DOCUMENT RESUME

ED 147 560 08 CE 013 891

AUTHOR Vetter, Louise; And Others
TITLE Sugar and Spice Is Not the Answer. A Parent Handbook on the Career Implications of Sex Stereotyping. Research and Development Series No. 129.
INSTITUTION Ohio State Univ., Columbus. Center for Vocational Education.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.
PUB DATE 77
CONTRACT NE-C-00-3-0079
NOTE 72p.; Not available in hard copy due to marginal reproducibility of original document
AVAILABLE FROM National Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($4.50)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Attitudes; *Career Choice; *Career Education; Discriminatory Attitudes (Social); Educational Change; Educational Responsibility; Elementary Secondary Education; Employment Patterns; Employment Trends; *Equal Opportunities (Jobs); Nondiscriminatory Education; Occupational Guidance; Parent Attitudes; Parent Influence; *Parent Role; Resource Materials; *Sex Discrimination; Sex Role; *Sex Stereotypes; Social Attitudes; Working Women

ABSTRACT

How children's career options are limited by sex stereotyping, why it is important that they not be limited, and what parents can do about it are discussed in this handbook. The myths and realities of women in the work force are reviewed in the introduction. The first section, "Take A Look At Women's Work," discusses the pattern of employment that exists for women in America; the third and fourth discuss why women as a group are confined to lower-level occupations and how the differential treatment of children on the basis of sex teaches boys and girls stereotyped behavior that limits their career choices. The next section describes how counselors, teachers, administrators, and educational materials tend to reinforce the idea that proper behavior for girls differs from that for boys. The remaining sections of the handbook list questions on sex stereotyping for discussion; among them are questions about career planning that can be discussed with children. Questions are included about the operation of schools to guide analysis of the prevalence of sex stereotyping as a school practice. Activities for parents in the home and community are suggested. A bibliography of books, pamphlets, and magazines that include additional information on topics discussed is provided. (TA)

RESEARCH AND DEVELOPMENT SERIES NO. 129

SUGAR AND SPICE IS NOT THE ANSWER

A Parent Handbook on the Career Implications of Sex Stereotyping

Louise Vetter
Cheryl Meredith Lowry
Carolyn Burkhardt

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1977

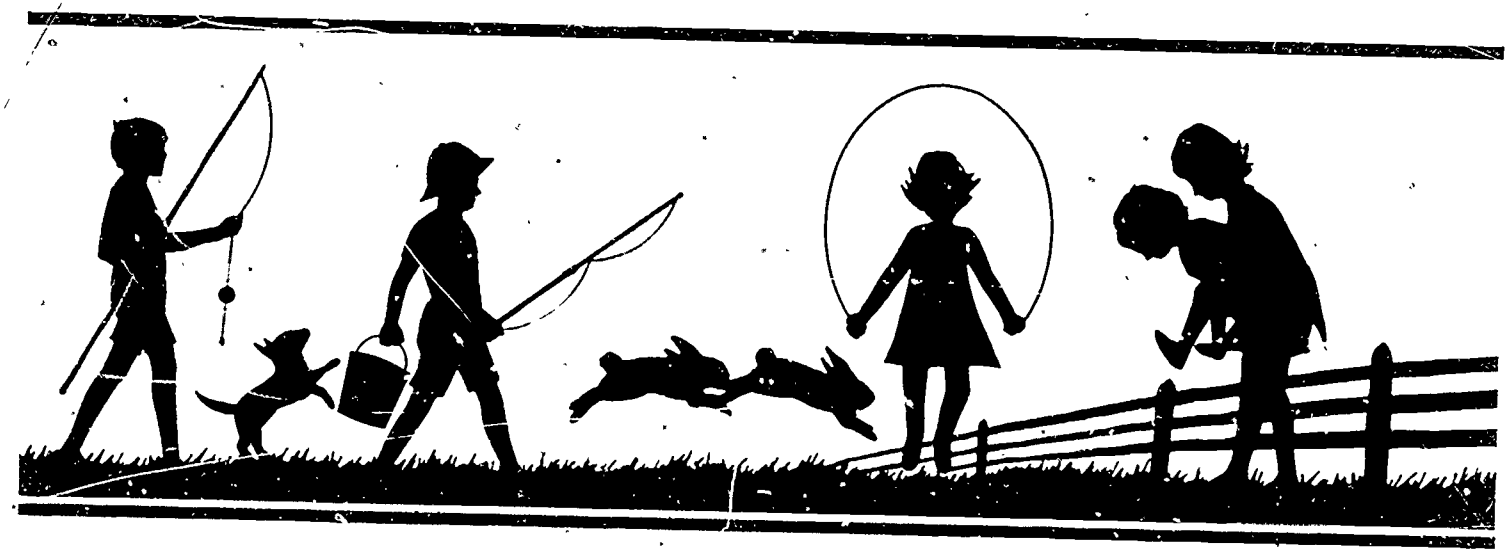
This publication was prepared pursuant to a contract (No. NE-C-00-3-0079) with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official National Institute of Education position or policy.

FOREWORD

The Center is currently engaged in a number of activities designed to aid in achieving sex fairness in education and in career development. This publication is an effort to provide information and resources on sex fairness to parents.

We would like to acknowledge the sponsor of the project, The Education and Work Group of the National Institute of Education. We would also like to thank the many reviewers of the publication, both those contacted by us and those contacted by the National Institute of Education. Special recognition is due Louise Vetter, Cheryl Meredith Lowry, and Carolyn Burkhardt who are the authors of the publication, Mary E. LaBelle and Youngja Yum for their skillful preparation of the manuscript, and Michael E. Cracraft for his illustrations.

Robert E. Taylor
Executive Director
The Center for Vocational Education



OLD VERSION

What are little boys made of? Made of?
What are little boys made of?

Snips and snails and puppy dogs' tails.
That's what little boys are made of.

What are little girls made of? Made of?
What are little girls made of?

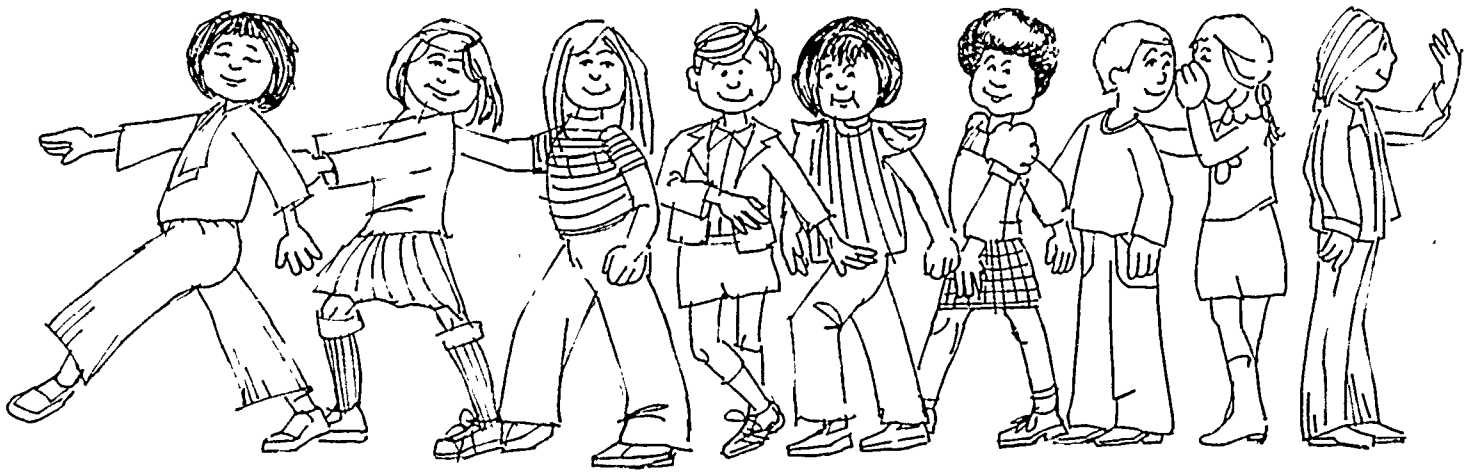
Sugar and spice and everything nice.
That's what little girls are made of.

NEW VERSION

What are all children made of? Made of?
What are all children made of?

Sugar and snips and snails and spice,
And puppy dogs' tails and everything nice.

That's what all children are made of.



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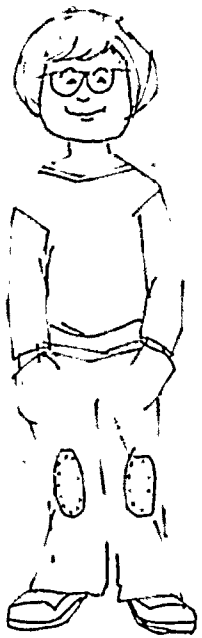
INTRODUCTION

The old rhyme that assigns "sugar and spice" characteristics to girls and "snips and snails" characteristics to boys is an example of sex stereotyping—expecting that males and females will have different interests, aspirations, and abilities solely because of their sex. There is no evidence that males and females have different interests, aspirations, and abilities at birth—but there is plenty of evidence indicating that society teaches males and females that they should eventually have different interests, abilities, and aspirations. Unfortunately, what children are taught limits their career options, among other things.

That is what this book is about: how our children's career options are limited by sex stereotyping, why it is important that they not be limited, and what parents can do about it. The first step in doing something about helping our children is to recognize that many of us contribute to the problem by differentiating what is "best" for our daughters from what is "best" for our sons. For instance, to many parents it is probably more important to have their sons go to college or technical school than to have their daughters go.



