. Non-Sexist Curricular Material for Elementary Schools: Old Westbury, NY: Feminist Press (Box 334), 1974.

An extensive packet of checklists, lesson plans and bibliographies for students and teachers.

McCune, Shirley and Martha Mathews. Complying with Title IX: Implementing Institutional Self Evaluation. Washington: National Foundation for the Improvement of Education, 1976.

A handbook of evaluation instrument that can be used by administrators, teachers and counselors to help bring their school into Title IX compliance.

McGraw-Hill Book Company. Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications. New York the Company, 1974.

Included in the Guidelines are a number of words, phrases and construction that imply sex bias and ways McGraw-Hill intends to avoid them in future publications.

McLeod, Jennifer S. and Sandra T. Silverman. You Won't Do: What Textbooks on U.S. Government Teach High School Girls. Pittsburgh: KNOW Inc. (Box 86031), 1973.

An analysis and discussion of textbooks in high school government courses and the message they deliver to female students.

Ohio Education Association: A Suggested Approach to Non-Sexist Teaching. Columbus, Ohio: The Association, 1976.

This booklet provides a general over-view of the problem of sexism in the classroom, some corresponding strategies for change and a brief discussion of the issues that must be considered when designing an action plan for change.

Stacy, Judith, ed. And Jill Came Tumbling After: Sexism in American Education. New York: Dell, 1974.

This collection of essays shows how sexism operates at all levels of education and suggests how schools can be reformed to allow both boys and girls to pursue their individual interests and potential.

Washington State Superintendent of Public Instruction. State of Washington: Models for the Evaluation of Bias in Instructional Material. Olympia: The State. 1975.

Checklists for race and sex bias as well as supplementary materials.

Weitzman, Lenore and Diane Rizzo. Biased Textbooks: A Research Perspective. Washington: National Foundation for the Improvement of Education, 1974.

A research perspective on the images of males and females in elementary school textbooks in fine subject areas. Especially valuable because it offers students, teachers, administrators, parents and community groups recommendations for change.

APPENDIX A
REQUEST FOR ASSISTANCE FORM

TO: Rocky Mountain College, Title IV
 FROM: 28 School Districts Responded DATE: December, 1976
 District City
 SUBJECT: Request for Assistance with Sex Equality in Education

I hereby request assistance from your institution of higher education if you are funded by the U. S. Office of Education as a Title IV Sex Equality Training Institute with respect to the activities to eliminate sex discrimination in this school district. We anticipate a need for training in the following areas (as checked:)

1. Evaluation and Modification of Curriculum and Instructional Methods

- 11 Educating students for life skills
- 14 Nonsexist career education
- 11 Dealing with problems resulting from conflicting expectations on part of students, teachers and community.
- 15 Methods for instructional self-evaluation
- 12 Techniques for screening materials for sex and race bias
- 13 How to's--positive teaching methods in integrated classes
 - Physical education, Home Economics,
 - Vocational education, Advanced math and/or science,
 - Ability grouping
 - Developing an in-district slide-tape or filmstrip on sex equality in the schools.

2. Evaluation and modification of counseling programs and practices

as they affect student development. (Includes people who perform these functions regardless of their official title.)

_____ Materials

_____ Scheduling

_____ Testing

_____ Counseling Methods

_____ Improving student self-concept

_____ Collaborative skills with teachers and administrators for optimum student development

_____ Extra-curricular activities

3. Equal employment in practice.

_____ Alternative management techniques---such as administrative internships, team management, utilizing advisory groups

_____ Personnel development

_____ Identifying skills and abilities

_____ Characteristics of successful administrators

_____ Management skills to improve male-female relationships

_____ Conflict management

_____ Collaborative skills

_____ Developing techniques for ongoing evaluation

_____ Peer review team (consisting of S.E.E. staff member, selected out-of-district personnel and local school personnel).

- _____ Developing an in-district review team
- _____ Staffing patterns - how to evaluate and modify if necessary
- _____ Equity in extra-curricular assignment and pay
- _____ Exploring non-traditional roles in education for males and females

4. Strategies for gaining understanding and support from the community regarding equal educational opportunities.

- _____ Effective ways to increase school-community interaction
- _____ What men can gain from equality in education
- _____ Equitable disciplinary procedures
- _____ Conflict management

Indicate approximate number and type of personnel to be trained.

APPENDIX B

FOOTNOTES

FOOTNOTES

¹Laurie Olsen Johnson, Non-Sexist Curricular Materials for Elementary Schools (New York: The Feminist Press, 1974), p. 2.

²Shirley McCune and Martha Mathews, Social Change and The Roles of Men and Women (Washington: National Foundation for the Improvement of Education, 1976), p. 6.

³Ibid.

⁴U.S. Department of Labor, Women's Bureau, Twenty Facts on Women Workers (Washington: The Bureau, 1975) p. 2.

⁵Ibid.

⁶Dorothy Fahs Beck, Marriage and Family Under Challenge (New York: Family Service Organization of America, 1976) p. 20.

⁷Ibid, p. 12.

⁸Shirley McCune and Martha Mathews, Why Title IX (Washington: National Foundation for the Improvement of Education, 1976) p. 3.

⁹Ibid.

¹⁰Gloria Golden and Lisa Hunter, In All Fairness, (California: Far West Laboratory for Educational Research and Development, 1974) pp. 10-11.

¹¹Nancy Frazier and Myra Sadker - op cit, p. 82.

¹²Ibid.

¹³Lenore Weitzman and Diane Rizzo, Biased Textbooks, (Washington: National Foundation for the Improvement of Education, 1974) p. 12.

¹⁴Shirley McCune and Martha Mathews, Social Change and The Roles of Men and Women, op. cit.

¹⁵Ibid.

¹⁶Nancy Frazier and Myra Sadker, op. cit, p. XIV.

APPENDIX C
STRATEGIES FOR CHANGE

STRATEGIES FOR CHANGE



**A RESOURCE GUIDE FOR COMBATING SEXISM IN
ELEMENTARY AND SECONDARY SCHOOL CURRICULUM**

The S.E.E. Institute is funded by the U. S. Office of Health, Education and Welfare; however, the material in this publication does not necessarily reflect the position and policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

STRATEGIES FOR CHANGE: A RESOURCE GUIDE FOR COMBATING
SEXISM IN ELEMENTARY AND SECONDARY SCHOOL CURRICULUM

This guide was prepared for
the S.E.E. Institute Year-
End Workshop

May 1, 1978
Billings, Montana

Prepared by: Chirs Burns-DiBiasio
Editing: Jean G. Dimich
Typing: Carol Ann Gothard
Cover Design: Chris Burns-DiBiasio

TABLE OF CONTENTS

	Page No.
I. Introduction	2
II. Purpose Statement	3
III. Elementary	4
A. Evaluation Checklist for the Elementary Classroom	5
B. Suggested Activities for the Elementary Classroom	6
C. Elementary Resources	7
IV. Fine Arts (Music, Art)	11
A. Evaluation Checklist for Fine Arts	12
B. Suggested Activities for Fine Arts	13
C. Occupations Related to Music	14
D. Occupations Related to Art	15
E. Fine Arts Resources	16
V. Language Arts	17
A. Evaluation Checklist for Language Arts	18
B. Suggested Activities for Language Arts	20
C. Occupations Related to English	21
D. English Resources	22
VI. Math and Science	23
A. Evaluation Checklist for Math and Science	24
B. Suggested Activities for Math and Science	25
C. Occupations Related to Mathematics	26
D. Occupations Related to Chemistry	27
E. Occupations Related to Physics	28
F. Math Resources	29
G. Science Resources	30
VII. Social Studies	31
A. Evaluation Checklist for Social Studies	32
B. Suggested Activities for Social Studies	34
C. Occupations Related to Social Studies	36
D. Social Studies Resources	37
VIII. Home Economics and Industrial Arts	40
A. Evaluation Checklist for Home Ec. and Industrial Arts	41
B. Suggested Activities for Home Ec. and Industrial Arts	42
C. Special Recruitment Efforts for Home Ec. and Industrial Arts	44
D. Occupations Related to Home Ec.	45
E. Occupations Related to General Shop and Industrial Arts	46
F. Home Ec. Resources	47
IX. Physical Education	49
A. Evaluation Checklist for P.E.	50
B. Suggested Activities for P.E.	52

	Page No.
C. Occupations Related to Health and P.E.	54
D. Physical Education and Athletic Resources	55
X. Teacher Attitude and Behaviors	57
A. Examining Teacher Attitudes and Behaviors	58
B. Suggested Activities for Teacher Attitudes	60
C. Self-Concept Resources	61
D. Sexism in Education Resources	63
XI. The Library	64
A. Evaluation Checklists for Analyzing a School Library	65
B. Criteria for Evaluating Educational Software	66
C. Suggested Activities for Librarians	68
D. Publications	69
XII. Combating Sexism in the Classroom: A Workshop on Awareness and Action Strategies	70
A. Objectives	71
B. Training Materials Needed	72
C. Training Preparation Required	72
D. Workshop Outline	73
E. Process	74
F. Appendices	
1. Myra Sadker's Report Card on Girls and Education	79
2. 10 Quick Ways to Identify Sex Bias in Instructional Materials	83
3. Identifying Sex Bias in Instructional Materials	84
4. Examining Sexist Attitudes and Expectations of Teachers	88
5. Activity Sheets	90
6. Where Do I Go From Here?	95

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

Title IX
1972 Education Amendment

INTRODUCTION

The Striving for Equality in Education (S.E.E.) Institute, under the direction of Jean G. Dimich, is a federally funded project created by Title IV of the Civil Rights Act of 1964. The purpose of S.E.E. is to provide assistance to school districts in their efforts to eliminate sex bias and sex role stereotyping in educational programs and activities and to provide resources and strategies for effective implementation and evaluation of sex desegregation programs. Twenty-eight Montana and Wyoming school districts participated in the Institute's programs. They include: Anaconda, Basin, Wyo., Belgrade, Bozeman, Broadus, Browning, Casper, Wyo., Columbia Falls, Deer Lodge, Eureka, Fromberg, Glasgow, Great Falls, Hardin, Havre, Helena, Kalispell, Lavina, Libby, Livingston, Miles City, Missoula, Poplar, Scobey, Shepherd, Stevensville, Wibaux, and Wolf Point.

My role as Learning Resource Specialist for the S.E.E. Institute includes the selection, evaluation, and production of non-sexist instructional materials for all grade levels. In this role, I have numerous contacts and conversations with teachers. The common thread running through these discussions is the need for more useful material and information designed to assist their efforts to achieve sex equity in the curriculum. It was in response to this expressed need that this training model was conceived and developed. Therefore, its single purpose is to aid teachers' comprehend and combat the negative influence of sexism in the curriculum and teaching methodology. "Strategies for Change," then, hopes to contribute in a positive and practical way to the general goal of equal educational opportunity.

PURPOSE STATEMENT

With the advent of the Title IX Regulations of the 1972 Education Amendments, educational institutions have begun to emphasize responsible programs and strategies designed to ensure the equal treatment of students. Prompted by this federal legislation, schools have undertaken significant self-study in many areas, not the least of which is the evaluation of curricular materials for potential sex bias. With this in mind, "Strategies for Change" has been developed to help teachers recognize and counteract the negative influences of sex bias in the school curriculum.

The emphasis of this resource book is on evaluating all areas of the curriculum for sex bias and updating current curricula through the use of suggested activities and supplementary materials. A self teaching, then teach others approach is used. For the sake of clarity and distribution, this book has been divided into broad subject areas. Because the book is easily separated it can either be distributed in its entirety or separated by disciplines.

Each section includes evaluation checklists, suggested activities, a current list of supplementary materials and a chart of career possibilities. In addition, a model inservice program on biased textbooks and instructional materials has been included.

"Johnny says girls aren't fun. Janey says she wants to be a doctor when she grows up, but she knows girls can't be doctors, so she will be a nurse instead. Dick says he will be an engineer. Sally says she will be a mommy. Dick says girls are stupid. Janey says she might be only a girl, but she isn't stupid at all.... Where does this all come from?"

Dick and Jane as Victims
Women on Words and Images

EVALUATION CHECKLIST FOR THE ELEMENTARY CLASSROOM

	<u>YES</u>	<u>NO</u>
1. Are a variety of toys available in the classroom?	_____	_____
2. Are male and female dolls available in the play area?	_____	_____
3. Are children urged to assume a variety of roles in their imaginative play?	_____	_____
4. Do graphics and audio-visual materials show men at home caring for children, cooking and cleaning?	_____	_____
5. Do graphics and audio-visual materials show women involved in activities other than housework and child care?	_____	_____
6. Are classroom groups (reading, math, P.E., etc.) segregated by sex?	_____	_____
7. In physical science, are boys expected to be in charge of the experiment?	_____	_____
8. Are girls expected to write more neatly in manuscript and cursive than boys?	_____	_____
9. Are boys encouraged to read autobiographies of famous women?	_____	_____
10. Are girls encouraged to read books about war heroes and adventure stories?	_____	_____
11. Are female students asked to demonstrate the harder math problems on the chalkboard?	_____	_____
12. Are girls expected to do as difficult math problems as boys?	_____	_____
13. In art, do girls have an opportunity to saw wood and pound nails?	_____	_____
14. Do boys have an opportunity to weave and sew?	_____	_____
15. Are courses in women's studies included in the elementary curriculum?	_____	_____
16. When books are issued, do boys get the older books and girls the new books?	_____	_____
17. Are there a fairly equal number of male and female teachers in the elementary school.	_____	_____

- Questions adapted from Nancy Frazier and Myra Sandker's book, "Sexism in School and Society."

SUGGESTED ACTIVITIES FOR ELEMENTARY CLASSROOM

1. Ask students what they want to be or do when they grow up. Discuss the differences between the boys and girls responses.
2. Make a bulletin board from magazine or newspaper pictures drawn by students or yourself showing people in non-traditional roles, such as a female doctor or scientist, a male nurse, a woman driving a tractor, a male flight attendant, a woman pilot, a female politician, a police-woman, etc.
3. Have students discuss and/or record the differences in activities of boys and girls in the classroom and during recess. Have them try reversing and mixing roles.
4. Have students examine the pictures of animals and people in their textbooks for sexist portrayal of male and female characters. After discussion, students could write letters to publishers protesting discriminatory treatment.
5. Set aside a time for children's presentation of "Women in the News."
6. Have a wide range of bibliographies of both men and women available in the classroom.
7. Have students discuss stereotypes in television shows.
8. Collect non-sexist supplementary materials from periodicals, newspapers, library books, paperbacks, government agencies, museums. Use such media as photographs, records, tapes, works of art, films and video-tapes.
9. Invite men and women in non-traditional roles to speak to the class. Students themselves may be able to make recommendations.

-Adapted from, Marjorie Stern's, "Suggested Activities for Teaching About Women in the Schools," American Federation of Teachers, AFL-CIO, Washington, D.C.

Elementary Resources

ABC Workbook, Mangi & Abrams, The Feminist Press, Box 334, Old Westbury, NY 11568
Coloring book for active children.

Arthur's Christmas Cookies, by Hoban, The Book House, 5124 South Broadway,
Englewood, CO 80110

Arthur is a little monkey who bumbles a cookie-baking attempt.

A Train for Jane, Feminist Press, Box 334, Old Westbury, NY 11568

Jane wants a train for Christmas and won't change her mind despite her parents objections

Carlotta the Scientist, by Patricia Riley Linthall, Lollipop Power, Inc., P.O.
Box 1171, Chapel Hill, NC 27514

About a penguin who makes friends with a scientist.

Children's Literature: An Issues Approach, by Masha K. Rudman, D.C. Heath and
Company, 1450 Grant Avenue, Suite 204, Novato, CA 94947 1976

This book is a helpful tool for identifying sexist and non-sexist books for elementary libraries. The book may be borrowed from S.E.E.

*Community Helpers, Women's Action Alliance, 370 Lexington Ave., New York, NY

This set of eight photographs shows women working in a variety of non-traditional jobs.

Dick & Jane as Victims: Sex Stereotyping in Children's Readers, Women on Words
and Images, P. O. Box 2163, Princeton, NJ 08540

A content analysis of readers from 14 major publishers. Guidelines to analyze children's readers, suggestions for classroom activities and a bibliography for further reading is also included in this expanded edition.

Fire Girl, The Feminist Press, Box 334, Old Westbury, NY 11563

Eight year old Brenda is fascinated by fire engines and determined to become a firefighter. People don't take her seriously until she accomplishes the daring rescue of a pet rabbit from a smoke filled attic.

The Forest Princess, Harriet Herman, Over the Rainbow Press, P. O. Box 7072,
Berkeley, CA 94707

Features a girl who is active, adventurous and intelligent.

*Free to be You and Me, Marlo Thomas, McGraw-Hill Book Co., (Available in local
bookstores) 2 15 minute 16mm color films

1. Independence 2. Expectations

Guide to Nonsexist Early Childhood Education, Barbara Springs

Supplemental curriculum guide for pre-school and primary teachers.

Go and Hush the Baby, by Byara, The Book House, 5124 South Broadway, Englewood,
CO 80110

The ways a small boy can amuse the baby.

Great Women Paper Dolls, Bellerophon Books, 153 Steuart St., San Francisco, CA 94104

Hooray for Ginger, by L. Campbell & S. Wolfe, All of Us Inc., PO Box 4552,
Boulder, CO 80306

In spite of careful preparation for their hiking trip, Ginger and her father do not foresee an accident which may trap them on the mountains overnight.

Elementary Resources (cont'd)

*Images of Males and Females in Textbooks, Weitzman & Rizzo, Resource Center on Sex Roles in Education, NFIE, 1156 15th St. NW, Washington, D.C. 20208

One of the best vehicles for raising awareness of sexism in elementary texts. It's either loved or hated. As an adjunct, the creators of this presentation have put out a book: Bias in Instructional Materials: Awareness and Classroom Action Strategies.