That decision may have made sense—years ago--for middle class parents. Although lower income families have always needed at least two incomes, it was considered to be the ideal for middle class husbands to be the only support for wives and children who stayed home. Nearly everybody married and had children and parents were remiss if they did not prepare their children for that kind of world. Middle class sons were expected to prepare for employment and daughters were taught to sew, cook, and clean. Childrearing ability was expected to come naturally.

But gone are the days when middle class parents could count on their daughters growing up to work only in the home. Women now make up 40 percent of the labor force—and 44 percent of those who are married work outside the home.[1] A declining number of women are leaving work for marriage and children, and even among those who do leave, a majority return when their children are in school.

*The Myth**
A woman's place is in the home.

The Reality
Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home.

Counting a break in employment (perhaps to stay home with preschoolers), the average woman worker has a worklife expectancy of 25 years.[2]

Rather than waste time regretting that "things are not the way they used to be," we'd better start preparing our sons and daughters for the new roles they will play as adults. We must not lead our daughters to believe that they will not have to work after marriage (assuming they will marry). We must help our sons to see that their "masculinity" is in no way threatened if their wives work—because, like it or not, their wives probably will work. And unless we want our daughters to spend about 25 years of their lives working for little pay in dead-end jobs, we'd better make sure that they prepare for occupations that reflect their interests and capabilities. In short, we must define what's "best" for our children to include career planning for both our daughters and sons.

How did we middle class parents get the idea that our daughters have only to marry in order to be financially secure, anyway? Marriage didn't make work unnecessary for the 44 percent of the married women mentioned above. In fact, 58 percent of all working women are married and living with their husbands.[3] About one-half of the children in this country have working mothers.[4]

The majority aren't working for extra pocket money, although many are trained only for jobs that pay pocket money wages. Women work out of financial necessity. Their earnings very often mean the difference between low and middle incomes for their families.[5]

Why are we so certain that our daughters will marry at all? It is true that nine out of ten girls do marry.[6] But will your daughter be that one out of ten who doesn't? The single woman averages 45 years in

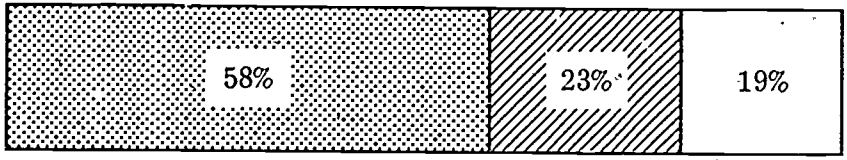
*The material presented in the margins of this Introduction is from a pamphlet called "The Myth and the Reality" published in 1974 by the Women's Bureau, U.S. Department of Labor.

the labor force, a figure two years higher than the average (married or single) male worker.[7] Or perhaps she will be one of the nine, but will marry late in life. In any case, we surely don't want our daughters' decision to marry or choice of mate to be made on the mistaken idea that that arrangement automatically assures financial security. We owe it to our daughters to prepare them to support themselves. After all, we prepare our sons to support themselves regardless of whether they intend to marry.

Even if our daughters do marry, there are no guarantees that they'll stay married. One out of every four marriages ends in divorce.[8] With no marketable skills, what will happen to our daughters then? A character on a recent television show said that he was pleased that the divorce rate is so high in this country because "how else would we get waitresses?" It is very difficult for a woman to support herself and any children she may have on what she can make in a job that requires minimal training and skills.

If our daughters are fortunate enough to have happy marriages, the chance that they will be widowed may be higher than some of us realize. Women tend to marry older men and that, coupled with the fact that women live longer than men, adds upt to the fact that one out of every six women over the age of 21 is a widow.[9]

Marital Status
Of Working Women[10]



Married, Living with Husband | Single | Widowed, Divorced or Separated

The Myth
Women aren't seriously attached to the labor force; they work only for extra pocket money.

The Reality
Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.

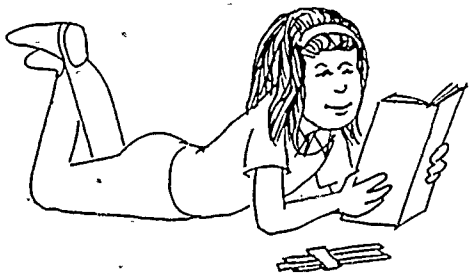
Thus far, all the arguments presented about the necessity of preparing our daughters for careers have been financial ones. These arguments have been stated first because many people do not yet understand that more and more women are working for longer and longer periods. While society may still allow married women the option of working or not working, the financial realities of 20th century living effectively remove the option of not working for millions of women. Consequently, it makes no more sense to allow our daughters to believe that once they are married they will not work outside the home than to let our sons believe that they won't work.

There is another powerful argument for preparing our daughters for careers: They, like our sons, deserve the option of choosing how they can best contribute to themselves, their families, and society. They deserve to be all that they can be, and to have meaningful work (inside or outside the home) that truly reflects their interests and capabilities. Unfortunately, a "career" as mother and homemaker seems to be so strongly society's choice for our daughters that in their minds it often becomes the only option open to them. We parents must make sure that our daughters understand that what we want them to be is happy, healthy, productive adults.

Marrying and raising children full-time is perhaps one way some of them can be happy, healthy, and productive—but there are many alternative lifestyles that may work better for others. It is important that we make our daughters aware of all the available options and that we show our concern that each one find the lifestyle best suited to her.

Preparing our daughters for careers often will not be easy, but not because they are less bright or somehow inherently less suited for careers than our sons. The problem is that many of them simply do not realize that they will ever have to work for more than a short time between school and marriage. And if that is the case, why should they pay attention in a high school career development class when they think the class is important only for the boys?

Getting our daughters to understand that they will work and that it's important to train for work that they like and will be well paid for is a serious challenge. But it is one that parents are particularly suited for. We probably know our children better than anyone else does, and we're probably the most interested in helping them. Furthermore, our children do listen to us, contrary to what we parents often think. Research shows that parents have more influence than anyone else on their children's career decisions.[11] So we are just the people to help our daughters, as well as our sons, prepare for the future.



The Myth
Men don't like to work for women supervisors.

The Reality
Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable.

In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

TAKE A LOOK AT "WOMAN'S WORK"

Given the great likelihood that our daughters will work, the question becomes, Work at what? What kinds of jobs do women have today? Mostly dead-end jobs, jobs that are boringly repetitive, require little training, and pay very little. Each of us probably knows a couple of exceptions—a doctor who is a woman, for example—but there aren't enough of those exceptions to alter the depressing pattern of employment that exists for women in this country. An astounding 78 percent of all working women—compared to 40 percent of working men—are employed in the following occupations:[1]

Clerical workers	Factory workers
Service workers	Sales clerks

A full one-third of all working women are concentrated in only seven jobs:[2]

Secretary	Bookkeeper
Retail sales clerk	Waitress
Household worker	Nurse
Elementary school teacher	

Another one-third are found in the following twenty-nine occupations:[3]

Sewer, stitcher	Checker, examiner, inspector
Cook	Chambermaid, maid
Typist	Practical nurse
Telephone operator	Housekeeper (private home)
Cashier	Kitchen worker
Babysitter	Electrical machinery operative
Hospital attendant	Receptionist
Laundry operative	Charwoman, cleaner
Assembler	Housekeeper, stewardess
Apparel operative	Dressmaker, seamstress
Hairdresser	Counter, fountain worker
Packer, wrapper	File clerk

The Myth

Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

The Reality

Job requirements, with extremely rare exceptions, are unrelated to sex. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

The Myth
The employment of mothers leads to juvenile delinquency.