Jo, Flo and Yolanda, by de Poix, The Book House, 5124 South Broadway, Englewood, CO 80110

Each of these triplets is a unique individual.

Little Miss Muffet Fights Back, SEE Institute, Rocky Mountain College, Billings, Montana 59102

A bibliography of recommended nonsexist books about girls. For young readers K-12.

Living With Mommy, by Beatrice Siegel

Short story of a contemporary divorce and how it effects one family.

Martin's Father, Margit Eichler, Lollipop Power, Inc., P. O. Box 1171, Chapel Hill, NC 27514

Martin and his father enjoy a variety of activities -- cooking breakfast, going for a walk, doing the laundry, having a fun day and finally a bedtime xylophone tune before going to sleep.

Max, by Rachel Isadora, Macmillan Publishers, New York, NY

Max is a great baseball player but when he discovers a new warm up routine (Ballet) for the Saturday morning games, his earned run average soars. Delightful pen sketches illustrate Max. Ages 6-10.

*Men in Nurturing Roles, Women's Action Alliance, 370 Lexington Ave., New York, NY

This set of eight photos and a poster was developed to help children understand that men are also responsible for and involved in nurturing.

Mommies at Work, by Eve Merriam, Scholastic Book Service, New York, NY (1955 & 1961)

"Mommies make cookies to munch....kiss places that hurt and places that don't.... Mommies work in spread out ranches....there are cashier mommies and teacher mommies....television mommies." A look at mothers who work inside and outside the home. Ages 4 to 8.

Mothers Can Do Anything, by Lasker, The Book House, 5124 South Broadway, Englewood, CO 80110

Mothers are depicted in a variety of roles.

Mother is a Pitcher, by M. Kahn & G. Slade, All of Us Inc., P. O. Box 4552, Boulder, CO 80306

A story in rhyme told by a ten year old girl whose mother is a pitcher on a woman's baseball team.

My Mother the Mail Carrier, or Mi mama' la cartera, Inez Maury, The Feminist Press, Box 334, Old Westbury, NY 11568

A delightful story about a non-traditional woman as seen by her loving child. Because the story is told in English and Spanish, it could be used to teach either language.

Elementary Resources- (cont'd)

Nobody's Family is Going to Change, by Stolz, The Book House, 5124 South Broadway, Englewood, CO 80110

A family deals with a daughter who wants to be a lawyer and a boy who wants to be a dancer.

Nonsexist Curricular Materials for Elementary Schools, Laurie Olsen Johnson, ed., Feminist Press, Box 223, Old Westbury, NY 11568

From checklists to lesson plans.

Nothing But a Dog, Bobbi Katz, The Feminist Press, Box 334, Old Westbury, NY 11568

Any former child will identify with the heroine's intense longing for a dog. Nothing satisfies it except.....

Now Upon a Time, by Myra and David Sadker, Harper & Row Publishers, 10 East 53rd St., New York, NY 10022

A contemporary view of children's literature.

Our Helpers, Milton Bradley, School Supply,

12 play people in the community.

*People at Work, Change for Children, 2588 Mission Street, Room 226, San Francisco, CA 94110

A packet of 20 8x10 photos of women and men in non-traditional roles.

Philip Hall Likes Me, I Reckon, Maybe, by Greene, The Book House 5124 South Broadway, Englewood, CO 80110

Can a girl be a winner in sports and still have boy friends.

Robot, Fun-da-mentals, 1743 Camino Lane, South Pasadena, CA 91030

Card games that illustrate the variety of occupations open to both men and women.

The Strange Hacket Family, by Ann Rizzo

Jane and her grandparents encounter a very unusual couple.

Teaching Critical Reading Skills: A Guide for Analyzing Racial and Sexual Bias in Elementary Readers, by Sara Simet, Resource Center on Sex Roles in Education, NFIE, 1201 16th St., N.W., Washington, D.C. 20036

The first section of the paper helps teachers refine their critical reading skills -- the second explores ways to use similar techniques in the classroom.

The Terrible Thing That Happened at Our House, by Blaine (can be ordered through local bookstore)

Life falls apart for sister and brother when mom goes back to work. She doesn't have time to listen to their problems or fix them breakfast or any of the things a "real" mother does. Happily, this family realizes the problem and together make constructive changes. Everyone pitches in and grows up a little. With more women returning to work, this is a story many children (even high school age) can identify with, (not to mention the mother who wrote this.)

Elementary Resources - (cont'd)

William's Doll, by Charlotte Zoloto, Harper & Row, 10 East 53rd St., New York, NY 10022

Story of a boy who wanted a doll.

Women in America, Ideals Publication - available at local bookstores.

The illustrated story of their interests and achievements from colonial days to the present.

Zenaida, by C. Campbell and C. Jefferson, All of Us Inc., P. O. Box 4552, Boulder, CO 80306

A bilingual story follows three Chicanitas as they carry out plans for a child-size adventure that takes an unexpected turn.

"The achievement of women artists of the past have generally been overlooked and ignored; yet many women persisted, developing their talents and producing magnificent works of art. Today's artist, unfortunately, still faces the same set of problems. She needs the time and place to develop her art. She needs a responsive audience also capable of criticism. She needs a peer group for support and collaboration. And, yes, she needs recognition for her work."

NOW's Task Force on Women and
Arts

EVALUATION CHECKLIST FOR FINE ARTS (Music, Art)

	<u>YES</u>	<u>NO</u>
1. Are the achievements of women and men discussed with equal attention and seriousness?	_____	_____
2. Are domestic crafts considered important contributions in art history texts?	_____	_____
3. Is participation in certain ares (such as ballet for men) considered sexually abnormal?	_____	_____
4. Is research of the achievements of women encouraged?	_____	_____
5. Is it assumed that girls/women will do better in the arts because they are naturally more subjective, intuitive and therefore artistic?	_____	_____

- Questions adapted from, Ohio Education Association publication, "A Suggested Approach to Non-Sexist Teaching."

SUGGESTED ACTIVITIES FOR FINE ARTS

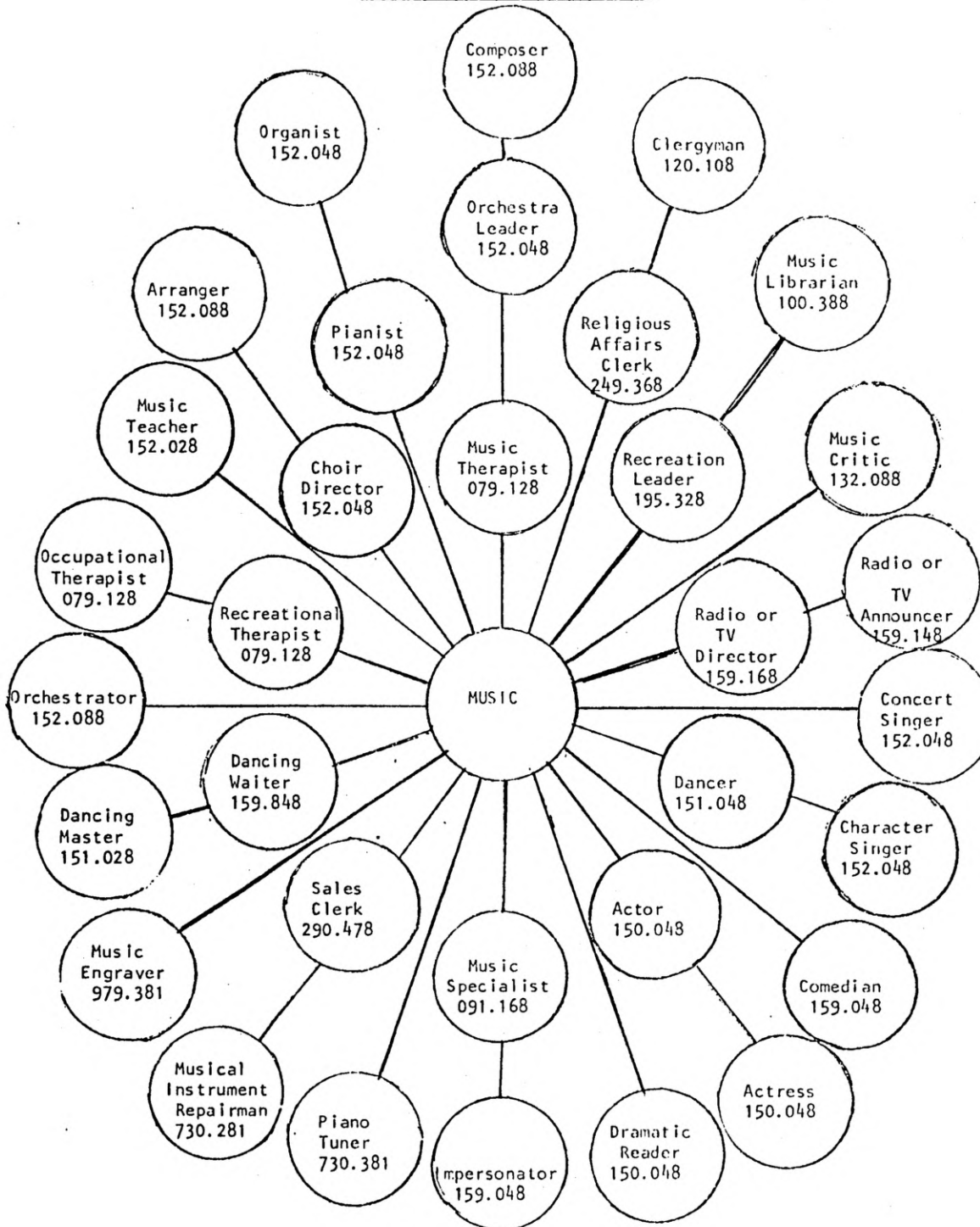
Art

1. Examine and discuss the portrayal of women in art.
2. Have students report on the lives of women artists, major influences in their lives and the subjects and style of their art
3. Discuss important contributions of domestic crafts (needlepoint, crewel, quilting, weaving, macrame', basket weaving, etc.). Ask students to choose a craft they would like to learn and invite local resource people in to work with the students.
4. Have students choose a comic strip (Little Abner, Dick Tracy, etc) from the newspaper and draw their own version reversing the roles of the characters.
5. Supply the class with old magazines and newspapers. Have the students divide into groups and make collages depicting both traditional and non-traditional roles of men and women.

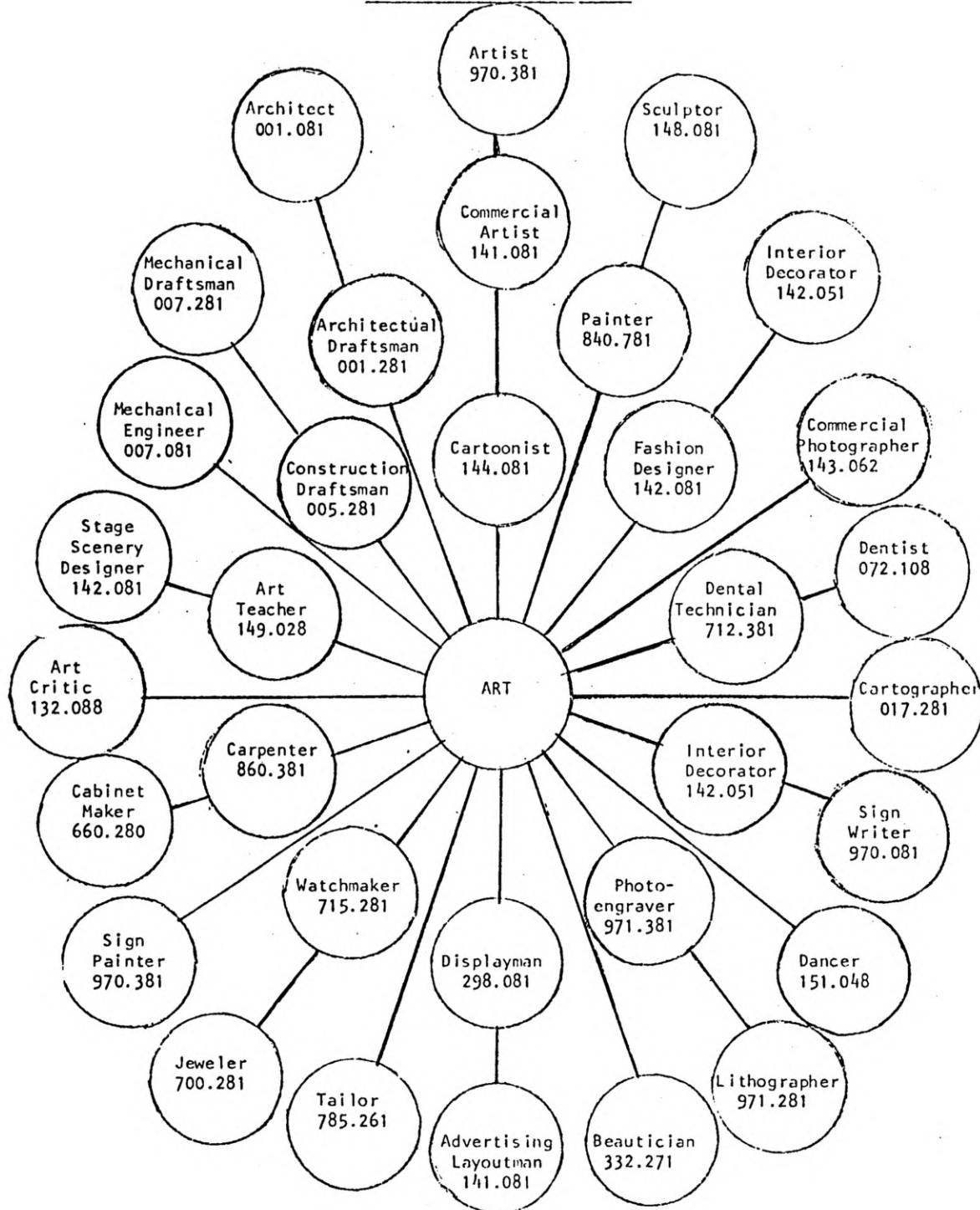
Music

1. Have students listen to old and contemporary songs (provide written words if possible). After each song discuss the stereotyped or non-stereotyped portrayals of male and female roles. In the case of sexist lyrics, suggest that the students rewrite them in a less stereotyped fashion. An example of records to look for, "There is Nothing Like a Dame" and "I am Woman" by Helen Reddy.
2. Have students research the lives of successful women musicians.
3. Have students study the lives of famous composers and discuss the discrimination they faced and the lack of encouragement to compose.

OCCUPATIONS RELATED TO MUSIC



OCCUPATIONS RELATED TO ART



FINE ART RESOURCES

A History of Women Artists, Hugo Munsterberg, Patter, Inc., 1975

Over 100 illustrations showing women's contributions to every art form - pottery, weaving, painting, graphics, sculpture, photography, from pre-history to present.

*Antonia, Rocky Mountain Productions, P. O. Box 315, Franklin Lakes, NJ 07418

An hour-long film about the conductor Antonia Brico - her talents, the discrimination she faced and her achievements.

Art by Women: An Index, DeRenne Cour, 479 34th Avenue, San Francisco, California 94141

A bibliography on sources of information on women artists and the women artist movement. Also included is a list of locations of art by women owned by public museums and collections.

A Directory of American Women Composers, National Federation of Music Clubs, 600 S. Michigan Ave., Suite 215, Chicago, IL 60605

Focus on Women Composers, High Fidelity and Musical America, ABC Leisure Magazines, Inc., Great Barrington, MA (1975)

Music Journal, Sar-Les Music, Lexington, NY 10017 (1974)

Articles on Women Composers

*Women Artists: Recognition and Reappraisal from the Early Middle Ages to the 20th Century, Karen Peterson and J.J. Wilson, Harper & Rowe, 10 E. 53rd St., New York, NY 10022 (Text)

Women Artists: Themes and Dreams, Harper A.V. Department, 10 E. 53rd St., New York, NY 10022

Women Artists in the 20th Century, Harper A.V. Department, 10 E. 53rd St., New York, NY 10022

*Audio-Visual Materials

"Language plays a central role in socialization, for it helps teach children the roles that are expected of them. Through language, children conceptualize their ideas and feelings about themselves and their world. Thought and action are reflected in words, and words in turn condition how a person thinks and acts. Elementary sexist language will not eliminate sexist conduct, but as the language is liberated from sexist usages and assumptions, women and men will begin to share more equal, active, caring roles."

N.C.T.E. (National Council
of Teacher of English)

EVALUATION CHECKLIST FOR LANGUAGE ARTS

A. Author's Background

- | | | |
|--|------------|-----------|
| 1. What percentage of authors are women? _____% men _____% | <u>YES</u> | <u>NO</u> |
| 2. Is a woman author treated as seriously as a man and judged by the same standards? | _____ | _____ |
| 3. Do publishers hide the fact that their author is a woman by using either masculine sounding pen names or initials? | _____ | _____ |
| 4. Are female writers somehow set apart from the mainstream by singling them out with the titles of poetess and authoress? | _____ | _____ |

B. Content of Selections

- | | | |
|---|-------|-------|
| 1. Are there stories with women or girls as main characters? | _____ | _____ |
| 2. Are women shown working outside the home in non-stereotyped jobs? | _____ | _____ |
| 3. Are there stories about one parent families? | _____ | _____ |
| 4. Does the portrayal of single parent families suggest that children automatically suffer from it? | _____ | _____ |
| 5. Are fathers/men shown doing housework or sharing home chores? | _____ | _____ |
| 6. Are males shown expressing a wide variety of emotions? | _____ | _____ |
| 7. Are adults who have chosen not to marry portrayed favorably? | _____ | _____ |
| 8. Are girls' accomplishments emphasized rather than their clothing and features? | _____ | _____ |
| 9. Do both girls and boys have a wide variety of career options? | _____ | _____ |
| 10. Are old people presented realistically? | _____ | _____ |
| 11. Are girls sometimes taller, older and wiser than boys? | _____ | _____ |
| 12. Are girls shown earning money, awards, and rewards? | _____ | _____ |
| 13. Are men shown in non-traditional occupations such as nurse and primary teacher? | _____ | _____ |

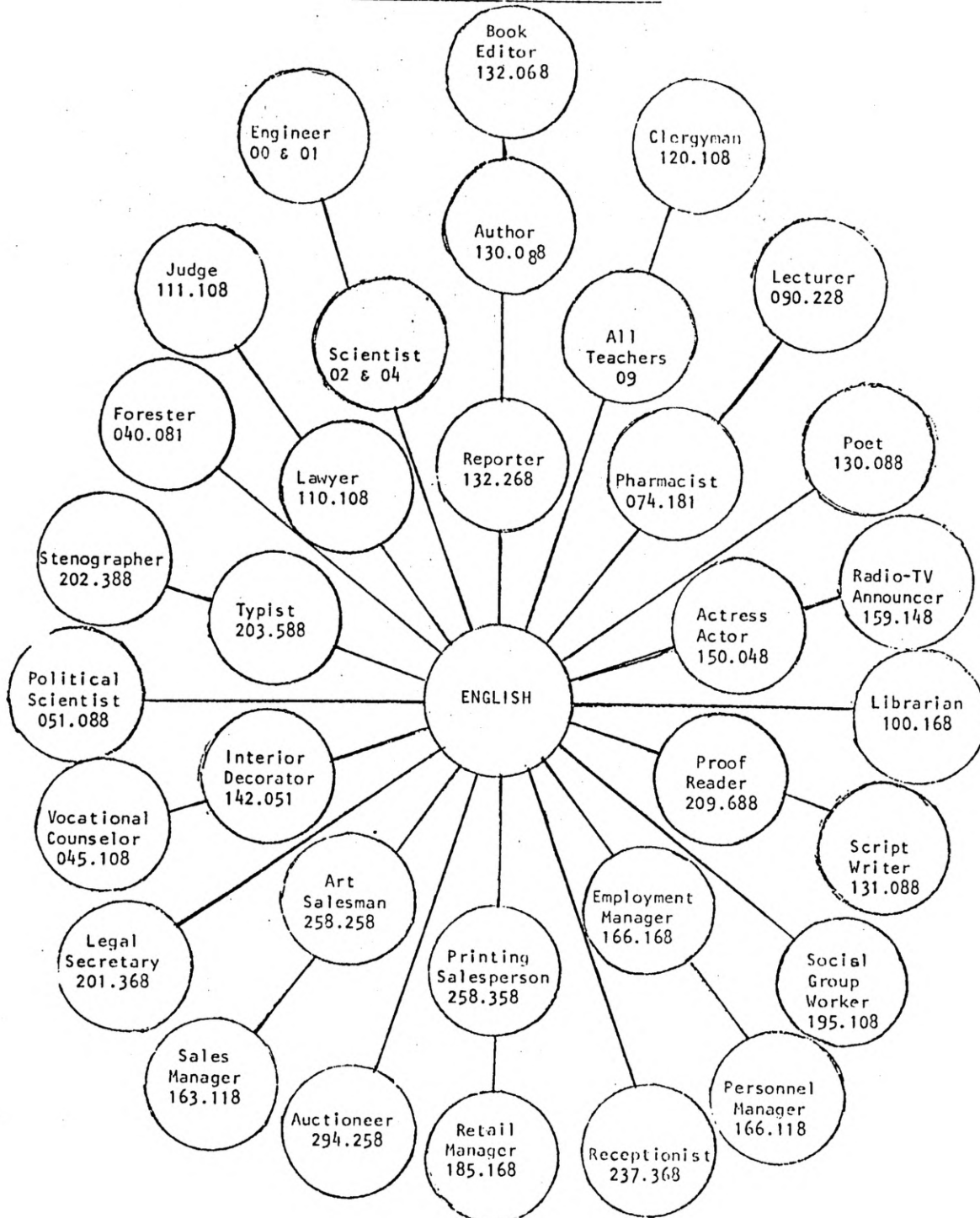
	<u>YES</u>	<u>NO</u>
14. Are there any derogatory comments directed at females in general?	___	___
15. Is the male noun or pronoun (mankind, he) used to refer to all people?	___	___
<u>C. Character Traits and Personalities</u>		
1. Are praiseworthy traits like - strength, compassion, initiative, warmth, perceptiveness, resourcefulness and courage treated as human rather than "masculine and feminine?"	___	___
<u>D. Writing Exercises</u>		
1. Are students taught to head letters to unknown people with "Gentlemen or Dear Sirs?"	___	___
2. Is a different kind of written and oral expression expected or promoted from boys than from girls?	___	___
3. Are student papers, themes, term papers assigned on women or women's issues not usually covered in textbooks or materials?	___	___

- These evaluation questions were adapted from: Washington State, Models for the Evaluation of Bias Content in Instructional Materials, Office Superintendent Public Instruction; A.A.S.A. Handbook, Sex Equality in Educational Materials; Ohio Education Associations booklet, A Suggested Approach to Non-Sexist Teaching.

SUGGESTED ACTIVITIES FOR LANGUAGE ARTS

1. Read short stories, novels, drama, poetry and nonfiction by women and about women to see the special way women view themselves and their problems and situations.
2. Examine the language (word forms and semantics) used in everyday life, the business world, advertising, in reporting events and in the media for sexism.
3. Have students write a monologue titled "Growing Up Female in _____ County." Also one titled "Growing Up Male in _____ County." Compare those written by girls about boys and themselves and the reverse.
4. Have the students keep a combination journal/diary in which the central focus are the feelings, thoughts and events pertaining to sex roles.
5. Have students analyze five nursery rhymes or children's stories and describe the roles played by the girls and boys or men and women in the stories. Then ask students to write their own children's poems or stories showing men and women or boys and girls in roles or activities not based on sex.
6. Have students make a list of at least 10 verbal expressions cliches or sayings which involve the traditional view of women. Do the same for men. Present this to the class by skit or through some visual presentation.
7.
 - a. Ask students to list as many famous male authors as they can in five minutes. Then ask them to list as many famous female authors as they can in five minutes. Compare and contrast the results.
 - b. Provide students with biographies, autobiographies, newspaper and magazine articles about female authors. Have them report on the lives of these women and the discrimination they faced.
8.
 - a. Have elementary school boys write creative stories about shopping trips, family outings and Father as the homemaker.
 - b. Have the girls write stories about volleyball, basketball, softball, etc.

OCCUPATIONS RELATED TO ENGLISH



ENGLISH RESOURCES

Again At the Looking Glass, developed by Feminist Northwest, 5038 Nicklas Place, N.E., Seattle, WA 98105 - 1975

This is an interesting guide for nonsexist education in literature. Included in this is also an awareness activities sheet. It would be well worth the time in terms of new ideas and concepts for increasing awareness in many areas.

By Women, An Anthology of Literature, ed. Marcia McClintock Folsom and Linda Heinlein Kirschner, Houghton Mifflin Co., 777 California Ave., Palo Alto, CA 94304

This anthology presents a multi-faceted look at literature by women. It is questionable that the selections would need to be set apart as anything but good literature. For a sample of the quality of writing in this anthology, read "The Story of an Hour" by Chopin or "The Demon Lover" by Bowen.

Channeling Children: Sex Stereotyping on Prime Time TV, Women on Words and Images, P.O. Box 2163, Princeton, NJ 08540

This booklet describes a study of sex stereotyping -- the presentation of outmoded, incorrect or prejudicial messages about how men and women behave -- as it existed in the most popular early evening programs of the 1973 and 1974 viewing seasons.

Colette: Looking Backwards, Translation David Tevay, Indiana University Press, 10th & Morton Streets, Bloomington, IN 47401

Observations on the invasion of France and its takeover by Nazi Germany by Colette, a French Journalist.

Responses to Sexism - Classroom Practices in Teaching English 1976-77, National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801

"The essential element of the articles, syllabi and methods described in this book are their adaptability to a variety of classrooms and levels."

Sexism and Language, National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801

"This book is about male and female stereotypes as they are codified in language, especially in American english."

*Sexism in Language and Media-(kit), The Learning Seed Co., 145 Brentwood Dr., Palatine, IL 60067 (2 sound filmstrips and discussion guide)

Sound filmstrip with abundant related activities.

Strong Women: An Annotated Bibliography of Literature for the High School Classroom, Deborah Silverton Rosenfelt, ed., The Feminist Press, Box 334, Old Westbury, NY 11568

*Women in Literature (kit - 4 sound filmstrips and discussion guide), Educational Audio-Visual, Inc., Pleasantville, NY 10570

Deals with women in literature from two viewpoints: women as characters in literary works and as writers. The kit covers literature from classical and biblical times to the present.

"Commitment and creativity in math and science are not merely a function of the student's competence or excellence, but are a product of the student's social and educational environment as well."

Martha S. White
Psychological and Social Barrier
to Women in Science

EVALUATION CHECKLIST FOR MATH AND SCIENCE

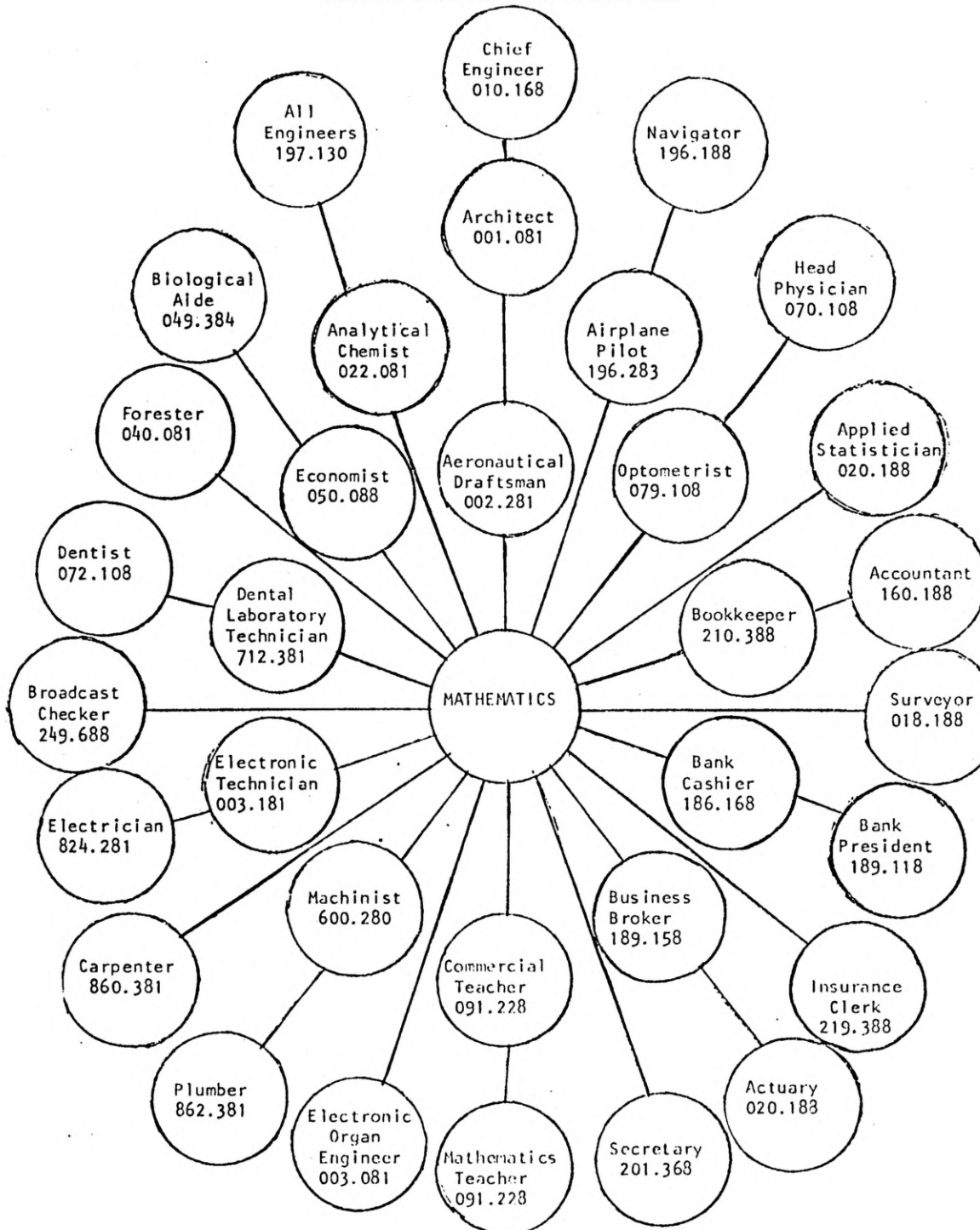
	<u>YES</u>	<u>NO</u>
1. Are problems or explanations worded in such a way so as to suggest that women are incompetent in math or science?	_____	_____
2. Are the discoveries of women treated with equal seriousness and caliber as those of men?	_____	_____
3. Do the illustrations show girls/women actively involved in working out science and math problems?	_____	_____
4. Are examples drawn from all aspects of life?	_____	_____
5. Do problems use sex as a category for dividing people?	_____	_____
6. Are boys and girls shown in a variety of occupations?	_____	_____
7. Do illustrations of scientists, mathematicians and research personnel include women?	_____	_____
8. Are words such as "one," or "person" used instead of "man" as the subject of generalized sentiments that apply to women as well?	_____	_____
9. Are scientists shown or referred to as female?	_____	_____

- Questions adapted from: Ohio Education Association Publication, "A Suggested Approach to Non-Sexist Teaching;" State of Washington publication, "Models for the Evaluation of Bias Content in Instruction Materials," Office of Superintendent of Public Instruction; AASA handbook, "Sex Equality in Educational Materials;" Mathematics Department, University of California, Santa Barbara, booklet "Mathematics and Sex."

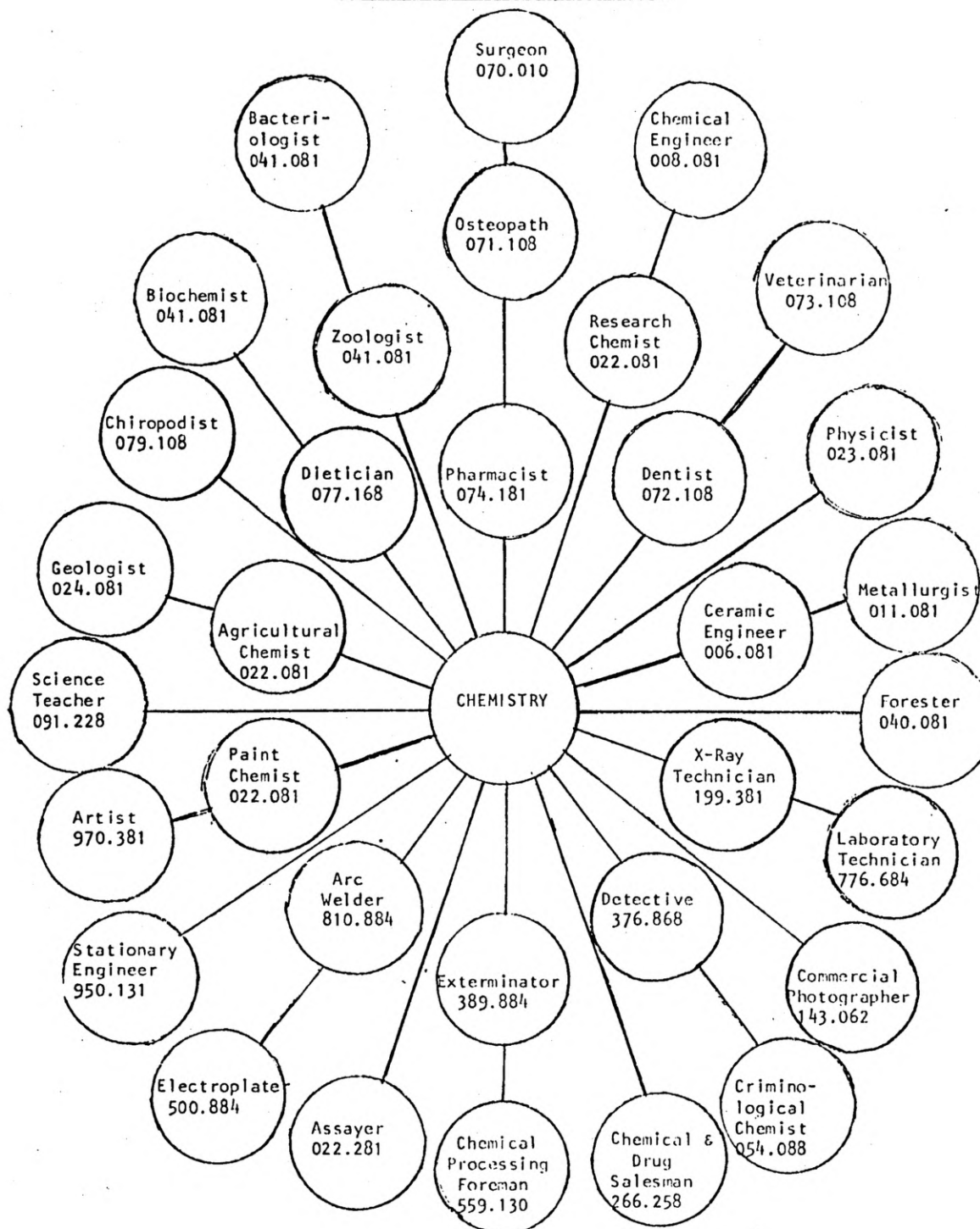
SUGGESTED ACTIVITIES FOR MATH AND SCIENCE

1. Refuse to reinforce stereotypes in problem situations. In making up a test for a subtraction unit, have Peggy, not Sam saw 6 meters off a 1.3 meter board.
2. When a science experiment is scheduled, choose some girls to do it and/or some mixed groups of boys and girls.
3. Be a role model. If you are female, don't play dumb or coy when trying to solve problems or make decisions.
4. Never accept less than a student's best work. It is demeaning, degrading and disastrous to say or imply, "Well, you're a girl, I don't expect you to do as well in math/science as boys do."
5. Examine science books for treatment of women in science. Have students consult outside books, scientific journals, professional magazines for contributions of women.
6. Solicit reasons why students a) take b) either like or dislike science courses. Examine male and female responses for evidence of effects of sex role stereotyping.
7. Use community resources to help students see men and women in different roles. Arrange for classroom visits with a woman C.P.A., Bank President, Loan Officer, Doctor, Lab Technician, Chemical Engineer, etc.
8. Clip articles from newspapers, magazines, send away for brochures from Government agencies or private foundations that show women and men in math and science careers. Use these as supplementary resources or put them on the bulletin board for informal reading.