The Reality
Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

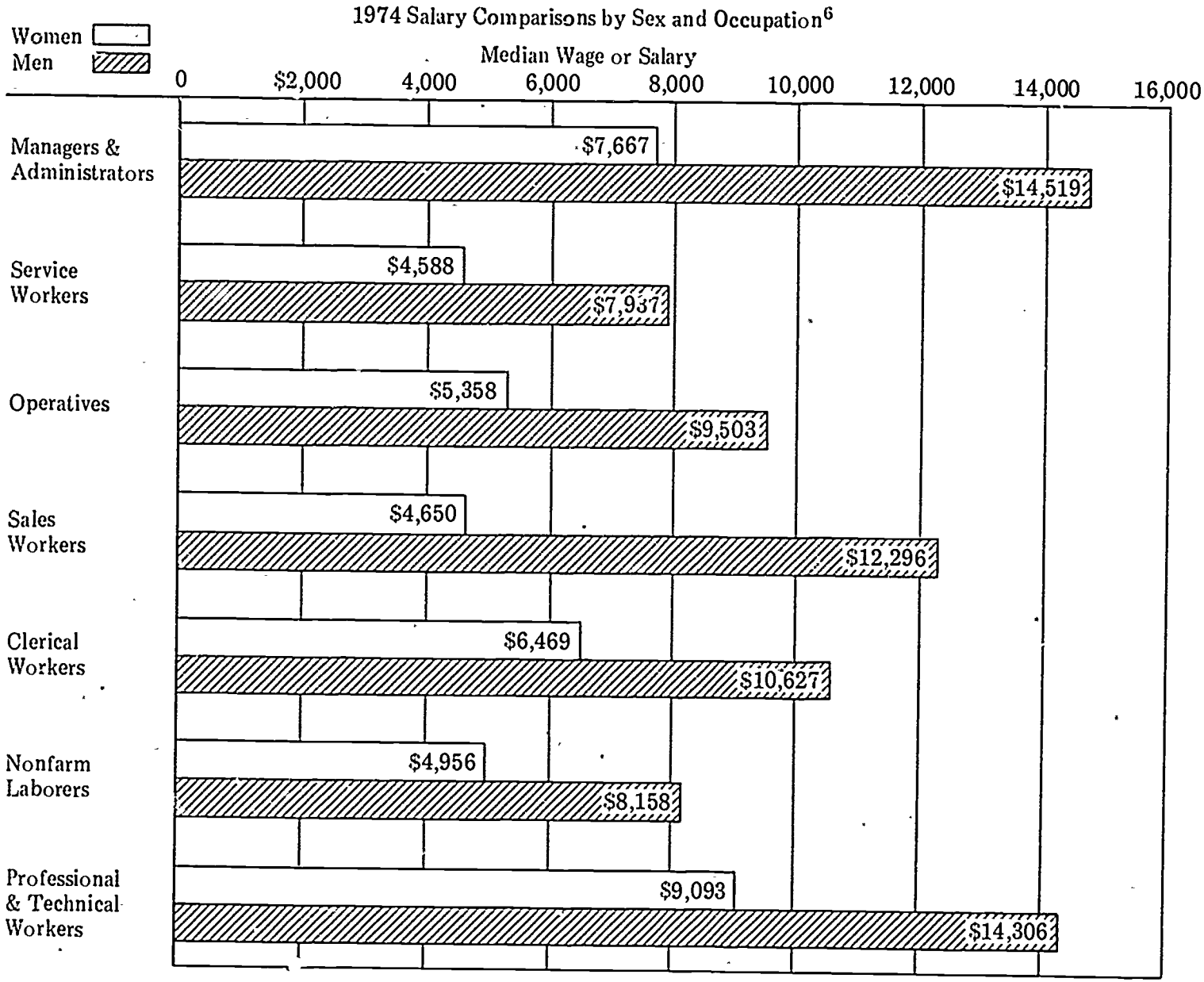
These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.

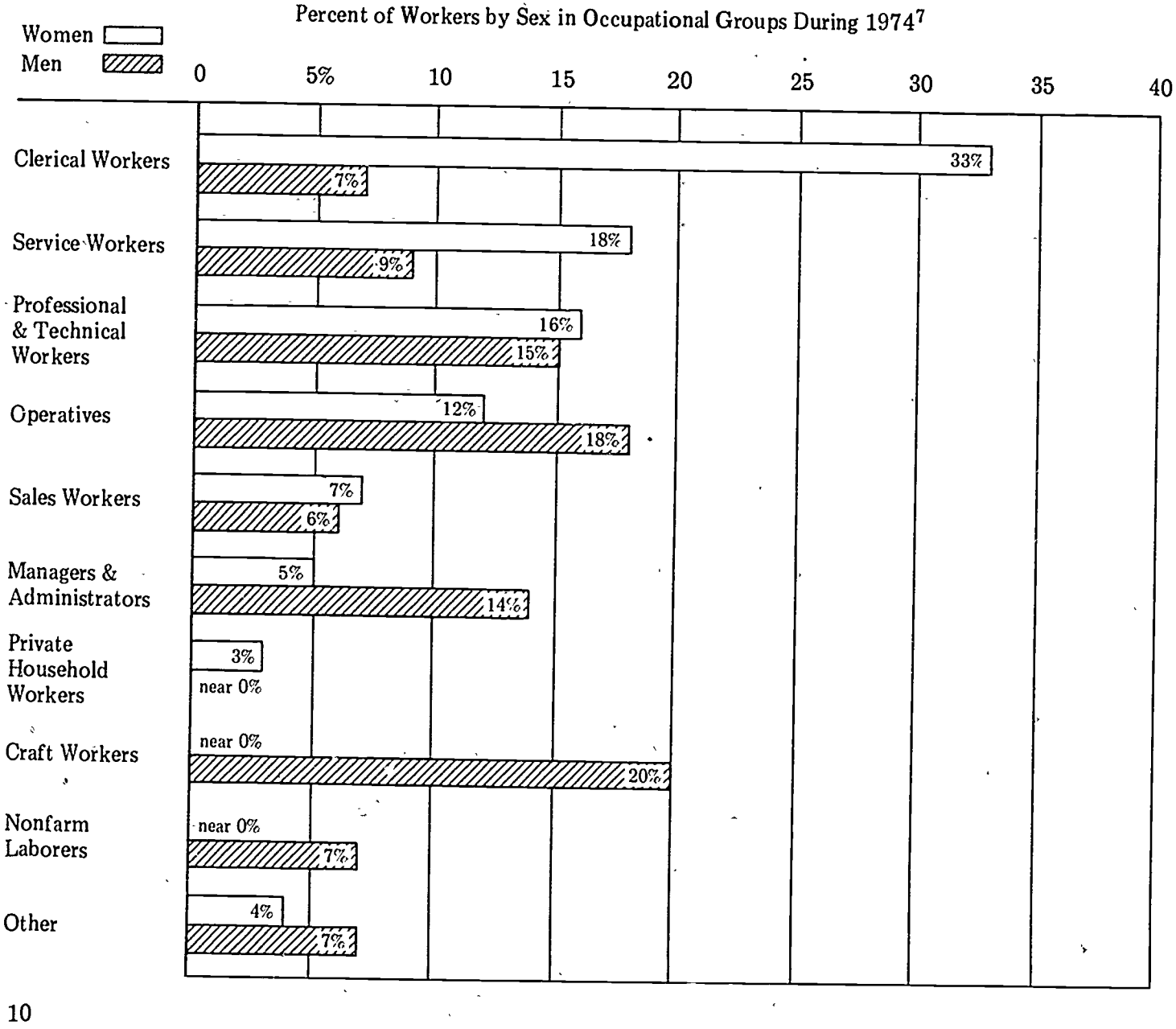
Stenographer
High school teacher
Office machine worker
Musician, music teacher
Fabric mill operative

In addition, the Women's Bureau of the U.S. Labor Department reports that unemployment rates are consistently higher for women than for men, for teenagers than for adults, and for minority races than for whites.[4] Among workers fully employed the year round in 1974 (the latest statistics available), women's median earnings were less than three-fifths of those of men—$6,772 for women and $11,835 for men.[5] These differences may be due in part to the concentration of women in certain occupations, which could involve elements of discrimination. They may also reflect differences in the amount and type of training or education a worker has received, the skill level and demand for the particular occupation, and the lifetime work experience of the employee.

What do the "woman's work" jobs have in common? Low pay, little status, low skill requirements, and little chance for advancement. Most of the millions of women holding such jobs do not have the option of doing anything else. Many didn't think they would have to work longer than the few years between high school and marriage and, consequently, didn't prepare for a career. But they are still out there working. Some may have thought that a wife and mother shouldn't work because they believed it impossible to combine a career and a family. But that belief didn't stop them from working—only from preparing for and working at challenging, well-paying careers. Others may have thought that homemaking and childrearing would be satisfying enough for them all their lives. But that's not always true for all women. Any job, even one near the bottom of the economic ladder, may offer some women more satisfaction than full-time homemaking.

There is nothing wrong with these jobs and the people who hold them. Nursing and teaching, for instance, are challenging and satisfying jobs for many men as well as women (and obvious exceptions to the characterization that women's work requires little skill). However, the problem is that women as a class have been "assigned" these jobs because society has convinced people that only some jobs "fit" with being a woman. Few women have considered the full range of options open to them, which results in a tragic waste of human talent. This waste was dramatically demonstrated by a famous 35-year study[8]


1974 Salary Comparisons by Sex and Occupation[6]
Women
Men
Median Wage or Salary
0
$2,000
4,000
6,000
8,000
10,000
12,000
14,000
16,000
Managers & Administrators
$7,667
$14,519
Service Workers
$4,588
$7,937
Operatives
$5,358
$9,503
Sales Workers
$4,650
$12,296
Clerical Workers
$6,469
$10,627
Nonfarm Laborers
$4,956
$8,158
Professional & Technical Workers
$9,093
$14,306


Percent of Workers by Sex in Occupational Groups During 1974[7]
Women
Men
0
5%
10
15
20
25
30
35
40
Clerical Workers
33%
7%
Service Workers
18%
9%
Professional & Technical Workers
16%
15%
Operatives
12%
18%
Sales Workers
7%
6%
Managers & Administrators
5%
14%
Private Household Workers
3%
near 0%
Craft Workers
near 0%
20%
Nonfarm Laborers
near 0%
7%
Other
4%
7%
10

of more than 1,300 men and women whose I.Q.'s averaged 151. Eighty-six percent of the gifted men studied had become prominent professionals and managers. Of the women studied who were employed, 37 percent were nurses, librarians, social workers and non-college teachers. Twenty percent were secretaries, stenographers, bookkeepers, and office workers. Only 11 percent were in the professions of law, medicine, engineering, science, economics, college teaching, etc. But a more sobering fact is that of the women studied, 61 percent were full-time homemakers at the age of 44, well after their children had gone to school. Obviously, even a genius I.Q. does not guarantee that a woman's potential will be fulfilled.