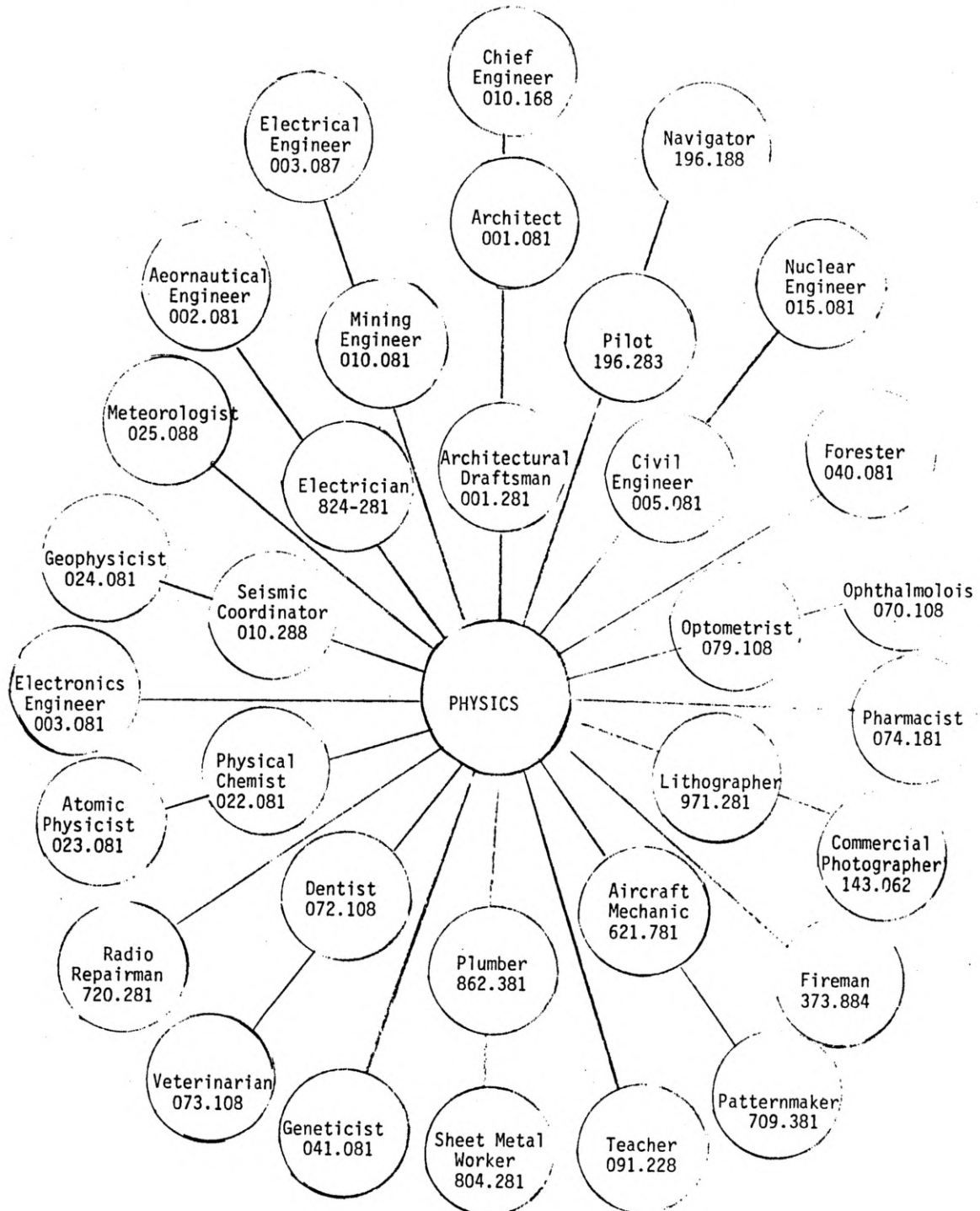
OCCUPATIONS RELATED TO MATHEMATICS



OCCUPATIONS RELATED TO CHEMISTRY



OCCUPATIONS RELATED TO PHYSICS



MATH RESOURCES

Equals, Equals Institute, Lawrence Hall of Science, University of California, Berkeley, CA 94720

An annotated bibliography on classroom activities for elementary and secondary school teachers to use in teaching problem-solving and mathematics.

Feminine Mathtique, Lynn M. Osen, KNOW, Inc., P.O. Box 86031, Pittsburgh, PA 15221
A research paper which concentrates on sex bias in the math field.

MacMillan Mathematics: Series M

The TABS newsletter recently reviewed this math textbook and recommended it as nonsexist. They focused on two criteria: 1) are the numbers of females and males approximately equal in art and text (story problems), and 2) are the activities free of sex stereotyping? They passed with flying colors on both counts.

For a more detailed description of their methods and results, write to S.E.E. for a copy.

Math and Sex, John Ernest, Math Department, University of California, Santa Barbara, CA 93103, April 1976

This essay traces how we steer women away from math and, in turn, lock them out of careers in science and engineering.

SCIENCE RESOURCES

I am Madley in Love with Electricity, Nancy Krienberg, Lawrence Hall of Science, University of California at Berkeley, Berkeley, CA 94720

This book was written to introduce the reader to some of the women working in science and engineering and to take a brief look at the work they do and how they feel about it. Good career awareness material.

Orangutans, Binute Galbikas-Brindamous, NATIONAL GEOGRAPHIC, October 1975
p. 444-472

About a woman scientist who is researching orangutans.

Psychological and Social Barriers to Women in Science, Martha S. White, SCIENCE, Vol. 170, October 1970

Includes an excellent section of suggestions for coping with barriers and discriminatory practices, utilizing individual talents and making choices that are suitable to personal goals and lifestyle.

Supply and Demand for Scientists and Engineers, Betty Vitter, Scientific Manpower Commission, 1776 Massachusetts Avenue, N.W., Washington, DC 20036

A review of selected studies on the availability of careers in the science and engineering fields.

Women in Meteorology: A Small Glimpse at the Large-Scale Pattern, Reprint from WEATHERWISE, Vol. 28, No. 3, June 1975 - American Meteorological Society

Discusses the role of women in meteorology and why few women choose careers in the sciences.

*Women in Science, American Association of Physics Teachers, Graduate Physics Bldg., State University of New York, Stony Brook, NY 11794

These taped interviews, illustrated with slides, provide a peek at women in scientific careers. The six women are: an astronomer, biophysicist, environmental engineer, nuclear physicist, assistant secretary for science and technology for the Department of Commerce and head of the endocrine laboratory for NASA. They discuss their work and the education and experiences they brought to it. Glimpses into their personal lives help form a well-rounded image of these successful women.

"Human society has always been composed of male and female.
Human history has been almost exclusively male."

Jean Dresden Grambs
Teaching About Women in the Social
Studies

EVALUATION CHECKLIST FOR SOCIAL STUDIES

	<u>Yes</u>	<u>No</u>	<u>Not Appropriate</u>
A. <u>Visibility</u>			
1. Are women portrayed in the categories of:			
politics	_____	_____	_____
social endeavors	_____	_____	_____
athletics	_____	_____	_____
economics	_____	_____	_____
the arts	_____	_____	_____
leadership roles	_____	_____	_____
B. <u>Content</u>			
1. Are the contributions and involvement of women in the development of agriculture trade and the labor movement discussed?	_____	_____	_____
2. Are women shown operating machinery, farming and building?	_____	_____	_____
3. Is the information about women's achievements and the situations affecting women integrated with the same kind of information or is it dealt with in separate chapters?	_____	_____	_____
4. Are matriarchies as well as patriarchies discussed?	_____	_____	_____
5. Does the material provide an objective account of the struggles by women to obtain equal rights in the following areas:			
political	_____	_____	_____
educational	_____	_____	_____
legal	_____	_____	_____
employment	_____	_____	_____
6. Are major court decisions and legislation regarding women discussed?	_____	_____	_____
7. Do units and courses on the family present a variety of lifestyles?	_____	_____	_____
8. Is information on women in the labor market included?	_____	_____	_____

	<u>Yes</u>	<u>No</u>	<u>Not Appropriate</u>
9. Are the positions of women under different economic systems examined?	_____	_____	_____
10. Does the material discuss the under representation of women in all levels of government?	_____	_____	_____
11. Are women as consumers, including methods of manipulation by the media examined?	_____	_____	_____
12. Are words such as man or mankind used to refer to humanity, people and women as well?	_____	_____	_____
13. How many captions explain what the woman in the picture is doing?	_____	_____	_____
14. Are women referred to for what their male relatives did (pioneers and their wives, etc.)?	_____	_____	_____
15. Does the material refer to problems and conditions of women at all levels of society?	_____	_____	_____
16. Is the work of minority and women historians, sociologists, and other scholars used?	_____	_____	_____
17. Do bibliographies of printed and multimedia materials include work of women writers and producers?	_____	_____	_____
18. Does the material deal with controversial issues and problems in proper perspective?	_____	_____	_____

- Questions adapted from: Ohio Education Association publication, "A Suggested Approach to Non-Sexist Teaching;" National Council for Social Studies bulletin, "Teaching About Women in the Social Studies, Concepts, Methods and Materials;" AASA Executive Handbook, "Sex Equality in Educational Materials;" State of Washington, Office of Superintendent, "Models for the Evaluation of Bias Content in Instructional Materials."

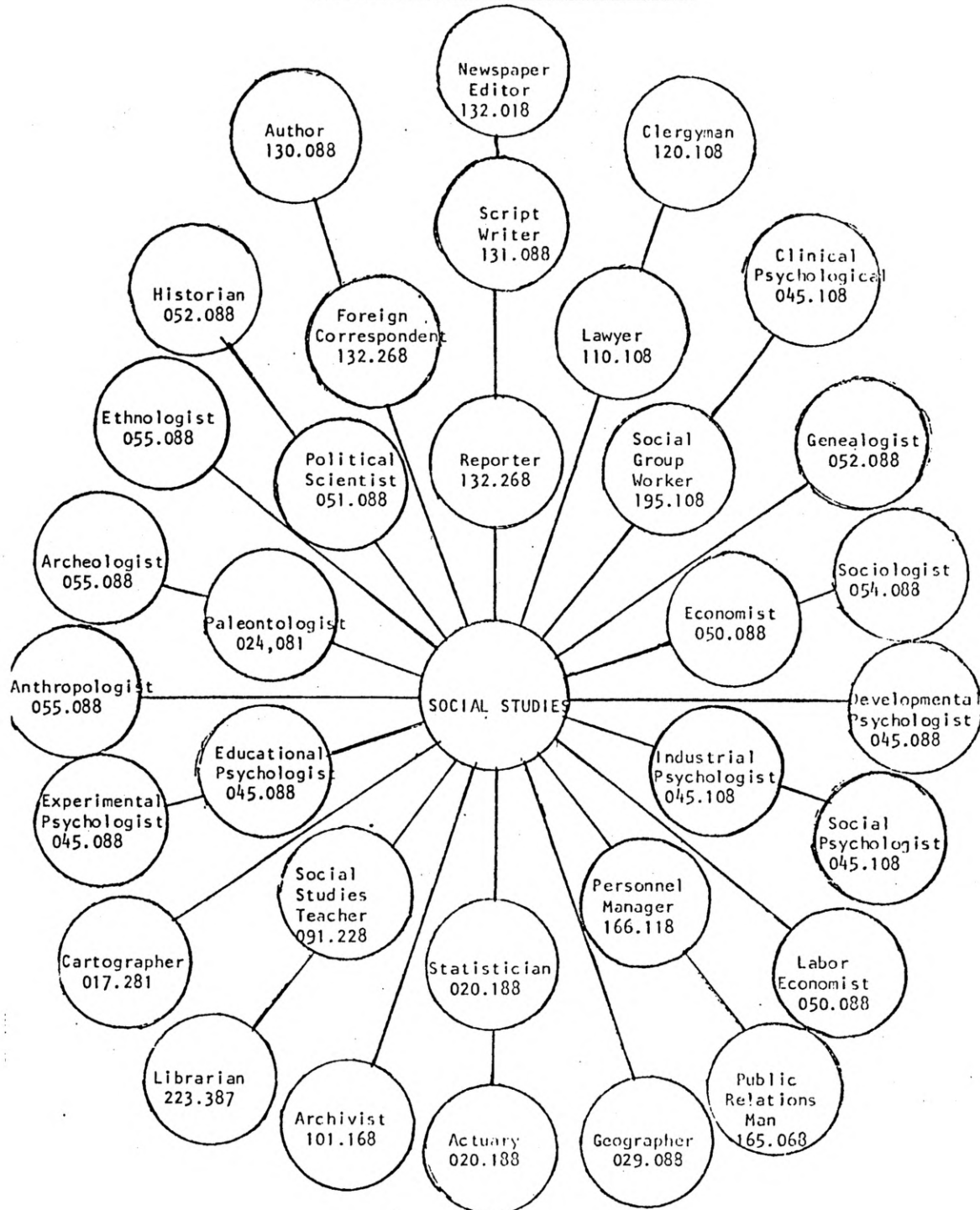
SUGGESTED ACTIVITIES FOR SOCIAL STUDIES

1. Ask students to gather statistics on the occurrence of various family structures - and on mothers employment outside the home - in the nation or in the community.
2. Ask students to relate women's social condition at any given time and place in history to the requirements of the labor market.
3. Ask students to fill in the information missing from history or social studies texts. Reproduce the materials they create.
4. Have students report verbally or develop a bulletin board on one woman (American) emphasizing the kinds and importance of her contribution and any difficulties she encountered in making the contribution.
Possible subjects:

- Susan B. Anthony - suffragette who was declared a legal non-person in the fight for women's vote
- Harriet Tubman - abolitionist
- Jane Addams - humanitarian
- Mary Cassatt - artist
- Maude Adams - actress
- Emily Dickinson - poet
- Maria L. Sanford - educator who espoused the rights of minorities
- Dr. Florence R. Sabin - teacher, scientist, humanitarian
- Sojourner Truth - black abolitionist, preacher
- Sacajawea - Indian guide
- Eleanor Roosevelt - humanitarian
- Mary Harriot(Mother) Jones - Labor leader
- Shirley Chisholm - Black congresswoman
- Amelia Bloomer - Feminist
- Elizabeth Blackwell - First woman doctor
- Amelia Earhart - pilot
- Betty Friedan - instrumental in beginning of women's movement
- Helen Hayes - actress
- Helen Keller - humanitarian
- Margaret Mead - anthropologist
- Molly Pitcher - Revolutionary war hero
- Jeannette Rankin - first congresswoman
- Margaret Sanger - early advocate for birth control
- Ida M. Tarbell - Journalist
- Emma Hart Willard - educator
- Frances Perkins - F.D.R.'s Secretary of Labor

5. "Level" with the students near the beginning of the course: point out that the textbook does not provide proper coverage of women, so they will be wary of the facts as they read them.
6. Assign supplementary readings. Sources can be found in the annotated source list at the end of this chapter.
7. Assign term papers on subjects inadequately covered in the text, such as on individual important women, the women's suffrage movement, the current feminist movement.
8. Invite a local feminist (perhaps the local women's political caucus or the local chapter of the League of Women Voters), or a woman politician or government official, to talk to the class and lead a discussion.
9. Have students develop a calendar of significant women's events. Include famous minority women.
10. Invite working women from various fields to participate in a panel discussion and question and answer period. These women should represent both blue and white collar jobs, and minority women should be included.
11. View a filmstrip or film depicting masculine and feminine roles and have students develop stimulus questions for class discussion.
12. Have students check with the mayor on the city hiring policy. How many women are employed by the city? In what occupations?
13. Have students construct a survey to use in their community. It should be full of questions that assess a person's attitude toward sex roles. Questions might be:
 - a. I would vote for a woman president if she were qualified?
Yes _____ No _____
 - b. A women's place is in the home? Yes _____ No _____
 - c. Would you work for a woman? Yes _____ No _____
14. Discuss the forces, trends or technology that have affected a speedup in the changing roles of men and women. Consider how they might be even more changed in the next 25 years, 50 years, 100 years.

OCCUPATIONS RELATED TO SOCIAL STUDIES



SOCIAL STUDIES AND HISTORY RESOURCES

*The American Woman: Portraits of Courage, McGraw-Hill Films, 1211 Avenue of the Americas, New York, NY 10020 (2 30 min. 16 mm films)

History teachers -- are you in search of supplementary materials on women in history? This film, taken from a T.V. show which appeared last year, presents a series of portraits of women who played decisive roles in the shaping of American history. Part I covers early American women -- Deborah Sampson, Harriet Tubman, Susan B. Anthony and others. Part II covers later figures like Margaret Sanger.

Asian Women, Asian-American Studies Center, University of California, Los Angeles, CA

A unique compilation of essays, photos, art work, and short stories by Asian American women.

Aunt Carla Brown: Story of a Black Pioneer, by Bruyn, The Book House, 5124 South Broadway, Englewood, CO 80110

Unique story of Carla Brown's life in Colorado mining camps.

Daughters of the Earth, by Carolyn Neithammer, Collier Books, McMillan Pub. Co., 866 Third Avenue, New York, NY 10022

The lives and legends of American Indian women.