So if our daughters say that they are interested in working with children, let's find out whether they really are or whether they are just saying that because all women are expected to be somehow suited to spending their lives with youngsters. To our daughters who are interested in biology, let's suggest that they become biologists or doctors or veterinarians instead of nurses. To our daughters who enjoy and do well in math, let's suggest engineering, accounting, or computer science rather than high school match teaching. All of these suggested jobs (among the many others that are available) offer better pay and more opportunity for advancement than those stereotypically "feminine."

Fortunately, our daughters now have some advantages that the millions of women doing "woman's work" have not always had. Federal laws and guidelines (among them, the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972) prohibit discrimination in employment and education. But unless our daughters are encouraged to walk through the doors just opened to them, they'll end up in the same dead-end jobs now held by most working women today.

Federal Laws and Regulations Concerning Sex and Race Discrimination*

	TITLE VI OF THE CIVIL RIGHTS ACT OF 1964	TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 as amended by the Equal Employment Opportunity Act of 1972	EXECUTIVE ORDER 11246 as amended by 11375	EQUAL PAY ACT as amended by the Education Amendments of 1972	TITLE IX OF THE EDUCATION AMENDMENTS OF 1972
Coverage	All agencies and institutions receiving Federal assistance	All employers with fifteen or more employees, employment agencies, and labor organizations	All organizations holding Federal contracts or subcontracts of $10,000 or more NOTE All organizations, agencies, and institutions holding Federal contracts or subcontracts of $50 000 or more are further covered by the Order's requirement for development of a written affirmative action program	All employers	All education agencies and institutions receiving Federal assistance
Prohibitions	Discrimination against students on the basis of race color or national origin including denial or differential provision of any aid benefits or services segregation or separate treatment relating to the receipt of services financial aid, or other benefits	Discrimination against employees on the basis of race, color, religion, sex or national origin (including hiring, upgrading, promotion, salaries, fringe benefits, training, and all other terms and conditions of employment)	Discrimination against employees on the basis of race, color religion, sex, or national origin (including hiring, upgrading, promotion, salaries, fringe benefits training, and all other conditions of employment)	Discrimination against employees on the basis of sex in the payment of wages, including fringe benefits	Discrimination against students and employees on the basis of sex, including • admissions and recruitment of students (with some exceptions), • denial or differential provision of any aid, benefits, or services in any academic, extracurricular, research, occupational training, or other education program or activity, • any term, condition, or privilege of employment (including hiring, upgrading, promotion, salaries, fringe benefits, and training), • financial aid or other benefits
Complaint Procedures	Charges may be filed by individuals on their own behalf and/or by organizations authorized to act on behalf of an aggrieved individual(s) The complaint may be filed with the national or regional Office for Civil Rights (OCR) Department of Health Education, and Welfare (HEW) within 180 days of the alleged violation	Charges may be filed by individuals on their own behalf and/or by organizations authorized to act on behalf of an aggrieved employee(s) or applicant(s) for employment The charge must be made in writing and filed under oath with the district office of the EEOC or a recognized State or local deferral agency within 180 days of the alleged violation	Charges may be filed by individuals on their own behalf and/or by organizations authorized to act on behalf of an aggrieved employee(s) or applicant(s) for employment The written complaint may be filed with the national or regional Office of Federal Contract Compliance Programs (OFCCP), Department of Labor, or the Office for Civil Rights (OCR), Department of Health, Education, and Welfare (HEW) within 180 days of the alleged violation	Charges may be filed by individuals on their own behalf and/or by organizations authorized to act on behalf of aggrieved individuals They may be filed by letter, telephone call, or in person to the nearest office of the Wage and Hour Division of the U S Department of Labor There is no official time limit for filing complaints, but recovery of back pay is limited to 2 years for a nonwillful violation and 3 years for a willful violation	Charges may be filed by individuals and/or by organizations authorized to act on behalf of aggrieved individual(s) The complaint may be filed with the national or regional Office for Civil Rights (OCR) Department of Health, Education and Welfare (HEW) within 180 days of the alleged violation
Enforcement	If attempts to secure voluntary compliance fail OCR may institute administrative proceedings which may result in suspension or termination of Federal assistance and the denial of future awards or OCR may refer the case to the Department of Justice with a recommendation for court action to compel compliance without jeopardizing Federal assistance OCR may also delay final action on application for new Federal assistance upon instituting administrative proceedings	If attempts at voluntary settlement fail EEOC or the U S Attorney General may file suit Aggrieved individuals may also file suit after obtaining a "right to sue" letter from EEOC Courts may enjoin the employer labor organization or other covered organization from engaging in unlawful acts, order appropriate affirmative or remedial action, reinstate employees, and award back pay and/or attorney's fees	If attempts to secure voluntary compliance fail OCR may institute administrative proceedings to suspend or terminate Federal contracts and to bar future contracts OCR may also delay new contracts while it is seeking voluntary compliance	If attempts to secure voluntary compliance fail, the Secretary of Labor may file suit Aggrieved individuals may also file suit when the Secretary has not done so Courts may enjoin the employer from engaging in unlawful acts order salary raises and back pay and assess interest	If attempts to secure voluntary compliance fail, OCR may institute administrative proceedings which may result in suspension or termination of Federal assistance and the denial of future awards or OCR may refer the case to the Department of Justice with a recommendation for court action to compel compliance without jeopardizing Federal assistance OCR may also delay final action on application for new Federal assistance upon instituting administrative proceedings
Confidentiality and Protection of Anonymity	Although the identity of the complainant is kept confidential if possible, it is sometimes impossible to investigate a complaint without the identity of the complainant becoming known If court action becomes necessary the identity of a complainant is likely to become a matter of public record	Charges or related information are not made public by EEOC If an aggrieved person files a charge personally the name is divulged to the organization against whom charges have been filed If an organization files on behalf of any individual, only the name of the organization is divulged EEOC charges or information may be made available to the charging party If court action becomes necessary the identities of the parties become a matter of public record	The identity of a complainant is kept confidential if possible It is sometimes impossible however to investigate a complaint without the complainant's identity becoming known	The identities of a complainant and an employer (and labor organization if involved) are kept in strict confidence If court action becomes necessary, the identities of the parties become a matter of public record	Although the identity of the complainant is kept confidential if possible it is sometimes impossible to investigate a complaint without the identity of the complainant becoming known If court action becomes necessary the identity of a complainant is likely to become a matter of public record
Harassment/Retaliation	Covered agencies and institutions are prohibited from discharging or discriminating against any employee employee applicant student or student applicant because he/she has made a complaint assisted with an investigation or instituted proceedings	Covered agencies and institutions are prohibited from discharging or discriminating against any employee or employee applicant because he/she has made or threatened to make a complaint, assisted with an investigation, or taken any action that indicates opposition to discrimination	Covered agencies and institutions are prohibited from discharging or discriminating against any employee or employee applicant because he/she has made a complaint assisted with an investigation or instituted proceedings	Covered agencies and institutions are prohibited from discharging or discriminating against any employee or employee applicant because he/she has made a complaint assisted with an investigation or instituted proceedings	Covered agencies and institutions are prohibited from discharging or discriminating against any employee employee applicant student, or student applicant because he/she has made a complaint, assisted with an investigation or instituted proceedings
For Further Information Contact	Office for Civil Rights Department of Health Education and Welfare Washington D C 20201 or your regional Office for Civil Rights Department of Health Education and Welfare	Equal Employment Opportunity Commission 2401 E Street NW Washington, D C 20506 or your regional Equal Employment Opportunity Commission	Office for Civil Rights Department of Health Education and Welfare Washington, D C 20201 or your regional Office for Civil Rights Department of Health, Education, and Welfare	Wage and Hour Division Employment Standards Division U S Department of Labor Washington, D C 20210 or your field, area, or regional Wage and Hour Division office U S Department of Labor	Office for Civil Rights Department of Health, Education and Welfare Washington D C 20201 or your regional Office for Civil Rights Department of Health Education and Welfare

*From material prepared for the National Institute of Education

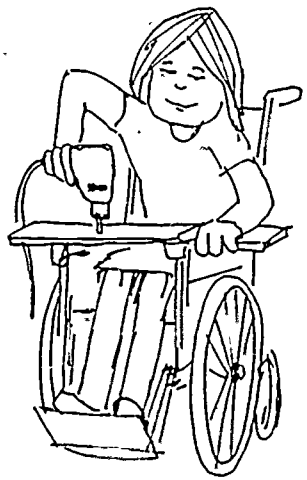
WHAT DID WOMEN DO TO DESERVE THIS?

How did things get so bad? Why are women as a group confined to lower-level occupations? Is it a matter of there being evil people out there dedicated to keeping women down? Of course there are those whose egos demand the presence of subordinates—and women have traditionally been handy. But the situation is much more complex than that and, unfortunately, we all play a part in it. A contributing factor is the length of time that our society has expected men and women to act differently. When something seems to have been around forever, it's very easy for most of us to accept it as "natural," as the way everyone wants it, and even as the way things "ought" to be. But the fact that certain ways of thinking have been prevalent for a long time doesn't mean that they are somehow more "correct" than other ways. In fact, we should be encouraged to suspect that they may be outdated—as is the notion that different behavior is "proper" for men and women.

It may have seemed practical for years to keep women confined to duties around the home because they were so often pregnant and because so many activities away from home required strength few women had. But there are some obvious exceptions to how practical it must have seemed because lower income women have always worked and middle class women have been employed in large numbers during times of national need and booming economy. Nevertheless, physical restrictions changed as effective birth control enabled women to plan their families and as technology eliminated the need for strength in most jobs.

At least thirty-six million women <u>are</u> working today.[1] But they are still hampered by outmoded ideas of what kinds of jobs they are capable of and what kinds of jobs are proper for them to have.

Why do these outmoded ideas persist? A big part of the answer is that we are all taught from childhood that women, at least all middle class women, are destined to be first and foremost homemakers and mothers. Work outside the home is expected to be an incidental part of a woman's life. She may "dabble" in other activities, but her real fulfillment is to come from a home and family. That being the case, it is no wonder that women are assumed to be neither interested in nor capable of challenging jobs outside the home. At the same time, we are also taught that all men must work outside the home, whether they want to or not. They may be husbands and fathers, but there is no question that they will also work. These lessons about how middle class men and women are to spend their lives begin early and are continually reinforced. They limit the options for both men and women and teach women that it is to the advantage of themselves, their families, and society for them to be less than they are capable of being.



THEY HAVE TO BE CAREFULLY TAUGHT

The lessons for both girls and boys start very early—when a child is less than 24 hours old, one study suggests.[1] In that study, parents of newborns were asked to describe their babies as to their size, firmness, whether they were relaxed or nervous, and so on. The parents of daughters described their babies as significantly smaller, finer-featured, softer, and less attentive than the parents of boy babies described their sons. The hospital records and the evaluations of the doctors who delivered the babies, however, showed no real differences between the male and female infants in regard to the characteristics listed by the parents.

Differential treatment of children on the basis of sex often begins when we bring a new baby home from the hospital. If it's a boy, he is not allowed to wear pink or have lace on his sleepers; if it is a girl, she shouldn't wear blue but invariably ends up in lots of pink and frilly things. So firmly entrenched is this idea that there is something wrong with dressing a little boy in pink or a little girls in blue that proud relatives all over the country carefully knit booties in "neutral" white, green, or yellow until the baby arrives and they know what colors are OK for him/her to be seen in.

If the trea ment of boy and girl children differed no more than as to the colors we dress them in, the whole pink/blue situation would be no more than an amusing cultural tradition of no consequence. But, unfortunately, differential treatment does not end here. Research shows that when infants are only two days old, mothers begin smiling, touching, and talking to their female babies more than to their male infants.[2] That pattern is still in evidence when children are six months old and by this time mothers, in addition, are hovering over their girl babies at play more than over their boys.[3]

When children are old enough to play with toys, the toys tell them what we think is proper behavior for them as adults as well as while they are children. Partly because of the toys they play with, boys learn very early that building and otherwise working with their hands is proper behavior for them now and when they grow up. Girls, on the other hand, learn that they should be interested in dolls now and babies later. They spend many hours "in training" to be homemakers as they play with all the miniature household paraphernalia toy manufacturers are only too happy to provide. Little girls are also likely to receive toy cosmetics and perfumes so that they are taught very early the lesson that their appearance matters very much. Boys may only have to be clean but girls must be pretty. Giving our children toys appropriate only for their sex "sets them up" for the traditional roles of male and female—and may limit the kinds of employment they will consider and prepare for later.

One study of toys and adult toy buyers found that the buyers defined "masculine," "feminine," and "neutral" toys along traditional lines.[4] The researchers reported that: (1) the toys the buyers defined as "masculine" were more varied and expensive and viewed by the buyer as relatively complex, active, and social; (2) those toys defined as "neutral" were viewed as the most creative and educational, with boys receiving the most intricate items; and (3) those toys defined as "feminine" were viewed as the most simple, passive, and solitary. Buying toys that fit the sex of the child seemed to become more important to the adult buyer as the child got older.

As children grow older, boys are encouraged to be aggressive, competitive, and independent while little girls are rewarded for being passive and dependent. We expect that "boys will be boys" and, consequently, they are allowed to play rough, get dirty, be mischievous, and be inquisitive even to the point of endangering themselves. On the other hand, we expect little girls to be well-mannered, quiet, and clean; consequently, most of them become that way. It's the old "Little boys are made of snips and snails and puppy dogs' tails—Little girls are made of sugar and spice and everything nice" routine. We all probably know one or two exceptions—a boy who would rather sit quietly and read than slide into third base or an active little girl who would rather build a tree house than play with

a tea set like her mommy's. But the fact remains that those children are rarely rewarded for this kind of behavior. They are much more likely to hear "Why don't you run outside and play. Do you want to be called a sissy?" Or, "No, you can't borrow your father's hammer. Girls don't belong in a workshop." Even parents who don't criticize their children for untraditional behavior are not likely to praise them for it. For instance, a girl who is permitted to build a tree house will probably get more praise for having baked cookies or having written a story than she gets for having constructed the tree house. The opposite is likely to be true for her brother.

It is no wonder that by the time children are in the second grade, boys are able to state a preference for twice as many occupations as girls can.[5] But how sad it is that, by age seven, our daughters already feel that their career options are limited.

Psychologists have discovered that most boys are more physically active and aggressive than most girls and that most girls test higher than most boys in verbal skills. Boys have learned to accept being "naughty" at times and become self-reliant, while girls are learning the satisfaction of approval. Girls then continue depending on other people's values, pleasing their parents, their teachers, and later their husbands. All the while boys are forced to form their own values, creating a strong self-image.

Indirectly, we have been teaching children that girls are not as good as boys. And at the time of puberty, another important element is added. Suddenly, boys and girls become defined by their relationships with the opposite sex. At this stage of human development, the most (sometimes, the only) acceptable dates for either sex are those who can provide status. Boys usually have more opportunity to participate in activities (interscholastic sports, for instance) than girls do, and therefore can build status by the things they do rather than what they are. Girls, on the other hand, must often rely on their physical attractiveness to provide status since the activities organized for them are seldom prestigious. Magazines and television, of course, reinforce the idea that status is achieved by a male seen in the company of an attractive female.

The activities by which boys can gain status and become "dateable" also help them develop characteristics—self-esteem, cooperativeness, and self-confidence—that will help them in their careers. Girls are not so lucky. The characteristics that will help them have successful work experiences later are not what gets them an invitation to the prom. Even girls who have displayed superior intelligence in elementary school suddenly become afraid of appearing too smart in high school because they may not be able to date boys who are not as smart as they are.

We parents will decrease our daughters' chances for successful work experiences later if we teach them that their success with boys is most important to us. We can help them through this difficult time by treating them as whole people, letting them know that popularity is not the only thing that we want and expect for them.

Differential treatment of children on the basis of sex may begin with parents but it does not end there. By the time she/he starts school, the average child has watched thousands of hours of television. And even the best of it (Sesame Street, for instance) shows fewer girls than boys and gives the girls less important and exciting things to do. Nearly every television show portrays females as quieter, less competent, less intelligent (but often more conniving), more dependent, and in need of rescuing. What females are good for on these shows is being full-time housewives and mothers. On television it appears that only single women work, and even they spend most of their time searching for husbands. While we adults may not believe everything we see on television, our children are probably far more accepting.

Television is not being fair to our daughters and sons. What's more, it is distorting reality. The world that our children see on TV is not like the real world—where women outnumber men; where nearly one-half the workers in this country are women; where little girls, if given a chance, can have adventures that are just as interesting as boys'; where some husbands share equally in the rearing of children; where some women choose not to marry; where some wives don't have to play dumb to make their husbands look smarter. That's reality. But our children won't find it on TV.

As adults, we have become skilled at tuning out TV commercials but our children may not be so clever. Just for fun some time, listen to the commercials for an hour and observe what you think boys and girls are learning from them. Why is it that women are used to sell primarily household products and personal hygiene products? Why aren't they selling the myriad other items that women buy and use? And to whom is that beautiful woman draped over a new car appealing? Talk to your sons and daughters about their feelings and observations about commercials. Were they sold? Insulted? Disinterested? Angry?

There are many people who still maintain that girls are not as smart as boys, as athletic, or as success-oriented. Teachers and counselors reinforce these beliefs by putting the girls into the cooking, sewing, and literature classes. When they go to the sports events it is the boys they yell for and clap for. They might even get to be cheerleaders and become official yellers, but still may have to raise money themselves for new uniforms or arrange their own transportation to "away" games. Why are girls discouraged from taking shop, drafting, or carpentry work? There are women who are capable of and presently employed in fields utilizing shop skills, but we still think of this as "boys' stuff." Girls often reflect the attitude that only men can be experts. After all, the people of authority in their lives are mostly male: the principal, newscasters, lawmakers, doctors, business executives.

That being the case, the findings of a research study[6] on how women feel about the talent and skills of other women should not surprise anyone. A psychologist asked female college students to rate identical articles from six professional fields. The articles differed only in the sex of the author's name. The psychologist found that the girls rated the articles they believed to be written by men higher than those they believed to be written by women in regard to value, competence, persuasiveness, writing style, and so forth. Even when the articles were about subjects that women are supposed to be especially skilled at (such as dietetics and elementary school teaching), the women rated what they believed to be male-authored articles higher than those articles attributed to female authors.

Most of this discussion has focused on women because the authors believe that it is women that sex stereotyping hurts the most—by closing career options for them; by leading them to believe that there's something terribly wrong with them if they don't find conversation with a two-year-old stimulating day after day; by forcing them to work for salaries no one would consider offering to a man. But sex stereotyping hurts our sons, too, by making them cover up their emotions because "big boys don't cry"; by making them avoid certain words ("lovely," for instance) for fear of being thought effeminate; by making them engage in sports when they may really not be that interested; and by encouraging them to select high-paying careers when they'd be happier doing something else. Men are supposed to be as helpless in the kitchen as women profess to be in the garage, but perhaps many of them would find cooking enjoyable and rewarding. And perhaps many men would like to have more daily responsibility for the care of their children than they are now permitted by our society. They should get to share the many headaches and real joys that are involved in childrearing.