Declaration of Rights of Women, based on the Gage Pages, Aberdeen, S.D., North Plains Press, Box 910, Aberdeen, SD 57401

These letters tell a fascinating story about one of the least known, but most important workers for women's rights, Matilda Gage.

The Female Experience: An American Destiny, by Gerda Turner, Bobbs-Merrill Co., Inc., 4300 West 62nd St., Indianapolis, IN 46268

The focus of this book is women's passages through the life cycle from youth to death; how women have moved into male dominated society and how they defined themselves while developing various forms of feminist consciousness.

Freedoms Frontiers, by Clark & Remini, Glencoe Publishing Co., Inc., P.O. Box 336, Bellmawr, NJ 08031

We recommend this high school history text for its honest and unbiased portrayal of the contributions made by women and minorities. In contrast to other textbooks we have previewed, these contributions are not set apart but thoroughly integrated into the text. Furthermore, the questions continually raised in the book encourage critical thinking.

Gentle Tamers, by Brown, The Book House, 5124 South Broadway, Englewood, CO 80110

Biographies of pioneer women.

Herstory, Interact Co., Box 262, Lakeside, CA 92040

Focuses on the circumstances of the American women, past, present and future. Various simulation, role playing, research and discussion guides are included.

Indian Women of the Western Morning: Their Life in Early America, by John and Donna Terrell, Anchor Books, Garden City, NY

This well-researched book shows what life was like for Indian women -- Their status and responsibilities in tribal communities.

SOCIAL STUDIES AND HISTORY RESOURCES (cont'd)

A Lady's Life In the Rockies, by Isabella Bird, The Book House, 5124 South Broadway, Englewood, CO 80110

Isabella Bird, a Victorian author of travel books, tells of her trip to the Rockies in 1873.

Montage: An Ethnic History of Women in Hawaii, Hawaii State Commission on the Status of Women, 250 S. King Street, Honolulu, HA 96813

Remarkable American Women - 1776-1976, LIFE MAGAZINE SPECIAL REPORT, 1976

A gallery of American women living and dead. A diversity of women's achievements are shown: in the arts, in politics, science, social work, in adventure and sports -- even in the world of crime.

Shepherdess of Elk Valley, by Brown, The Book House, 5124 South Broadway, Englewood, CO 80110

Margaret Duncan Brown records her life in Cripple Creek and on her ranch.

A Widening Sphere: Changing Roles of Victorian Women, by Martha Vicinus, Indiana University Press, 10th and Morton Streets, Bloomington, IN 47401

These essays speak to the dual nature of the legal and social constraints of the Victorian period. Old myths that once surrounded the Victorian woman and on which many of today's stereotypes are based are examined and exposed.

Women of Courage, by Nathan, The Book House, 5124 South Broadway, Englewood, CO 80110
Biographies of five famous American women.

Women of the West, by Dorothy Gray, Les Femmes, Millbrae, CA 94030

An excellent potpourri of biographies of Western women -- from Sacajawea to Willa Carter and others not frequently mentioned in history books.

Women in American History, William J. Jacobs, Glencoe Publishing Co., Inc., P. O. Box 336, Bellmawr, NJ 08031

An excellent supplement for American history texts.

Women in History, by Margaret W. Budd & Myrra Lee, San Diego City Schools, San Diego, CA (1974)

A guide for teaching about the role and contributions of American women from the colonial period through the civil war.

Women in Past and Present, by Sharon Johnson, Department of Public Instruction, Bismark, ND 58505

A secondary American history course, with separate sections on chronology and topic study.

*Women's Work, 1620-1920, Schloat Publications, Prentice Hall, 150 White Plains Road, Tarrytown, NY 10591 (4 sound filmstrips and discussion guide)

A historical survey of some of the diverse roles played by women since the beginning of American society, as well as a documentary of women's long fight for equality with men.

SOCIAL STUDIES AND HISTORY RESOURCES (cont'd)

You Won't Do: What Textbooks on U.S. Government Teach High School Girls, KNOW, Inc.,
P. O. Box 86031, Pittsburgh, PA 15221

A study of women in textbooks on government along with suggestions for change.

Young and Female, by Ross, The Book House 5124 South Broadway, Englewood, CO 80110

Turning points in the lives of eight American women.

"Significant changes have come about in recent years affecting the role of young men and women in the home. Many choose to maintain their own living quarters while in college or when they enter the world of work. Young people have been waiting longer to marry, and the trend will continue as they opt for more schooling or for living away from home before settling down. In most instances, both the husband and wife work during the first years of marriage and many women return to work after having children." These factors indicate the need for both girls and boys to develop skills for living independent as well as interdependent lives.

Renee Fishman, Home Economic Teacher
Dumont, New Jersey

EVALUATION CHECKLIST FOR HOME ECONOMICS AND INDUSTRIAL ARTS

	<u>YES</u>	<u>NO</u>
1. Do course descriptions imply that these classes (Home Economics or Shop) are for boys or girls only?	_____	_____
2. Are counselors funneling female students away from Industrial Arts and boys away from Home Ec.?	_____	_____
3. Does the course curricula meet the interests and needs of students of both sexes?	_____	_____
4. Are compensatory activities or programs offered in areas where one sex has traditionally been excluded?	_____	_____
5. Have special recruitment efforts been taken to attract male or female students who have traditionally been excluded?	_____	_____
6. Are Home Economics and Industrial Arts required courses?	_____	_____
7. Are they required for both male and female students?	_____	_____
8. Do graphics and audio-visuals used portray men and women in a variety of non-stereotyped roles and occupations.	_____	_____
9. Are the abilities and talents of both sexes emphasized?	_____	_____
10. Are different activities planned for boys than for girls?	_____	_____
11. Are there general class chores (clean-up, errands, etc.) that are assigned to one sex?	_____	_____
12. Do illustrated manuals and texts show both boys and girls in classroom situations?	_____	_____
13. Do materials on careers offer a wide variety of options for both boys and girls?	_____	_____
14. When taking field trips or inviting resource people in, is an effort made to include both sexes?	_____	_____

- Questions adapted from: Ohio Education Association publication, "A Suggested Approach to Non-Sexist Teaching"; Doris Dopkin's, "Model Plan for Desegregation of Home Economics Programs," Douglass College, New Brunswick, New Jersey.

SUGGESTED ACTIVITIES FOR HOME ECONOMICS AND INDUSTRIAL ARTS

Home Economics

1. Discuss the current interests in "diets." Analyze a number of fad diets. Recognize that diet is the total amount of food eaten and not only for reducing or gaining purposes.
2. Have students make a survey of all the child development and care centers in the community.
3. Invite an employer to discuss good grooming and its importance in getting and holding a job.
4. Have students take a written and practical "driving" exam on the sewing machine, issuing driving licenses to those who are proficient.
5. Take a field trip to a men's clothing store and talk to the tailor about fitting problems common to men.
6. Have buyers from men and women's clothing stores come to the class and talk about clothing selection.
7. Have a doctor come to speak to the class about the role of the father in the delivery room.
8. An "egg sitting project" demonstrates the responsibilities involved in child care. Each student is responsible for his or her egg 24 hours a day for a period of several days. Sitters have to be found if the student is unable to do so.
9. Have the class select a menu suitable for dinner which can be made from both convenience foods and standard recipes. Have students prepare the meals recording time per step, palatability, color, texture, consistency and cost.
10. Identify labor saving devices such as gadgets and equipment designed to simplify work such as mixers, blenders, crock pots, etc.
11. Study room plans to develop an awareness of moods, functions and beauty that can be created by using color background and furniture in different ways.
12. Have students plan and design home/room improvement projects for their bedrooms at home.
13. Investigate forms of saving, credit, investments, and insurance.
14. Examine budgets for various income levels.

-Activities adapted from, "Course of Study for Single Living," Renee Fishman, Dumont High School, Dumont, NJ. "Model Plan for Desegregation of Home Economics Programs," Doris Dopkin, Training Institute for Sex Desegregation, Federation Hall, Douglass College, New Brunswick, NJ 08903

Industrial Arts

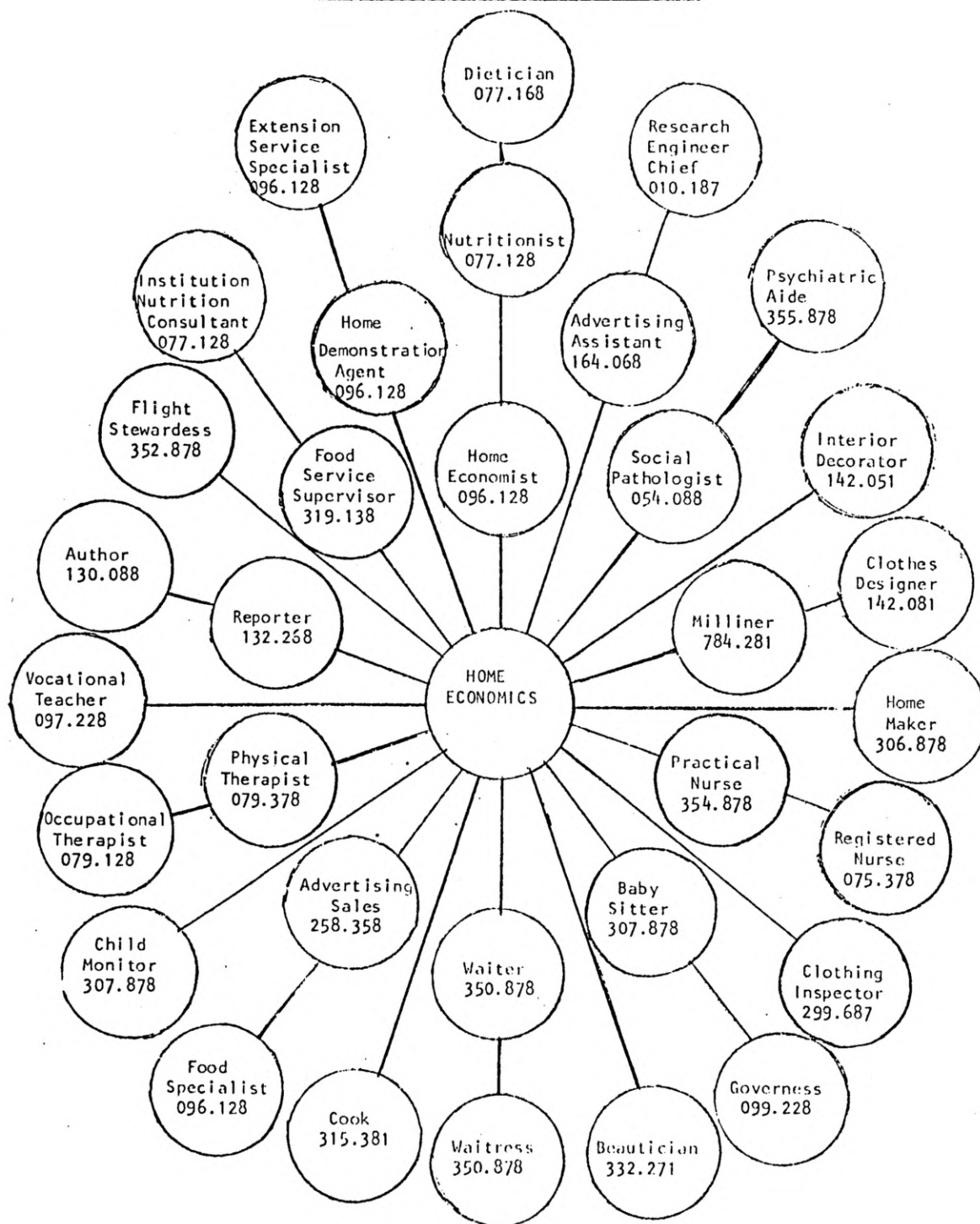
1. Combine groups of students for lab assignments. Place the more experienced student with the less experienced student so they can help each other.
2. Allow for a variety of skill levels in a class by selecting projects which require different skill levels particularly in carpentry.
3. Encourage students to transfer classroom learning to application at home, (repairing old lamp, building shelves, etc.). This will increase visibility for the industrial arts programs among family members.
4. Prepare bulletin boards that show pictures of women as well as men building, repairing and welding.
5. Visit a lumber yard, hardware store, welding garage, machine shop.
6. To overcome the initial reluctance of some female students for working on engines, (etc.), start a unit by showing a filmstrip on careers in this area. The filmstrip would reinforce non-sexist careers by showing both men and women working professionally repairing and maintaining engines.

SPECIAL RECRUITMENT EFFORTS FOR HOME ECONOMICS AND INDUSTRIAL ARTS

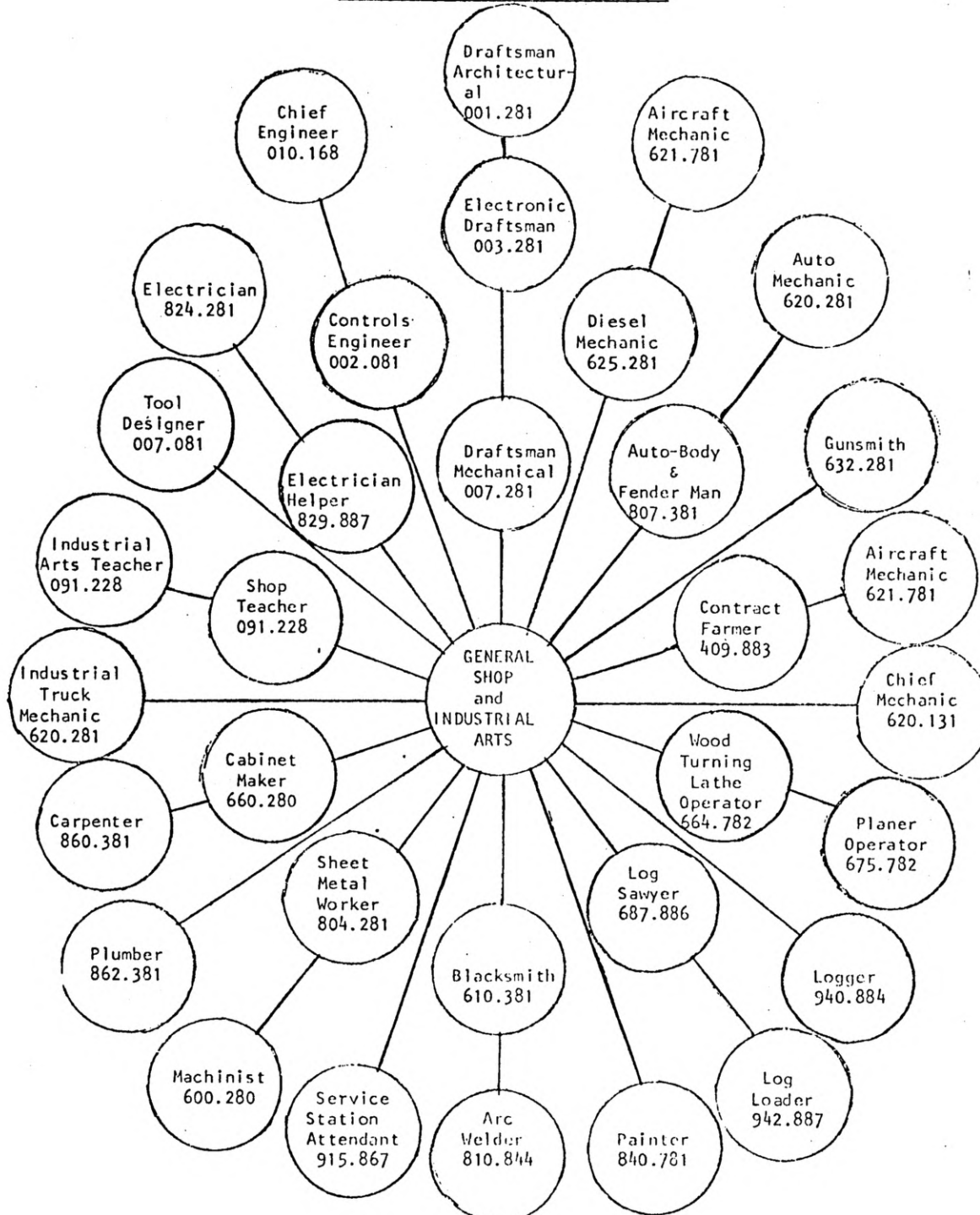
1. Newsletters to parents about courses including ways in which both boys and girls might benefit.
2. Place flyers in the guidance office or locker rooms explaining courses in detail.
3. Explain the course content to the guidance personnel; often all they know about a course is what they read in a short course description.
4. Bulletin board displays in a section of the school away from the Home Economics or Industrial Arts departments designed to interest girls and boys.
5. Provide "mini courses" or course "open house" days in which all students attend introductory presentations in Home Ec. and Industrial Arts departments.

-Adapted from, "Model Plan for Desegregation of Home Economics Programs,"
Doris Doplin, Training Institute for Sex Desegregation, Federation Hall,
Douglass College, New Brunswick, NJ 08903.

OCCUPATIONS RELATED TO HOME ECONOMICS



OCCUPATIONS RELATED TO
GENERAL SHOP AND INDUSTRIAL ARTS



HOME ECONOMICS RESOURCES

Advertising and Women, National Advertising Review Board, 850 Third Avenue
New York, NY 10022

A report on advertising portraying or directed to women.

*American Man: Tradition and Change, Butterick Publishing, 161 Sixth Avenue,
New York, NY 10013 (2 sound filmstrips and discussion guide)

Geared to male high school students, the AV kit forces them to reexamine
their behavior and attitudes in light of male sex role stereotyping.

*American Man: Two Hundred Years of Authentic Fashion, Butterick Publishing,
A Division of American Can Co., 161 Sixth Avenue, New York, NY 10013
(2 color filmstrips; sound on cassette, poster, guide)

A delightful history of mens fashions in the U.S.