Men and women should have opportunities to plan their lives and to select lifestyles that they feel are right for them. They should not feel bound by outmoded societal dictates regarding careers, marriage, and children. Schools are part of society, and unfortunately, they are not doing their best to help our daughters and sons design the kind of lives they will be comfortable with. Let's take a closer look at the part schools play in teaching our children what's "proper" for them to do because of their sex.

SCHOOLS TEACH LOTS OF THINGS

Our children probably spend more time in school than they do with us. And their schools are probably very different from the ones we attended. Not only are the courses different (driver education, aviation, computer math), but also student behavior and dress is different. One thing that hasn't changed, though, is that schools teach many things that aren't a part of the curriculum. One of those things is sex stereotyping. Counselors, teachers, administrators, and educational materials all tend to reinforce the idea that proper behavior for girls differs from that for boys.

Much sex stereotyping in the schools is not the result of conscious behavior on the part of teachers or administrators. They do not purposefully set out to teach the boys that it's somehow less "masculine" to do things that don't require strength, or to be interested in music and art, or to be interested in learning to be a parent. Neither are they deliberately teaching our daughters that they are to be less strong (or to at least appear weaker or risk being thought of as being less "feminine") than the boys, that they are not to be athletes, and that they are not to be interested in and capable of doing work in science and mathematics. People on school staffs stereotype children by sex for the same reason that most of the rest of us do it: because they, too, have been taught. However, whether the teachers and the other people on the school staff purposely sex stereotype or not, the effects on our children are the same—they learn to conform to what is expected of them as males and females, not as people.

Recent studies have provided evidence that teachers tend to treat boys and girls differently in an instructional setting. For instance, one study[1] indicates that boys receive more disapproval or blame from teachers—but they also receive more praise and approval. Another suggests that teachers interact more with boys than with

girls in all four of the major categories of teaching behavior: approval, instruction, listening to the child, and disapproval.[2]

Unfortunately, teachers may even evaluate students on the basis of sex, as indicated by a recent study.[3] Junior high school teachers were asked to describe good girl students and good boy students. Among the adjectives the teachers used to describe good girl students were: appreciative, calm, conscientious, considerate, cooperative, dependable, obliging, and thorough. For good boy students, the adjectives they selected included: active, adventuresome, aggressive, curious, energetic, independent, and inventive.

In addition to the teachers' behavior, the very sex of the teachers and others in the schools perpetuates sex stereotyping. All over the country, school administrators and prestige team coaches are men, and teachers, librarians, nurses, and secretaries are women.[4] With these widespread examples so close at hand, female students who want to go into the field of education don't have to have someone tell them the limits of their aspirations—they can see them clearly every day.

Some counselors and principals may exhibit annoyance with young men who want to take a home management or a foods course or with young women who are interested in a shop or drafting class. Without their parents' encouragement and support, such students may be unable to withstand the subtle and not-so-subtle pressures to forgo enrollment in the class or to drop out if they have already enrolled.

Even if our daughters are allowed to enroll in a higher math class usually taken by boys, a math teacher who doesn't believe there is any reason for girls to learn math ("since they'll only be balancing a checkbook after they are married") may transfer that belief to his/her students. Consequently, our daughters may not try hard in the class, may learn less than they could, and may not get the preparation they need for the future.

Counselors who believe the old stereotypes about women are likely to steer girls into courses that prepare them for stereotypically

"feminine" occupations. And it's not only our daughters who are hurt by this kind of "counseling." For instance, a counselor who advises a boy to enter a trade apprenticeship or management trainee program, but advises a girl with similar skills and aptitudes to study to be a teacher or to enter a secretarial, nursing, or computer key-punch program is guiding them to decisions that may affect their parents' finances. The boy who becomes an apprentice or management trainee will receive his training free and will be paid for the work he does while in training. The girl or her parents, however, will be paying for her training. It's particularly unfortunate that the boy will probably be earning more while in training than the girl will be earning once she is finished with the training and working full time.

Along with the people in the schools, the materials used in classes are powerful and pervasive promoters of sex stereotyping. One study[5] of 2,760 stories in 134 readers from 14 major publishers found:

- Five stories about boys for every two stories about girls
- Three stories about men for every one about women
- Two male animal stories for every one female animal story
- Four male folk or fantasy stories to one female folk story
- One hundred-nineteen biographical stories about 88 men and 27 biographical stories about 17 women
- Sixty-five stories that demeaned girls, two that demeaned boys
- Men shown in 147 jobs in the stories, while women were shown in 26 jobs
- Only three working mothers

Few one-parent families were represented, despite the fact that there are many such families in the United States. The non-working mothers shown in these stories (all but three, despite the fact that one-half of the children reading these books have mothers who work) were portrayed as grouchy, unable to operate simple machines, emotional and prone to panic in difficult situations, often wearing aprons even in the most unlikely situations, and nearly always in the home or out shopping.

Fathers, on the other hand, were portrayed as attractive people working at careers outside the home, returning with gifts for the children or perhaps to take them to the zoo. They were often shown outdoors, solving problems for their wives or children, building things.

Like their fathers, boys in the stories were also shown building or inventing things, earning money, having adventures, planning their future careers. They, too, spent a lot of time solving problems or comforting the females in the stories (even their mothers!). The girls were portrayed as smaller and younger than the boys (all the better to be comforted and protected?) and even the girls' pets were smaller than those of the boys. For instance, girls were more likely to play with kittens than dogs, or even grown cats. Of course, they were afraid of insects, reptiles, and nearly everything else unless a boy was protecting them. They cried a lot but also expressed happiness more freely than boys did. They were neat and clean (or else upset at not being so) and thought a lot about their appearance. Like their mothers, they were often indoors, often sitting down, often watching and admiring boys doing something active.

It's no wonder that the boys in the stories were not interested in the girls—their fathers were not very interested in their wives, either. No family projects nor affection between parents was suggested. Boys showed contempt for girls and the books made it clear that time spent in the company of girls is wasted. The girls tried to get the boys' attention and competed among themselves for that attention. Consequently, there were no real friendships between girls—only between boys.

Readers are not the only textbooks that present and reinforce sex stereotypes. Sociologists found that certain spelling books teach letters of the alphabet by showing the vowels as female characters and the consonants as male characters.[6] For instance, some vowels were portrayed as puppets in girl's clothing. Male consonants pulled the puppets' strings. In addition, to demonstrate the sound or lack of sound vowels contribute to our words, the female vowel figures were yelled at, kicked out, pushed around, and told to shut up by the male consonants.

Math books, too, do their share of sex stereotyping.[7] In the "reading" problems using characters spending money or earning salaries, the men spend large sums doing exciting things or earn large salaries; on the other hand, the women spend small amounts usually connected with the home. The history sections of the math books usually ignore female mathematicians who have contributed significantly to the field.

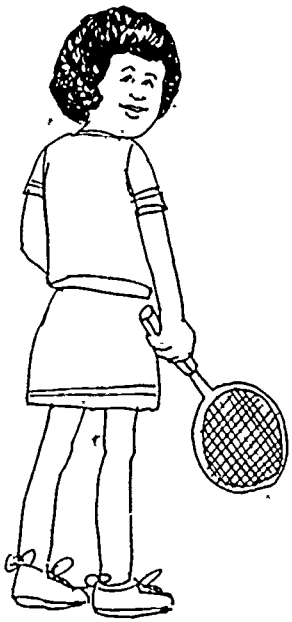
Science books also usually ignore the work of outstanding female scientists. Those women they do show engaged in scientific pursuits are not employed in important, challenging, creative research or in space exploration; they are most frequently shown doing experiments of the "cookbook" variety.[8]

History books ignore women almost entirely. Aside from brief references to such women as Elizabeth I of England, Joan of Arc, Pocahontas, Sacajawea, Betsy Ross, Jane Addams, and Eleanor Roosevelt, women are rarely mentioned. Our primitive ancestors are discussed as though they were entirely male (an obvious impossibility). The hunting and protecting contributions of the primitive males are always stressed but the contributions of our female ancestors, no matter how important or far-reaching they were, are ignored. (For instance, anthropologists now believe that it was primarily primitive women who developed agriculture.) In sections on the more recent history of this country, women are not mentioned except peripherally. Example: "The pioneers took their wives and children westward in wagons." Weren't their wives pioneers also? Or were they and the children merely "baggage" as the sentence implies?

It would be nice if we had reasonable assurance that when our children, regardless of sex, entered and proceeded through school, they would be treated as persons and guaranteed equal educational opportunity. As parents, we have the right to expect that. But it doesn't often work out that way.

Instead of being taught to be all they can be, our daughters are often allowed and encouraged to be less than their interests and capabilities indicate; our sons are taught that they had better be all they can be (in terms of making the team, or being strong, or eventually making a big salary and being "powerful") or else fail at being "men."

It is up to us to make our children's schools aware of the sex stereotyping that goes on there and to demand that it be stopped. It won't be an easy task, but our daughters and sons deserve that much from us. Perhaps the material on schools in the next section can act as an impetus for parents to effect some constructive change.



HOW CAN WE HELP?