Changing Societal Roles and Teaching, by Ruth McNabb Dow, Home Economics Educa-
tion Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

Publication #261-08428 - This handbook provides information and numerous
activities for exploring the nature and effects of changing roles in
society. The topics are relevant to social studies and consumer educa-
tion as well as to home economics.

*Cinderella is Dead, National Education Association, 1201 16th Street, N.W.,
Washington, D.C. 20036

Filmstrip Stock No. 388-12032. This filmstrip/cassette examines the
stereotypical image of women as wives and mothers and discusses the
need to prepare women for the more realistic role they are to occupy
in the labor force.

Course of Study for Single Living, Dumont High School, Dumont, NJ 07628
Course outlines in units.

Home Economics: Cooperative Education Programs for Youth and Adults, New Jersey
Department of Education, Division of Vocational Education, Home Economics Unit,
Trenton, NJ

A resource guide for teachers-coordinators of Cooperative Education Pro-
grams. The purpose of this handbook is to stimulate further growth of
occupational preparation for students through utilization of part-time
work experiences.

The Masculine Focus in Home Economics, by Dowell and Greenwood, American
Home Economics Association, 1201 Sixteenth St. N.W., Washington, D.C. 20036
#75-10815 - This publication will be of assistance if you wish to attract
more boys into your Home Ec. program. There are ideas for recruiting,
suggestions for experiences and activities as well as guidelines to
follow and ways to avoid possible pit falls.

A Model Plan for Desegregation of Home Economics Programs, by Doris Dopkin,
Training Institute for Desegregation, Federation Hall, Douglass College,
New Brunswick, NJ 08903

Good ideas and a list of good materials for use in an integrated home
economics classroom.

Home Economics Resources (cont'd)

New Life Options: The Working Women's Resource Book, by Rosalin Loring, Herbert Otto, McGraw-Hill Co., New York, NY

A compendium of information and advice for working women -- from how to choose a day care center to legal rights.

Other Choices for Becoming a Woman, by Joyce Slayton Mitchell, KNOW, Inc., P. O. Box 86031, Pittsburgh, PA 15221

Written specifically to help high school women make choices on such things as: sex, fashion, drugs, religion, and education. Tries to present many sides of the issues.

Planning for Free Lives, Feminist Northwest, 5038 Nicklas Place, N.E., Seattle, WA 98105 (Also available from Montana Office of Public Instruction)

Curriculum materials for combating sex stereotyping in Home Economics, family living and career awareness courses.

*Sex Roles: Redefining the Differences, Audiovisual Narrative Arts, Inc., Box 9, Pleasantville, NY 10570 (2 sound filmstrips & discussion guide)

This sound filmstrip examines the cause and effect of sex role stereotyping and considers the alternatives that are available.

*Sex Role Stereotyping, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (2 sound filmstrips and discussion guide)

Part I deals with the labels of femininity and masculinity and Part II deals with the reinforcement in home, school, and community..

To Form a More Perfect Union, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Stock No. 040-000-00350-9

Vocational Readiness Program, YWCA of Los Angeles, 1215 Lodi Place, Los Angeles, CA 90038

A true to life game of choice and consequence. An eye opener for girls who don't need a career because they plan to marry.

*Women Today, Guidance Associates, 757 Third Avenue, New York, NY 10017 (A subsidiary of Harcourt Brace Jovanovich, Inc.) (2 sound filmstrips and discussion guide)

This program (geared for teenagers), presents various women with strong, positive self-images who have made conscious life choices.

*Audio-Visual Materials

"....it starts in the third grade, when the boys and girls physical education classes are split up. That's when the boys take basketball and the girls take jump rope. When the boys learn to work on teams and how to win and girls learn how to be feminine and watch.... It's not really the girls fault that they are not interested in sports. It's the teachers' and parents' attitude toward the student that's the problem."

Joyce Wilson
A High School Gymnast

EVALUATION CHECKLIST FOR PHYSICAL EDUCATION

		<u>YES</u>	<u>NO</u>
1.	Are P.E. classes conducted on a co-educational basis except during participation in contact sports?	_____	_____
2.	Do both boys and girls experience a variety of activities and skills, instead of the traditional sex stereotyped sports?	_____	_____
3.	Are physical education requirements the same for males and females?	_____	_____
4.	Does the program include:		
	Basic movement	Boys	Girls
	Dance	Boys	Girls
	Games	Boys	Girls
	Practice in sport skills	Boys	Girls
	Stunts	Boys	Girls
	Tumbling	Boys	Girls
5.	Are students grouped according to ability?	_____	_____
6.	Are both boys and girls evaluated on the same basis?	_____	_____
7.	Do both boys and girls have equal priority to indoor and outdoor activities?	_____	_____
8.	Are boys put down when they do not perform an activity as well as girls?	_____	_____
9.	Are health classes co-educational?	_____	_____
10.	Do curriculum guides suggest that different activities are more appropriate for boys or girls?	_____	_____
11.	How much time do girls and boys spend working out together?	_____	_____
12.	Do course descriptions indicate that all classes are open to boys and girls?	_____	_____
13.	Are the teaching and extra-curricular loads equal for both male and female instructors?	_____	_____
14.	Are the male physical educators qualified to teach as well as coach?	_____	_____

15. Are the salaries of male and female P.E. instructors equal? _____

-Questions adapted from, Ohio Education Association publication, "A Suggested Approach to Non-Sexist Teaching;" AAHPER publication, "Complying With Title IX of Education Amendment of 1972 in Physical Education and High School Sports Programs."

SUGGESTED ACTIVITIES FOR PHYSICAL EDUCATION

1. Redesign the curriculum so that all students are exposed to a variety of skills and quality of the program is improved. A list of activities that can be taught co-educationally are:

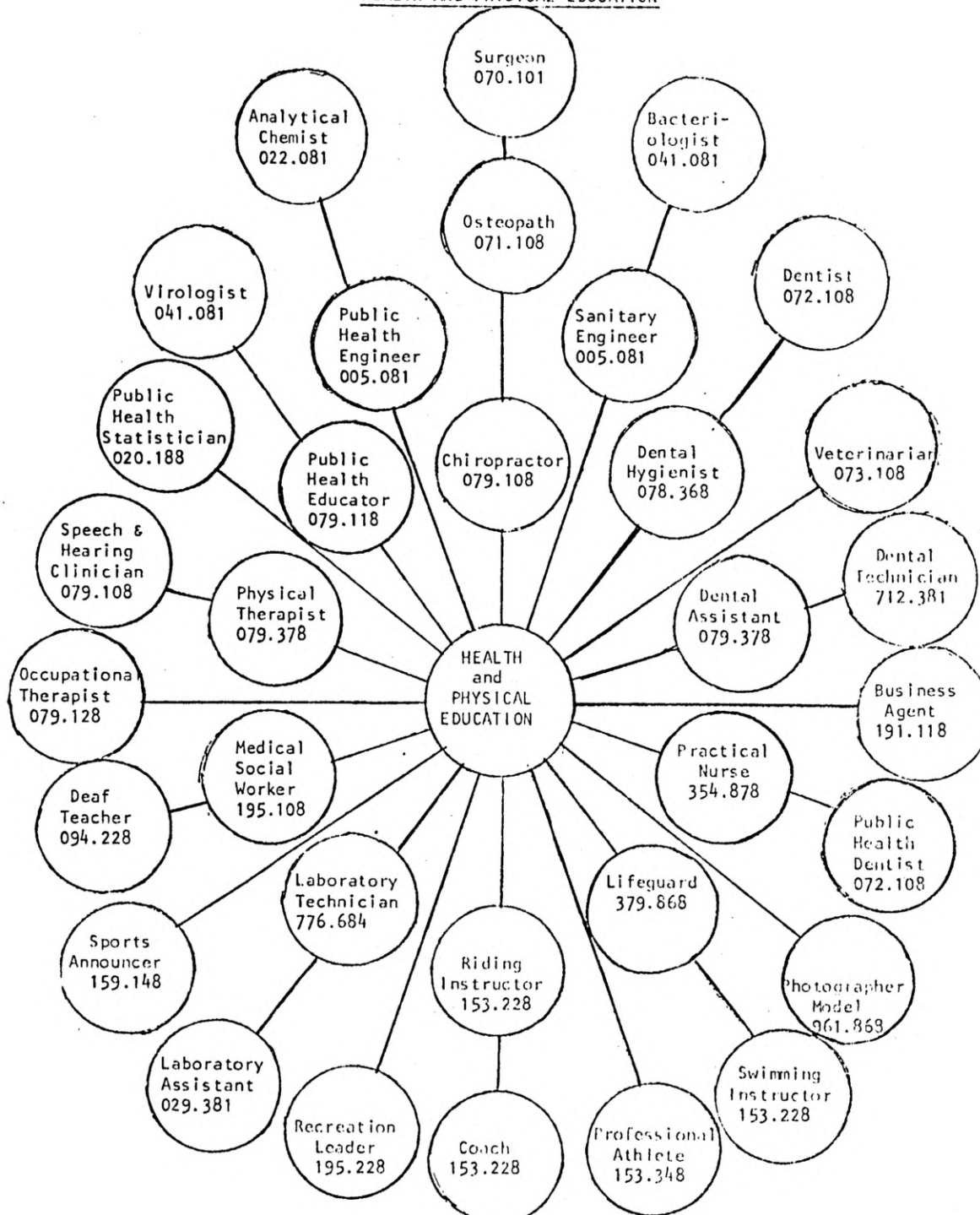
Tennis	Flag Football
Archery	Basic stunts & tumbling
Weight training & conditioning	Basketball skills
Badminton	Softball
Volleyball	Self-defense
Golf	Swimming
Dance	Bowling
Track & field	Biking (must provide own bike)
Ice skating	

2. Send a letter to parents of all students enrolled in P.E. programs explaining why physical education classes are now co-educational and that students will be selecting activities according to interests rather than sex. Reassure the parents that separate lockerroom facilities will still be provided and invite them to visit their son's or daughter's class and talk with the instructors. Also include a list of activities that are being offered and encourage them to help their children make selections according to their interests and abilities.
3. Have students evaluate their co-ed P.E. experience at the end of the semester or each unit.
4. Conduct a student survey at the end of the academic year to identify current needs and changing patterns of interest in physical education programs. Use the information for planning next-year's program.
5. Review and develop team teaching skills so that integrated instruction and coaching are expected methods of operation.
6. Offer inservice clinics for staff interested in improving teaching skills and more successfully integrating their classes.
7. Schedule approximately the same number of boys and girls into each P.E. class.
8. Establish a core requirement in motor abilities, schedule all students into the fundamental class for self evaluation; move those with high skill level into a gaming track (elective); those with instructional needs into a basic track (predetermined); those with remedial needs into an adapted track (rehabilitatively oriented); and those with interest skills into a leadership/services track (special units emphasis).
9. Conduct all activities on a sex-integrated basis including skills practice for contact sports and team activities where ability and safety considerations permit.
10. Develop and/or adapt tests which will divide students into skill groups for those activities in which skill is the important factor for safety and/or enjoyment.

11. Establish different evaluation standards for students on the basis of their ability, effort and progress.
12. Merge the girls P.E. department and the boys P.E. department and initiate team building efforts which provide common administrative and curriculum frame of reference.
13. Pay special attention to psychological security of students participating in a new kind of experience. They will need reassurance and positive reinforcement.
14. Perform a thorough self-evaluation to see where inequities exist in physical education opportunities, access and programming.

-Adapted from: Mary Lou Enberg, Tracking Equal Opportunity in Physical Education, Recreation, Athletic, (Olympia, Washington: Washington Dept. of Public Instruction). 1977

OCCUPATIONS RELATED TO
HEALTH AND PHYSICAL EDUCATION



PHYSICAL EDUCATION AND ATHLETIC RESOURCES

The Athletic Educator's Handbook, Institute for Learning, IFM Building, Old Saybrook, CT 06475

Includes an overview of the physical education and athletic section of the Title IX regulations, self-evaluation checklists, information on planning future programs and conducting a needs assessment and ideas for implementing programs for the gifted, women and the handicapped.

Competitive Athletics: In Search of Equal Opportunity, Resource Center on Sex Roles in Education, 1201 16th St. N.W., Washington, D.C. 20036

This manual provides a framework for gathering information about local women's and men's athletic programs, assessing equal opportunity, and modifying the athletic program to provide equal opportunity.

Complying With Title IX of Education Amendments of 1972 in Physical Education and High School Sports Programs, AAHPER, 1201 16th Street N.W., Washington, DC 20036

A manual on physical education and sports programs for administrators, athletic directors, coaches, and teachers in local educational agencies and for personnel in general physical education programs in colleges and Universities.

Curriculum Improvement in Secondary School Physical Education, AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036

Proceedings from AAHPER Regional Conference, 1971.

*Equal Chance Through Title IX, NEA A-V Studios, 1201 16th St. N.W., Washington, D.C. 20036 (25 minute 16mm color film)

This 25 minute film is about implementing the physical education component of the Title IX regulation. It does much to promote activity and sports as a wholesome health enhancing lifestyle.

Everybody's A Winner: A Kids Guide to New Sports and Fitness, by Tom Schnieder, Yolla Bolly Press, Covelo, CA

A guide to all-new, self-competitive sports and games which don't need special equipment and which anyone can play. Especially recommended for elementary classroom teachers who must teach physical education to their own classes. Can be used with ages 6 to 76.

*Hey, What About Us, University of California,,Extension Media Center, 2223 Fulton Street, Berkeley, CA 94720

Depicts sex role stereotyping in physical education classes, playgrounds, and classroom behavior and contrasts these examples with nonstereotyped sequences; a girl displays competence in football, a boy excels in dance. For 4th grade and up; teachers and parents.

Revised Physical Education Program for Junior and Senior High Schools, Kalamazoo Public Schools, Instructional Media Department, 1220 Howard St., Kalamazoo, MI 49008
An outline of goals and performance objectives for an integrated physical education program.

She Shoots, She Scores!, by Heather Kellerhals-Stewart, Canadian Women's Education Press, Suite 305, 280 Bloor St. W., Toronto

Hilary likes being a girl. She also likes to play hockey, but the two just don't seem to go together. But Hilary's determination brings her through. An exciting story for both boys and girls.

PHYSICAL EDUCATION AND ATHLETIC RESOURCES (cont'd)

"Sports Fiction for Girls," by Janet Graveline Messenger, WomenSports, August 1977

A bibliography of fiction about girls involved in sports. Divided by age groupings and rated for excellence.

*Sugar and Spikes, Insight Exchange, P. O. Box 42584, San Francisco, CA 94101
Addresses the problems and rewards of women actively participating in athletics. This 29 minute videotape includes interviews with parents, coaches and players.

Title IX - Health & P.E. Newsletter, Office of the Superintendent of Public Instruction - copies available from S.E.E. Institute, Rocky Mountain College Billings, MT 59102

Suggestions for tailoring health education, physical education, and sports programs to meet compliance. Also included are answers to questions most asked to date.

What Constitutes Equality for Women in Sports, Project on the Status and Education of Women, 1818 R. Street, N.W., Washington, D.C. 20009

This paper outlines some of the issues related to equal opportunity for women in sports, gives examples of some situations that might have to be reassessed, and discusses some of the alternatives that are being proposed.

Women's Athletics: Coping with Controversy, AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036

The woman athlete, what does she want? Why does she want it? How is she going to get it? These are just a few of the questions answered in this publication.

Women in Sports, photographs by Pat Kuess and Cathy Cade, 2103 Emerson, Berkeley, CA 94705

The black and white photos show women of all ages involved in sports. Good for discussion starters, nonsexist display or bulletin boards.

A Workbook: Fundamentals of Athletic Training for Women, by Holly Wilson, AAHPER, 1201 16th Street, N.W., Washington, D.C. 20036

A manual for trainers and coaches working with women.

*Young Women in Sports, BFA Education Media, P.O. Box 1795, Santa Monica, CA (20 minute, 16mm color film)

A film in which four female athletes are interviewed and seen training and competing. Their attitudes about competition and femininity are explored.

"There is no course in the official curriculum called "Male Role Development," or "Learning How to be a Girl," but such learning takes place incidentally, and a variety of signals - some obvious, some hidden - ensure that sex typing will be reinforced."

Nancy Frazier & Myra Sadker
Sexism in School and Society

EXAMINING TEACHER ATTITUDES AND BEHAVIORS

This checklist attempts to organize the many behaviors for which teachers are responsible.

	<u>YES</u>	<u>NO</u>
<u>A. Teacher Expectations and Behaviors</u>		
1. Are girls expected to excel in verbal areas while boys are expected to do well in math and science?	___	___
2. Are girls expected to have neat penmanship and use correct grammar?	___	___
3. Are boys expected to meet this standard?	___	___
4. Is more attention given to boys in disciplining them?	___	___
5. When students are asked to help with school chores, are boys expected to run film projectors and move desks and books, and girls to keep records and do the "light work"?	___	___
6. Are boys permitted to be more independent, aggressive, boisterous and rough while girls are expected to be passive, weak, emotional, talkative and gentle?	___	___
7. Are both boys and girls praised for their physical appearance?	___	___
8. Are boys disciplined strictly and physically and girls disciplined verbally and leniently?	___	___
9. Are manners taught based on sex courtesy rather than human courtesy (ladies should go first, males should hold doors open for females)?	___	___
<u>B. Classroom/School Organization</u>		
1. Are students lined up by sex?	___	___
2. Are students seated in class according to sex?	___	___
3. Are teams for classroom activities/spelling bees, kickball, etc., created by sex?	___	___
4. Are playground or lunch room groups segregated by sex?	___	___
5. Are school courses (P.E., Shop, Home Ec.) segregated by sex?	___	___

C. Extra-Curricular Activities

YES

NO

1. Is equal notice and importance given for academic achievement and sports? ____
2. Do boys and girls have equal opportunity to participate in service, social and extra-curricular activities? ____
3. Do boys have an opportunity to compete with girls in athletic events or play in intramural and inter-scholastic games? ____

- Questions adapted from John and Gail McLure's "Categories of Non-Sexist Teaching Behaviors."

SUGGESTED ACTIVITIES FOR TEACHER BEHAVIOR

The teacher behavior in the classroom should reflect a sense of possibilities of each individual regardless of sex.

1. Do some homework on your students and their families
 - how many of your students have working mothers?
 - what kinds of work do their mothers do?
 - what kinds of work do their fathers do?
 - how many variations of the family do you have in your class? (one-parent, divorced, widowed, communal, extended, grandparents only, adopted, etc.)

Watch and see how consistent your behavior and the messages your students receive are with the realities in their lives.
2. Be conscious of yourself as a role model. If you are a woman, run your own movie projector and do the minor repairs in the classroom.
3. Make sure that materials around the room show males and females (equally) and include nontraditional roles for both.
4. Avoid dividing the class by sex for regular activities. Instead, try dividing numerically, alphabetically or by location.
5. Avoid asking for help by specifying sex, ("I need a strong boy to do this," etc.)
6. Be sure that you use both male and female examples and try to avoid stereotypes within the examples.
7. Try using she or her instead of he or him generically.
8. "Level" with the students in your classroom. Point out sexist behavior patterns and sex bias found in their books and materials. Help them learn to identify sources of bias in theirs and your behavior and discuss different ways to approach the situation.
9. Assist in explaining to young men, who are often baffled by the women's movement, the rising vocational and career priorities for girls and women.
10. Become knowledgeable about the changing roles of men and women and how you as a teacher can better meet those needs.
11. Have your teacher organization and school board sponsor an in-service training course on analysis of textbooks, curriculum, and language used by teachers that perpetuate sex role stereotypes.

-Activities adapted from Lauri Olsen Johnson's guide for, "Non-Sexist Curricular Materials for Elementary Schools," The Feminist Press.

SELF CONCEPT RESOURCES

Clarifying Values Through Subject Matter: Applications for the Classroom, by Harmin, Merrill, Howard Kirschenbaum, Sidney Simon (Minneapolis: Winston Press, 1973)

This book gives specific suggestions for adapting strategies to diverse subject matters.

Educational Implications of Self-Concept Theory, by Wallace D. LaBeene and Bert I. Greene (Pacific Palisades, CA: Goodyear Publishing Co., 1969)

After a review of the classical self-concept literature, the authors spell out the implications of the literature for such educational issues as ability grouping, promotion practices, grading practices, classroom discipline, and evaluation.

The Geranium on the Window Sill Just Died But Teacher You Went Right On, by Albert Cullum (Harlin Quist, 1971)

100 Ways to Enhance Self-Concept in the Classroom, by Jack Canfield and Harold Wells (Englewood Cliffs, New Jersey: Prentice-Hall, 1976)

This book's subtitle, "A Handbook for Teachers and Parents," describes the appropriate audience. The strategies range from those dealing with building a positive support environment to those concentrating on goal setting. It is a highly adaptable series of self-concept activities.

Pygmalion in the Classroom: Teacher's Expectations and Pupil's Intellectual Development, by Robert Rosenthal and L. Jacobsen (New York: Holt, Rinehart and Winston, 1968)

Rosenthal and Jacobsen report their research, indicating that whatever a teacher expects from a student she will probably get. The need for the teacher to "believe in" the child's ability to succeed is amply supported by their work.

Schools Without Failure, by William Glasser (New York: Harper & Row, 1969)

Glasser offers a new approach to reduce school failure--an approach based on personal involvement, relevance, and thinking. Through the use of the "classroom meeting" he demonstrates how to reach negatively oriented, failure-conscious students and how to help them to aim for positive goal-setting, personal achievement, and individual responsibility.

Self-Concept and School Achievement, by William W. Purkey (Englewood Cliffs, NJ: Prentice-Hall, 1970)

Purkey explores the growing emphasis on the student's subjective and personal evaluation of himself as a dominant influence on his success or failure in school. He explains how the self-concept develops in social interaction and what happens to it in school. He also suggests ways for the teacher to reinforce positive and realistic self-concepts in students. Because of its ease in reading, it is helpful to give to parents from whom you are trying to enlist support for an affective education program.

Values and Teaching: Working with Values in the Classroom, by Louis E. Rath, Merrill Harmin, and Sidney B. Simon (Columbus, OH: Charles E. Merrill, 1966)

This book outlines a theory of values and a classroom methodology for the clarification of values. It contains many practical classroom activities that teachers can employ to help students clarify their values.

SELF CONCEPT RESOURCES (cont'd)

Values Clarification: A Handbook of Practical Strategies for Teachers and Students, by Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum (New York, NY: Hart Publishing Co., 1972)

This extremely practical book contains seventy-nine classroom exercises designed to help students clarify their values. Each exercise is clearly written and contains many examples of ways in which it can be used. This book promises to become a classic in humanistic education.

Your Child's Self-Esteem, by Dorothy Corkille Briggs (Garden City, NY: Doubleday, 1970)

This gem of a book is probably the best book on self-concept for parents. It is highly recommended for both parents and teachers.

SEXISM IN EDUCATION RESOURCES

And Jill Came Tumbling After: Sexism in American Education, Stacey, Bereaud, and Daniels, Dell Publishing Co., (order through bookstore)

This collection of essays shows how sexism operates at all levels of education and suggests how schools can be reformed to allow both girls and boys to pursue their individual interests and potential.

Avoiding Stereotypes, Houghton Mifflin Co., 777 California Avenue, Palo Alto, CA 94304

A position statement of their intent to eliminate stereotyping in educational materials. Practical suggestions for the classroom teacher are offered.

Educational Achievement and Sex Discrimination, Education Commission of the States, 700 Lincoln Tower, Denver, CO 80203

Doesn't just presume the effects of stereotyping, but examines research results.

Self-Study Guide to Sexism in Schools, Pennsylvania Department of Education, 1974 - PO Box 911, Harrisburg, PA 17126

Excellent checklist on every facet of education.

Sex: Does It Make A Difference?, Grams & Waetjen, Duxbury Press, North Scituate, MA 02060

A vast array of research is presented on the significance of sex differences as these differences affect all of life's span and most of life's activities.

Unlearning the Lie: Sexism in School, Barbara Grizzuti Harrison, Wm. Morrow and Company, New York

Through her personal experiences trying to deal with sexism in her children's school, she portends our struggles too.

Undoing Sex Stereotypes, Marcia Guttentag and Helen Bray, McGraw Hill Book Company, 1976 - New York, NY

Research and resources for teachers.

Women in Education, American Federation of Teachers, 1012 - 14th St., N.W., Washington, DC 20005

This booklet discusses why sexist practices should be changed, methods you can use in your classroom to change sexist practices and some suggested materials.

"What is most sorely lacking in the textbooks, and thus most deperately needed in the classroom, is a new image of adult women and a wide range of adult models for young girls."

Images of Males and Females in
Elementary School Textbooks

EVALUATION CHECKLIST FOR ANALYZING A SCHOOL LIBRARY

	<u>YES</u>	<u>NO</u>
1. Are books and/or library sections designated for <u>girls</u> or for <u>boys</u> ?	_____	_____
2. Does the library include materials which discuss psychology, sociology, economics, political science, and history from feminist viewpoints?	_____	_____
3. Does the library include a significant number of biographies and autobiographies by and about women?	_____	_____
4. Does the library include materials which portray women favorably in roles other than wife, mother, and homemaker, or other traditional female occupations?	_____	_____
5. Do library displays include feminist subjects?	_____	_____
6. Do library displays depict women favorably in roles other than wife, mother, and homemaker, or other traditional female occupations?	_____	_____
7. Do procedures and criteria for selecting library materials include evaluation for sexism?	_____	_____
8. Does the library subscribe to, and make readily available feminist periodicals and publications?	_____	_____
9. Do materials on career choices offer a wide variety of options for both girls and boys. Do they suggest that certain careers are <u>for girls</u> and <u>for boys</u> only?	_____	_____

-Questions adapted from, "A Suggested Approach to Non-Sexist Teaching, Ohio Education Association publication, P.O. Box 2550, 225 East Broad Street, Columbus, OH 43216

CRITERIA FOR THE EVALUATION OF EDUCATIONAL SOFTWARE

General Considerations - Some questions may be answered with a check in the appropriate box, others will require a short response.

	Excellent	Good	Fair	Poor
1. Is the subject matter appropriate for the needs and age level of the students?				
2. Is the price reasonable?				
3. General appearance				
4. Durability				
5. Functional layout				
6. Readability of type				
7. Appropriate references (index, bibliography, appendix)				
<u>Content</u>				
1. Stimulate critical thinking				
2. Provides problem solving situations				
3. Promotes self-evaluation and formulation of values				
4. Adaptable to various levels of student ability				
5. Adaptable to various teaching strategies and models				
6. Consistency of organization				
<u>Bias Content</u>				
1. Presents more than one viewpoint of controversial issue				
2. Shows women and men as having similar emotions, feelings, interests, and characteristics				
3. Uses non-stereotyped language				

	Excellent	Good	Fair	Poor
4. Includes the contributions, inventions or discoveries of women				
5. In textbooks which incorporate bibliographies, includes bibliographies of women in a variety of roles.				
6. Promotes the positive nature of differences.				
7. Includes contributions of women authors.				
8. Are other cultures, racial and ethnic groups included and depicted naturally?				
9. In audio portions: - use of skilled female and male narrators - the tone of the voice and phrasing show a respect for women				
10. In visual portions: - settings are realistic				

Adapted from: Checklist by Kate L. MacMullin, "Criteria for Evaluation of Educational Software," Lowell Media Center, Mesa, Arizona and The State of Washington's, "Models for the Evaluation of Bias Content in Instructional Materials," Office of Superintendent of Public Instruction.

SUGGESTED ACTIVITIES FOR LIBRARIANS

1. Assist teachers in the identification of non-sexist books and materials.
2. Order and provide resources for non-sexist supplementary materials.
3. Organize a file of supplementary materials, course outlines and other resources that teachers can use to supplement the curriculum.
4. Identify non-traditional publishing firms, alternative presses and other groups developing materials in this area. Make sure that information about these groups is distributed to all teachers.
5. Develop and implement a plan for inservice training of all personnel who select, purchase, recommend or use textbooks or other instructional materials.
6. Write to textbook publishers etc., and indicate your dissatisfaction with biased materials. Support examples of non-sexist books that have been developed.
7. Set up displays of books emphasizing the role of women in sports, that show men in nurturing roles and that include information or stories of men and women in non-traditional jobs.
8. Compile a bibliography of available books about women for student use.

-Adapted from Lenore Weitzman and Diane Rizzo, "Biased Textbooks: Action Steps You Can Take," National Foundation for the Improvement of Education (Washington, D.C. 20005) 1974.

PUBLICATIONS

CO-ED
902 Sylvan Avenue
Englewood Cliffs, NJ 07632

THE EDUCATIONAL COURT DIGEST
1860 Broadway
New York, NY 10023

THE EEO REPORT
The Institute for Management, Inc.
Saybrook Industrial Park
Old Saybrook, CT 06475

FORECAST for Home Economics
902 Sylvan Avenue
Englewood Cliffs, NJ 07632

IMPACT
Ms. Carolyn Smiley-Marquez
Cross Cultural Unit
State Dept. of Education
Santa Fe, NM 87501

MEDIA & METHODS
North American Publishing Co.
North American Building
401 North Broad St.
Philadelphia, PA 19108

MEDIA MIX
Claretian Publications
221 West Madison Street
Chicago, IL 60606

MS. Magazine
Subscription Dept.
123 Garden St.
Marion, OH 43302

PEER PERSPECTIVE
1029 Vermont Avenue, NW
Suite 800
Washington, D.C. 20005

PROJECT ON THE STATUS AND EDUCATION
OF WOMEN
Association of American Colleges
1818 R Street, NW
Washington, D.C. 20009

PSYCHOLOGY TODAY
P. O. Box 2990
Boulder, CO 80323

TABS
744 Carroll Street, #18
Brooklyn, NY 11215

TITLE IX LINE
Program for Educational Opportunity
The University of Michigan
School of Education
Ann Arbor, MI 48109

TITLE IX NEWS
Capitol Publications, Inc.
Suite G-12
Pennsylvania Avenue, NW
Washington, D.C. 20037

WOMEN STUDIES ABSTRACTS
P. O. Box 1
Rush, NY 14543

WOMEN TODAY
Today News Service, Inc.
National Press Building
Washington, D.C. 20045

WOMEN'S WASHINGTON REPORT
324 C Street, S.E.
Washington, D.C. 20003

COMBATING SEXISM IN THE CLASSROOM:
A WORKSHOP ON AWARENESS AND ACTION STRATEGIES

Workshop Design: Chris Bruns-DiBiasio
S.E.E. Institute
Rocky Mountain College
Billings, Montana 59102

A WORKSHOP ON COMBATING SEXISM IN THE CLASSROOM

Objectives

- 1) To provide information on research regarding sex bias and sex role stereotyping in educational programs and its possible effects upon the educational and career choices of students.
- 2) To introduce sample evaluation instruments for identifying sex bias in instructional materials.
- 3) To identify some of the more common sexist attitudes and behaviors in the classroom.
- 4) To identify several classroom strategies for combating sex bias in the classroom.
- 5) To consider action steps for dealing with problems of sex bias in instructional materials and teaching methods.

Training Materials Needed

- . Examples of instructional materials; books, A.V. kits and films that can be used to supplement existing curriculum
- . Myra Sadker's Report Card on Girls in Education
- . 10 Quick Ways to Identify Sex Bias in Instructional Materials
- . Identifying Sex Bias in Instructional Materials
- . Examining Sexist Attitudes and Expectations of Teachers
- . Suggested Activities for Combating Sex Bias and Sex Role Stereotyping in the Classroom
- . Where do We go from Here?
- . Annotated Bibliographies
- . Activity Sheets

Training Preparation Required

- . Reproduce training materials in sufficient numbers for participant use
- . Preparation of lecturettes
- . Develop familiarity with workshop materials

Time required - 4 hours

Group size - flexible

Workshop Outline

- I. Introduction to the workshop - 5 min.
- II. Introduction and presentation of Myra Sadker's Report Card - 45 min.
- III. Reaction to Report Card
 - . group processing - facilitator and total group - 15 min.
 - . synthesis of research on effects of sex role stereotyping on educational and career choices of students - 10 min.
- Break - 10 min.
- IV. Identifying and Combating Sex Bias in Instructional Materials
 - . lecturette
 - . individual exercises: Identifying Sex Bias in Instructional Materials
 - . small group work
 - . group processing - facilitator and total group50 min.
- V. Teachers Attitudes and Expectations
 - . exercise - Examining Sexist Attitudes and Expectations of Teachers (small group work)
 - . group processing - facilitator and total group45 min.
- VI. Classroom Strategies
 - . lecturette
 - . handouts - Activity Sheets30 min.
- VII. Where Do I Go From Here
 - . participant action planning
 - . individual planning
 - . group processing - facilitator and total group30 min.

Process

I. Introduction to the workshop

Facilitator/trainer should begin by introducing both the general purpose of the workshop (why it is being held, how participants were selected, etc.) and the workshop's specific objectives.

II. Introduction and presentation of Myra Sadker's Report Card

Suggested facilitator introduction:

- Title IX does not specifically mandate an examination of instructional materials for sex bias, but the student treatment section of the regulations and the intent of equal educational opportunity makes curriculum examination necessary.
- The Department of Health, Education and Welfare recognized the seriousness of sex role stereotyping in curricula and issued a statement in 1975 which said:
"The Department assumes that schools will deal with the problem of sex bias in educational programs and exercise their general control over curricula and course content."
- One of the major accepted goals of education is to put all children in complete possession of their abilities and talents, and to develop these to their fullest potential. Ideally - a curriculum is designed with this in mind in an attempt to prepare students effectively for later life roles.
- Course offerings, lesson plans and the textbooks we use form the conscious and deliberate material of education. What is taught and how it is taught in our classrooms has a profound affect upon students self-concept, interests, aspirations, career goals and life styles.
- Keeping this in mind, let us examine the picture of what the female student is like after her trip through the educational processes. To create this portrait we have drawn up a report card that is somewhat contrived and artificial; but, nevertheless makes its point. Two areas to be looked at are the students cognitive and emotional development and a third area of developing occupational potential. The examples used in this exercise are representative of key studies and statistics based on the growth that has been stunted and the promise that has been denied to female students.
- I'd like you to break up into small groups, spend 5 minutes reading Myra Sadker's report card and the attached footnotes and then in your small groups identify specific educational attitudes and practices that are limiting male and female students in their cognitive, emotional and occupational development. As you discuss, think about the disparity that is demonstrated and ask yourself and each other "why"?

III. Group Reaction to Report Card

For most participants, the Report Card provides a significant amount of content information. For this reason, it is important that participants have an opportunity to express their reactions to the material.

Some general discussion questions:

- . Can you identify similar examples of cognitive and emotional development in male and female students?
- . How did you feel about the information, facts and statistics present in this exercise?
- . Do you think this information is important? Why or why not?

Facilitators should familiarize themselves with research (statistics and specific examples) documenting unequal treatment of male and female students and share this during processing. (See bibliographic information attached to Myra Sadker's report card)

Break

IV. Identifying and Combating Sex Bias in Instructional Materials - content analysis

Suggested facilitator introduction:

The textbooks and films we use define much of what will and will not be taught in our classrooms. Children look to them for information about various bodies of knowledge - literature, social studies, mathematics, etc. But, in addition to the cognitive and academic information, textbooks are also teaching students what is good and proper, who and what are to be valued and how they should conduct their lives. For this reason, it has become increasingly important to examine course content and ask ourselves if it is meeting the needs of our students. Are the instructional materials we use representative of the economic and social realities of today or are they outdated and biased?

One of the most important tools for such affirmative use is the technique of content analysis. Content analysis is the examination of books or excerpts from books to identify instances of bias and to differentiate between fact and value content. Once we learn the skills to identify bias we can begin to combat it. It is helpful to spend a few minutes and run through the "10 Quick Ways to Identify Sex Bias in Instructional Materials."