Once we parents understand the effects of sex stereotyping on career decisions, what can we do to improve matters? The questions listed in this section provide a starting point for discussions with family and friends. Among them are questions about career planning that can be discussed with your children. Questions about the operation of their schools may give rise to analysis of the prevalence of sex stereotyping as a school practice. Activities for parents in the home and community are suggested. Finally, a book list is provided to help you find additional information on sex stereotyping, careers, and how we can help our children make the best decisions possible for them as individuals.

Sex Stereotyping

This list of questions is for you and your family to discuss. You might also like to discuss the questions with your friends.

Do I really believe there is such a thing as a "true" female image?

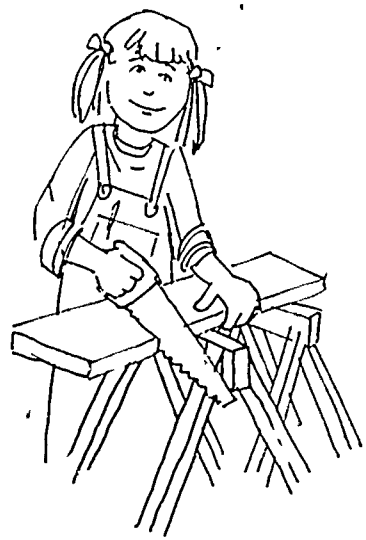
Do I really believe there is such a thing as a "true" male image?

Do I generally praise boys only for being big and strong?

Do I pity girls who are unable or unwilling to be "fashionable"?

Do I ever say, "Girls should wear dresses. They should look like girls"?

Do I always ask the girls to do the indoor housework tasks and the boys to do the outdoor tasks?



Do I pity or worry about boys who are unable or unwilling to engage in competitive sports?

Do I ever say about a girl, "She acts so boyish"?

Do I find myself using a tone of voice with a boy different from the one I use with a girl? (Listen to yourself for a couple of days.)

Do I ever discourage a girl from going into a career in which there are few women?

Do I ever tease or get angry at a boy for being "sissy"?

Do I notice when there are more sports activities for boys than for girls?

Do I notice when there are limited activities for boys in art, theater, and dance?

Do I point out more exciting role models for boys than for girls?

Do I really believe that today a girl's first priority is to plan for marriage and childrearing?

Do I find myself encouraging boys more than girls to go to college?

Do I expect boys to be more mathematical and scientific than girls?

Do I tend to discipline girls verbally and leniently rather than physically and strictly?

Do I ever encourage girls to find stories and books about what women have done in the past?

Do I ever say, "Being the head of the family is a father's responsibility"?

Do I expect girls to be more verbal and artistic than boys?

Do I expect and encourage boys to be independent, rough, brave, and boisterous?

Do I expect and encourage girls to be dependent, quiet, and gentle?

Do I disapprove of boys who have long hair?

Do I feel it is all right for girls to cry when they are hurt, but that boys should "grin and bear it"?

Do I feel it is more important to help boys sort out careers than it is to help girls?

Do I encourage boys to play one kind of musical instrument (drum, trumpet) and encourage girls to play another kind (flute, piano)?

Career Planning

The answers your daughters and sons give to the following questions may be indicative of how aware they are of sex stereotyping and career planning. We hope you will enjoy discussing the questions and your children's answers with them.

Do you know what you want to do when you finish high school?

Do you know who in school could give you answers to your questions about career planning?

Do you know who in the community could give you answers to your questions about career planning?

Do you think the career you want will enable you to live the lifestyle you want?

Is the job you are considering usually held by a person of your sex? Did you choose it for that reason?

Have you thought about jobs that use the same skills but that are usually held by people of the other sex?

Do you know how to find out what people do on the jobs you are considering?

Do you know how to find out what the demand for workers is for the jobs you are considering?

Do you know how to find out what each job you are considering pays?

Do you know how to find the appropriate training for the jobs you are considering?

Do you know how to plan high school courses that will prepare you for your job choices?

How many visitors have you had to your classes in school to discuss their jobs with you?

Have you taken any field trips to watch and talk with workers on the job?

Do both girl and boy students take the same field trips?

Do you think students should be taught about jobs and careers while they are in school?

Have your teachers or counselors told you a lot about different kinds of jobs?

Do you think learning about jobs and careers in school is as important as learning about other things?

School

This list of questions can provide a basis for analyzing your children's schools in terms of sex stereotyping.

How many women teachers are there in the school?

How many men teachers are there in the school?

What are the average salaries of the women teachers?

What are the average salaries of the men teachers?

How many women administrators are there in the school?

How many men administrators are there in the school?

What are the average salaries of the women administrators?

What are the average salaries of the men administrators?

Are teaching assignments made on the basis of the sex of the teacher?

Are classes separated on the basis of the sex of the students?

Are all the vocational courses open to students of both sexes?

Do counselors recommend courses on the basis of the students' sex?

Is the school using career materials that tend to steer students toward careers that are traditional for their sex?

Does the school have guidelines for identifying and removing sex stereotyped materials?

Are girls' interscholastic sports programs available?

Are boys' interscholastic sports programs available?

What is the total budget for girls' sports programs?

What is the total budget for boys' sports programs?

Do teachers and staff use different methods of reward and punishment for girl students and boy students?

Does the sex of the student rather than the situation determine whether disciplinary actions are applied?

Do teachers' expectations vary with the students' sex?

Activities

The following lists of activities for home and community were recommended by the Connecticut Public Interest Research Group.[1]

Home Activities for Parents

Watch television with your children and discuss with them the one-sided image of both women and men in the shows and the advertisements.

Talk with your children about the kinds of activities and jobs done by men and women whom your family knows.

Play actively (especially fathers) with your daughters as well as with your sons.

Teach and assign household tasks (such as ironing, washing dishes, mowing the lawn, taking out the garbage) to your children without regard to their sex.

Be careful buying toys and books for your children. Buy toys advertised for both boys and girls, or encourage your

children to share their toys with each other. For example, boys can enjoy playing with dolls; girls can enjoy electric trains.

Talk openly with your children about their feelings on what it is like being a boy or girl and try to answer their questions clearly and honestly.

Community Activities for Parents

Read your children's textbooks and tell the teachers and the school board what you think of them. If some books are sex stereotyped, urge that they be dropped from the curriculum.

Urge your school board to refuse to buy stereotyped textbooks. Write to the textbook publishers and tell them the reasons for the refusal to buy the books.

Observe your children's classes and talk with teachers directly and immediately about any classroom procedures you don't think are helping your child grow and learn as she/he should.

Urge your children's school library to buy books, tapes, and films that are not sex stereotyped.

Make sure your school encourages a broad variety of career opportunities for both girls and boys that are not typical for their sex.

Find out what is being done to counter sex stereotyping in school policy regarding textbook purchasing, teacher hiring, extracurricular activities, sports facilities, and teaching methods. Make suggestions for changes if you don't feel enough is being done.

Work through your local PTA to support and press for such changes.

Support other parents in not attending such school gatherings as mother-daughter and father-son days. Activities on these days are often sex stereotyped.

WHERE TO FIND OUT MORE

Here we have compiled a bibliography of books, pamphlets, and magazines that include additional information on the topics we have been discussing. Check your local library to see if they have copies. Many of the books are available at local bookstores, but addresses and prices have been included so that you can send for them if necessary. You may also be interested in reading *Ms.* and *Womensports* magazines. These publications often discuss careers in their monthly issues.

Career Planning

Bird, Caroline
Everything a Woman Needs to Know to Get Paid What She's Worth (paperback)
1974
Bantam Books, Inc., 666 Fifth Ave.,
New York, NY 10019
$1.95

A practical collection of procedures for working women who want to move up.

Carlson, Dale
Girls Are Equal Too
1974
Atheneum Publishers, 122 E. Forty-Second St.,
New York, NY 10017
$6.25

An explanation of how teenage girls have been socialized into a "feminine" role and what to

do about it. This book is written in an amusing, interesting manner and is appropriate for the teenage reader, although adults would also enjoy it.

Hopke, William and Parramore, Barbara
Children's Dictionary of Occupations
1974
Career Futures, Inc.
$6.00

Men and women from a variety of ethnic backgrounds depicted in more than 300 untraditional occupations.

Howe, Louise Kapp
Pink Collar Workers
1977
G. P. Putnam's Sons, 200 Madison Ave.,
New York, NY 10016
$8.95

An in-depth look at traditionally female jobs and the women who hold them.

Medsger, Betty
Women at Work: A Photographic Documentary
1975
Sheed and Ward, Inc., 475 Fifth Ave.,
New York, NY 10017
$7.95

Photographs of women at work in 162 occupations, ranging across traditional and nontraditional occupations. Comments of the women about their work are included.

Mitchell, Joyce Slayton
I Can be Anything: Careers and Colleges for Young Women
1975

College Entrance Examination Board,
Box 2815, Princeton, NJ 08540
$4.50

Information about more than ninety careers young women should consider. Each career is described in terms of what the work is like; what education is needed to prepare for it; how many women are now in the field; what the salaries are like; future prospects for women in the field; which colleges award the most degrees to women in the field; and where to get further information.

Mitchell, Joyce Slayton
Other Choices for Becoming a Woman (paperback)
1974
KNOW, Inc., Box 86301,
Pittsburgh, PA 15221
$5.00

Information, methods, and alternatives for high school women who are defining themselves.

Pogrebin, Letty Cottin
Getting Yours: How to Make the System Work for the Working Woman (paperback)
1975
Avon Books, the Hearst Corporation,
959 Eighth Ave., New York, NY 10019
$1.75

Offers common-sense answers to the work problems women face in today's job market, including: how to enter the job market, beat sex discrimination, and handle job-related hassles.