Facilitators should pass out "10 Quick Ways...." and the worksheet titled "Identifying Sex Bias in Instructional Materials." Briefly review "10 Quick Ways...." to make sure participants understand each form of bias. Next, go over the instructions for the exercise.

Participants should spend approximately 20 minutes reading and filling out the worksheet. (It is not necessary to complete it in detail) They should then discuss their answers and reasoning in small groups (15 min.). Facilitators should then process reactions in total group (10 min.).

Questions to consider:

- . Were there any disagreements, what does this indicate?
- . How could this technique be used in teacher education or classroom use?

V. Teachers Attitudes and Expectations

Suggested facilitator introduction:

There are other messages your student receives in the classroom besides those from instructional materials. By examining the behaviors of school personnel we can begin to see how sex role messages are given, received and reinforced.

Research shows that teachers often discipline boys more severely than girls and reinforce girls for neatness, politeness, and attractive appearance more often than they do boys. Beyond those obvious differences there are more subtle ways that teachers give out messages about what is appropriate behavior and performance for boys and for girls. The next exercise is designed to help you become aware of the common attitudes and practices which contribute to sex role stereotyping.

Pass out the "Attitude" worksheet. Have participants work in small groups and identify and discuss some of the more common sexist attitudes and behaviors in the classroom. (30 min.)

After each group has completed the activity, reactions should be processed in the total group. (15 min.)

Questions to consider:

- . Was this exercise useful to you? Why? Why not?
- . What can you do differently to avoid differential treatment of girls and boys?

VI. Classroom Strategies

Suggested facilitator introduction:

Content and teacher behavior analysis are two techniques for dealing with sex bias and sex role stereotyping. But, for teachers to effectively combat sex stereotyping requires curriculum development which incorporates various strategies, supplementary materials and classroom activities.

In addition to the many fine materials listed in your bibliographies and on display around the room, teachers can use classroom activities for teaching about women and sex role stereotyping in the curriculum.

To effectively evaluate or determine criteria for good non-sexist materials or activities it is helpful for each of us to have first hand experience with various activities and materials. Small group practice and evaluation is one way to gain such experience.

Procedure

Facilitator should divide participants into small groups (4-6 persons). Each participant should be given a copy of an activity sheet. Activities should vary from group to group. Participants should complete the activity described on the sheets. (20 min.)

After each group has completed the activity, reactions should be processed in the total group. (10 min.)

Questions to consider:

- . Was this activity useful to you?
- . Would it be useful in the classroom?

VII. Where Do We Go From Here? (30 min.)

Pass out activity sheet "Where Do We Go From Here?" Facilitator should instruct participants to spend the next 15 minutes and list three things that they can do in their professional area to help eliminate sex bias and sex role stereotyping in their classrooms. These things might involve a specific classroom activity, locating a supplementary text, or writing a letter to a publishing company. Encourage participants to be specific and to set objectives they can achieve in the next few days.

Have participants share their ideas with one another for the final 15 minutes.

APPENDICES

MYRA SADKER'S REPORT CARD ON GIRLS AND EDUCATION**

1. Intellectually, girls start off ahead of boys. They begin speaking, reading, and counting sonner; in the early grades they are even better in math. However, during the high school years, a different pattern emerges and girls' performance on ability tests begins to decline. Indeed, male students exhibit significantly more IQ gain from adolescence to adulthood than do their female counterparts.¹
2. As boys and girls progress through school their opinions of boys become higher and correspondingly, their opinions of girls become lower. Children are learning that boys are worth more.²
3. Grade school boys have positive feelings about being male; they are more confident and assertive. In contrast, girls are not particularly enthusiastic about having been born female. They are less confident about their accomplishments, their popularity, and their general adequacy.³
4. By the time they reach the upper elementary grades, girls' visions of future occupations are essentially limited to four: teacher, nurse, secretary or mother. Boys of the same age do not view their future occupational potential as so limited.⁴
5. A more recent study indicates that although more elementary school girls are beginning to consider a variety of careers, they are unable to describe in any specificity what having a career would be like. Boys, in contrast, are able to describe in detail the activities which might comprise their chosen career.⁵
6. Although women make better high school grades than do men, they are less likely to believe that they have the ability to do college work.⁶
7. Decline in career commitment has been found in girls of high school age. This decline was-related to their feelings that male classmates disapproved of a woman's using her intelligence.⁷
8. Of the brightest high school graduates who do not go on to college, 75-90% are women.⁸
9. The majority of male and female college students feel the characteristics associated with masculinity are move valuable and more socially desirable than those associated with femininity.⁹
10. College women respond negatively to women who have achieved high academic or vocational success, and at times display an actual motive to avoid success.¹⁰

**Nancy Frazier and Myra Sadker. Sexism in Schools and Society. New York: Harper and Row, 1973.

11. Among students capable of college level work, 65% of the men enter college and 45% graduate. Among women of comparable ability, only 50% enter and 30% graduate.¹¹
12. Although women receive higher grades in college than do men in field after field, women are more likely to drop out of graduate school than all men, even after taking into account differences in field of study. Many women do not intend to go beyond the master degree.¹² (For example, although women comprise 51% of the full time graduate students in modern language departments, they receive only 33% of the Ph.D's granted by these departments.)¹³

Footnotes

1. Maccoby, Eleanor, "Sex Differences in Intellectual Functioning," The Development of Sex Differences. (Edited by Eleanor Maccoby). Stanford: Stanford University Press, 1966.

Grams, Jean D. and Walter B. Waltjen, Sex: Does It Make a Difference?, North Scotuate: Duxbury Press, 1975.

"Educational Achievement and Sex Discrimination," National Assessment of Educational Progress, Denver, 1975.
2. Smith, S., "Age and Sex Differences in Children's Opinions Concerning Sex Differences," Journal of Genetic Psychology, 54, pp. 45-48, 1966.

Treat, Iris M., Realistic Counseling for High School Girls," And Jill Came Tumbling After: Sexism in American Education, New York: Dell Books, 1974, p. 236-38.
3. Minuchin, Patricia, "Sex Differences in Children: Research Findings in an Educational Context," National Elementary Principal, 46, pp.45-48, 1966.

Goldberg, Philip, "Are Women Prejudiced Against Women?" Transaction 1968, cited in And Jill Came Tumbling After, Stacey, Bereaud & Daniels, New York: Dell, 1974, p. 37-42.
4. O'Hara, Robert, "The Roots of Careers," Elementary School Journal, 62, pp. 277-280, 1962.

Baruch, Grace, "Sex Role Attitudes of Fifth-Grade Girls," op. cit. And Jill Came Tumbling After, p. 293-316.
5. Iglitzin, Lynne, "A Child's-Eye View of Sex Roles," paper presented at the American Political Science Association, Washington, D.C., 1972.
6. Cross, Patricia, "College Women: A Research Description," Journal of the National Association of Women Deans and Counselors, 32. p. 12-21, 1968.
7. Hawley, Peggy, "What Women Think Men Think," Journal of Counseling Psychology, 18, p. 193-194, 1971.

Maccoby, Eleanor & Carol Nagy Jacklin, The Psychology of Sex Differences, Standford University Press, 1974, p. 277-302.
8. Women's Equity Action League, "Facts About Women in Education," Washington D.C.
9. McKee, John and Alex Sherriffs, "The Differential Education of Males and Females," Journal of Personality, 35, pp. 356-371, 1957.

Rosenkrantz, P., S. Vogel, H. Bee, I. Broverman, and D. Brovernam, "Sex Role Stereotypes and Self-Concepts in College Students," Journal of Consulting and Clinical Psychology, 1968, 32, 287-298.

10. Horner, Matina, "Women's Will to Fail," Psychology Today, 1969, 3.
11. Pullen, D.L., "The Educational Establishment: Wasted Women," Voices of the New Feminism. (Edited by J.L. Thompson) Boston: Beacon Press, 1970.
12. The Carnegie Commission on Higher Education, Opportunities for Women in Higher Education, New York: The Mc-Graw-Hill Book Company, 1973, pp. 49 & 66.
13. Westervelt, Esther Manning, Barriers to Women's Participation in Post-Secondary Education: A Review of Research and Commentary as of 1973-74. Sponsored Reports Series of the National Center for Educational Statistics, U.S. Office of Education, Washington, D.C.: U.S. Government Printing Office, 1975.

10 Quick Ways to Identify Sex Bias in Instructional Materials

Content

1. Omission - perhaps the most fundamental form of bias is the complete or relative exclusion of a particular group from representation in text.
2. Isolation - a particular group is presented only in separate chapters or boxes to the side of the page implying that that group is somehow entirely unrelated to the rest of the text.
3. Stereotyped expectations - an over simplified generalization about a particular group of people and their roles in society.
4. Deprecating language - watch for loaded words which carry overtones of insult.
5. Inaccurate information - the accuracy of statements made about a particular group and the freedom of these statements from ambiguity.
6. Linguistic bias - traditional language patterns which exclude a particular group of people.
7. Viewpoint - how are problems presented, conceived, and resolved in the story.

Illustrations

8. Imbalance - compare the number of men and women.
9. Portrayal of groups of people - role and manner in which they are depicted.

Copyright Date

10. The copyright date, therefore, can be a clue as to how likely the book is to be overtly racist or sexist although recent copyright date, of course, is no guarantee of a book's relevance or sensitivity.

Identifying Sex Bias in Instructional Materials

After reviewing "10 Quick Ways to Identify Sex Bias in Instructional Materials" you are ready to develop your skills in analyzing and remedying sex bias in educational materials.

Each of the following examples are taken from textbooks currently being used in the classroom. If you do not detect any sex bias in the excerpt, just write "no" and go on to the next example. If you do detect bias, write down the form of bias and indicate how it might be corrected.

1. "Women had no economic importance outside their agricultural and domestic work until the 20'th century."

Is there bias in this excerpt? Yes

If so, what form? Inaccurate information, ommission

How could the bias be corrected?

2. "In a school election Dan was elected president of a student body of 400 by a vote of 3 to 1. In the same election Dorothy and Jane were candidates for secretary. Jane won by a 3 to 2 vote. How many votes did each girl receive?"

Is there bias in this excerpt? Yes

If so, what form? Stereotyped expectations

How could the bias be corrected?



3. "So this was what women demanding the vote were coming to! Wearing pants! HARPER's in 1851 didn't know how prophetic they were!"

Is there bias in this excerpt? Yes

If so, what form? Viewpoint, deprecating language

How could the bias be corrected?

4. "It was 1920 that Susan B. Anthony and her picket lines of "militant suffragettes--for so long the target of jibes and cartoons--pushed their vote for women signs right on the floors of congress."

Is there sex bias in this excerpt? Yes

If so, what form? Deprecating language

How could this be corrected?

5. "I bet you'd like to cry," the principal said.
"No," Dudley said, and began to cry, "Boo-wha, hoo-wah," he cried.
"That's fine," the principal said when Dudley was through.
"I'm sorry," Dudley said.
"What for?" the principal said. "You did that very well."
"But only sissies cry," Dudley said.
"A sissy," the principal said, "is somebody who doesn't cry because he's afraid people will call him a sissy if he does."

Is there sex bias in this excerpt? No

If so, what form?

How could this be corrected?

6. "Men of energy and ambition from all the nations of Europe converged on (America). It was a saga such as modern man will never repeat!"

Is there sex bias in this excerpt? Yes

If so, what form? Linguistic bias omission

How could the bias be corrected?

7. "The members of the W.A.C. fill an important place in the Army, relieving men of desk jobs."

Is there sex bias in this excerpt? Yes

If so, what form? Stereotyped expectations, inaccurate information viewpoint.

How could the bias be corrected?

8. "Just as every citizen of this most powerful nation has taken on new power, his vote has been magnified. If he jams the gears of his governmental machinery, most of the world is jarred."

The eyes of the world are on the American citizen and his country."

Is there sex bias in this excerpt? Yes

If so, what form? Linguistic bias

How could this bias be corrected?

9. "In the early march of modern industry abuses have arisen. Children, women have broken their health because they have been forced by need into work they ought not to have undertaken. Men have risked unnecessary hazards of accident, chanced their health in miserable surroundings - martyrs to the progress of industry - to earn a living."

Is there sex bias in this excerpt? Yes

If so, what form? Stereotyped expectations, viewpoint

How could the bias be corrected?

10. Pioneers of Nuclear Energy -

"Marie Curie found that pitchblende ore was even more active than uranium salts in clouding photographic plates. Yet no element other than uranium was known to be radio-active. There must be some new element in the ore, she reasoned, and with the help of her husband Pierre proceeded to isolate and refine radium."



Is there sex bias in this excerpt? No

If so, what form? _____

How could the bias be corrected?

Bibliography

American Government in Today's World, D.C. Heath and Company, 1962.

American History Today, Ginn and Company, 1970.

Exploring Modern Mathematics, Holt Rinehart and Winston, Inc. 1964.

Free to Be You and Me

The Physical World, Ginn and Company, 1968.

EXAMINING SEXIST ATTITUDES AND EXPECTATIONS OF TEACHERS

The following exercise is designed to help you become aware of the common attitudes and practices which contribute to sex role stereotyping in the classroom.

Based on your experience and observations.

DIRECTIONS - Give specific examples for each of the following.

- 1) Behavior Expectations - What behaviors are tolerated for:

Boys

Girls

- 2) Discipline Patterns - Do boys and girls receive different punishment for the same infraction? In what ways?

Boys

Girls

- 3) Academic Performance - What standards of achievement do teachers have for:

Boys

Girls

- 4) Classroom Organizations - How are stereotypes perpetuated in the assignment of chores, seating arrangements, other classroom activities?

Boys

Girls

- 5) Socialization - What verbal cues do teachers give that reinforce sex roles.

Boys

Girls

What subject and recreation areas do teachers expect the students to show an interest in?

Boys

Girls

Give examples of different sets of manners for boys and girls?

Boys

Girls

ACTIVITY SHEET

- 1) In your small groups, list as many famous men as you can in five minutes. On another piece of paper list as many famous women as you can in five minutes. Compare and contrast the results. Using the resources on display for reference, see if you can identify additional names for your list of famous men and women.

-Adapted from article by Marjorie Stern, "Suggested Activities for Teaching about Women in Schools," American Federation of Teachers, 11 Dupont Circle, Washington, D.C. 20036

ACTIVITY SHEET

- 1) Answer the following questions: "yes," "no," or "uncertain". Do not discuss the questions until the exercise is complete.

Part I

1. Would you mind if your doctor were a woman?
2. Do you think it is all right for a man to be a dancer or hairdresser?
3. It is a good idea for a man to be a kindergarten teacher?
4. Do you think women are worse soldiers than men?
5. Do you think a woman would make a good leader for a country?
6. Do you think males and females should participate together in sports?

[illegible]

Part II

1. Have you ever been to a doctor who is female?
2. Have you ever known a male hairdresser or dancer?
3. Have you ever had a male kindergarten teacher?
4. Do you know any women soldiers personally or can you write five facts about women soldiers?
5. Can you write five facts about a woman who is or has been a leader of a country?
6. Do you know any males or females who have participated in mixed sports?

[illegible]

Scoring

Each question is scored on the basis of the answers given it in Part I and Part I

<u>Part I</u>		<u>Part II</u>		<u>Points</u>
yes or no	+	no	=	0
yes or no	+	yes	=	1
uncertain	+	no	=	2
uncertain	+	yes	=	3

Interpretation of total scores

15-18 points.....very open-minded
10-14 points.....average open-mindedness
5-9 points.....prone to prejudice
0-4 points.....very prejudiced

-Adapted from Linda Clark's, "Fight Back, Classroom Activities," Media and Methods, 1976.

ACTIVITY SHEET

- 3) Draft a letter to a textbook publishing company indicating your dissatisfaction with biased materials. Include the reasons for your objections.

ACTIVITY SHEET

4) IT'S MY CHOICE, ISN'T IT?

What do you feel it means to be male or female? Check off everything on the list you feel applies to you. Add any other things that you feel boys only should do or girls only should do.

Boys Only	Girls Only
☐ cook	☐ wear curlers in front of a boy
☐ knit	☐ dress like a man in a play
☐ wash dishes	☐ climb a tree
☐ help my mother around the house	☐ wear a tie
☐ wear a dress in a play	☐ play baseball
☐ cry	☐ beat a boy at a sport or game
☐ hit a girl	☐ try to join a boys club or team
☐ kiss my father	☐ hit a boy
☐ wear beads or jewelry	☐ kiss my mother
☐ babysit	☐ get in a fist fight
☐ back out of a fight	☐ get a crew cut
☐ carry a purse	☐ build a birdhouse
☐ ask a girl to pay for her own way on a date	☐ hold the door for a boy
☐ like a girl on the honor roll	☐ pay for my ticket on a date
☐ _____	☐ _____
☐ _____	☐ _____
☐ _____	☐ _____

Tally the responses - How many of you feel that boys should not cook?

Discuss results in small groups. What are the reasons for not wanting to do any of the listed items?

Consider your responses in light of different circumstances. For example, girls and boys may be able to go more places if each pays his/her own way.

- Adapted from Laurie Olsen Johnson's "Student Workbook," Nonsexist Curricular Materials for Elementary Schools, Feminist Press, Old Westbury, NY, 1974.

ACTIVITY SHEET

- 5) What is your position on the issue of sexism. Develop a list of slogans that could be used on posters, buttons and bumper stickers. Choose the two best slogans and using newsprint, and magic markers, design your own public position material.

- Adapted from Jean Dresden Gambs, Teaching about Women in the Social Studies, Chapter 7, "Nonsexist Teaching," pg 112.

WHERE DO I GO FROM HERE?

List three strategies for change that you can work on in your professional area that would help eliminate sexism in education.

1.

2.

3.

Who can help you achieve your goal?

Who will need to be convinced?

Who will try to block the change?

Who do you plan to share the information for this workshop with?