Seed, Sandra
Saturday's Child
1974

Bantam Books, Inc., 666 Fifth Ave.,
New York, NY 10019
$1.25

Thirty-six women photographed and interviewed about their jobs and careers—occupations which until recently have been considered out of women's reach.

U.S. Department of Labor
A Working Woman's Guide to Her Job Rights (paperback)
1975
Superintendent of Documents, U.S. Government
Printing Office, Washington, D.C. 70402
$0.65

Explanation of rights (and how to get them enforced) that women have in regard to getting a job, doing a job, and retiring.

Feminism

Freidan, Betty
The Feminine Mystique (paperback)
1963
Dell Publishing Co., Inc.,
1 Dag Hammerskjold Plaza,
New York, NY 10017
$1.50

An explosion of the myths that have oppressed modern American women, with suggestions for action. This is the famous best-seller that revitalized the woman's liberation movement.

Gornick, Vivian and Moran, Barbara K.
Woman in Sexist Society (paperback)
1973
Signet Books, The American Library, Inc.,

Box 2310, Grand Central Station,
New York, NY 10017
$1.95

An attack on the antifemale culture created by a parriarchal society that defines people by race, sex, and class rather than by their individuality.

Klagsbrun, Francine, ed.
The First Ms. Reader (paperback)
1973
Warner Books, Inc., 75 Rockefeller Plaza,
New York, NY 10019
$1.50

A collection of articles by several authors that focuses on the changes taking place in the hearts and minds of many women.

Miller, Casey and Swift, Kate
Words and Women (paperback)
1977
Anchor Books, Division of Doubleday Publishing Co.,
245 Park Ave., New York, NY 10017
$2.50

An intelligent, readable study of how sex bias is built into the English language.

Morgan, Robin, ed.
Sisterhood Is Powerful (paperback)
1970
Vintage Books, 201 E. Fiftieth St.,
New York, NY 10022
$2.95

An anthology of writings from the women's liberation movement.

Schneir, Miriam, ed.
Feminism: The Essential Historical Writings (paperback)
1972
Vintage Books, 201 E. Fiftieth St.,
New York, NY 10022
$2.45

A series of articles selected to present feminism as a serious movement for human liberty. Essays and articles by and about great women from the past who have been obscured by the sexism in the majority of our history books.

U.S. Commission on Civil Rights
Civil Rights Digest: Sexism and Racism: Feminist Perspectives
Vol. 6, No. 3 (Spring 1974)
Editor, Civil Rights Digest, 1121 Vermont Ave.,
Washington, D.C. 20425
Free

Issue devoted to articles concerning racism and sexism.

How to Change the Schools

Bostick, Nan; Kaspar, Patricia; and Sallan, Nancy
How to Deal With Sex Role Stereotyping: At a School Board Meeting, In a Workshop, In the Classroom
1976
Choice for Tomorrow, P. O. Box 1455,
Cupertino, CA 95014
$2.25

Specific suggestions for dealing with sex stereotyping in a variety of situations. The suggestions for classroom activities to be used with both girls and boys are particularly good.

Kalamazoo Public Schools, Committee to Study Sex Discrimination
Five Reports on Sexism in the Kalamazoo Public Schools
1973
Kalamazoo Public Schools, 1220 Howard St.,
Kalamazoo, MI 49001

A good source of information about examining your local school system.

Kunkel, G.
Eliminating Sexism From the Public Schools of Washington State
1973
Ad hoc Committee for Women and Girls in Education K-12,
3409 S.W. Trenton St.,
Seattle, WA 98126
$1.00

A guide that includes discussions of women in education, women's place in society, laws and regulations pertaining to sex discrimination, career education, sexism in curriculum and counseling, plus recommendations for change.

Lurie, Ellen
How to Change the Schools
1970
Random House, Inc., 201 E. Fiftieth St.,
New York, NY 10022

A collection of recommendations for reform in the New York City Schools written from personal experience.

Macmillan Publishing Co., Inc.
Guidelines for Creating Positive Sexual and Racial Images in Educational Materials
1975

Macmillan Publishing Co., Inc.,
866 Third Ave., New York, NY 10022
Free

Perhaps the best guide available from a publisher on how to prepare educational materials so that they do not contain sexual or racial stereotypes. The publisher has given permission for the booklet to be photocopied in its entirety as long as the copy includes the copyright page.

McCune, Shirley and Matthews, Martha
Complying With Title IX: The First Twelve Months and *Complying With Title IX: Implementing Institutional Self-Evaluation*
1976
Resource Center on Sex Roles in Education,
National Foundation for the Improvement of Education,
1201 Sixteenth St. N.W., Washington, D.C. 20036
$1.00 each

Excellent explanations of the requirements set forth by the first comprehensive federal nondiscrimination law covering sex discrimination in the programs of educational institutions. The volumes advise and instruct school administrators and others interested in how to comply with the regulations to assure sex fairness.

Research and Information Center, North Carolina State Department of Public Instruction, Raleigh, NC
Eliminating Sex Discrimination in Schools
1975
State Department of Public Instruction,
Raleigh, NC

A source book that offers specific, practical suggestions and resources that teachers, counselors, administrators, coaches, and parents of school-age children can use to help get sexism out of the schools.

Rothschild, Nina
Sexism in Schools: A Handbook for Action
1973
Available from the author,
14 Hickory St., Mahtomedi, ME 55155
$2.00

A practical guide to how to start challenging sexism in the schools.

Stacey, Judith; Bereaud, Susan; and Daniels, Joan
And Jill Came Tumbling After: Sexism in American Education (paperback)
1974
Dell Publishing Co., Inc., 1 Dag Hammerskjold Plaza,
New York, NY 10017
$1.75

A comprehensive report on how sexism operates at all levels of education. The reformation required to allow both girls and boys to reach their potential is suggested.

Women on Words and Images
Dick and Jane as Victims: Sex Stereotypes in Children's School Readers
1972
Women on Words and Images
Box 2163, Princeton, NJ 08540
$1.75

A content analysis of 134 elementary school readers from fourteen different publishers and in use in 1973. In addition to comparing the number of boys and girls in the stories, the authors examine their activities and explore themes represented by the collective actions of males and females. Included is a chapter entitled "Recommendations for Change."

Legislative Rights

Alexander, Shana
State-by-State Guide to Women's Legal Rights
1975
Wollstonecroft, Inc., 6399 Wilshire Blvd.,
Los Angeles, CA 90048

Guide to women's rights as they have been legislated in every state.

Gagor, Nancy, ed.
Women's Rights Almanac 1974 (paperback)
1974
Elizabeth Cady Stanton Publishing Co.,
Bethesda, MD
$4.95

A comprehensive coverage of politics, legal rights, employment, education, marriage and divorce, child care, abortion, rape, consumer protection, women's organizations, historical landmarks, chronology of events, issues, and people. A state-by-state directory of all fifty states plus territories, including biographies of all U.S. Congress-women and an overview of the international women's movement.

Ross, Susan C.
The Rights of Women (paperback)
1973
Avon Books, Mail Order Department,
250 W. Fifty-fifth St., New York, NY 10019
$1.25

A guide setting forth the rights of women under present law, with suggestions for protecting those rights. The question and answer format makes for easy reading.

Roles of Women in History

Buckmaster, Henrietta
Women Who Shaped History (paperback)
1974
Collier Books, Division of The Macmillan Publishing Co.,
866 Third Ave., New York, NY 10022
$0.95

Portraits of six women who lived in the U.S. in the nineteenth century—a period of such profound change that a whole new social order was reflected in it.

Ingraham, Claire and Leonard W.
An Album of Women in American History
1972
Franklin Watts, Inc., 845 Third Ave.,
New York, NY 10022
$4.33

A survey of those women in the U.S. who have chosen to speak up and take an active role in society, from pre-colonial times to the present.

Lerner, Gerda, ed.
Black Women in White America: A Documentary History
(paperback)
1972
Vintage Books, 201 E. Fiftieth St.,
New York, NY 10022
$3.95

A description of the present condition of women in our culture and of how it came to be. Such topics as slavery, lack of education, and white male legislatures are considered.

Merrick, Toni and Tobias, Sheila
The American Woman. Her Image and Her Roles (pamphlet)
1974
Xerox Education Publications,
245 Long Rd., Middletown, CT 06457
$0.55

A sixty-two page analysis of feminine and masculine roles from both sociological and historical vantage points.

Scott, Anne Firor
The American Woman: Who Was She? (paperback)
1971
Spectrum Books, Prentice-Hall, Inc.,
Englewood Cliffs, NY 07632
$2.45

An exploration of the relationship between the changing role of women in American society and the changes in education, work patterns, participation in reform movements, and their views of family life.

Sochen, June
Herstory: A Woman's View of American History (paperback)
1974
Alfred Publishing Co., Inc., 75 Channel Dr.,
Port Washington, NY 11050
$4.95

Contrasting views of the ideologies concerning women, children, blacks, American Indians, and foreigners and the reality of their lives.

Wertheimer, Barbara Mayer
We Were There: The Story of Working Women in America
1977
Pantheon Books

What has been called the best single volume on the history of the American working woman.

Williams, Maxine and Newman, Pamela
Black Women's Liberation
Pathfinder Press, Inc., 873 Broadway,
New York, NY 10003
$0.25

A brief history of the black woman, including her victimization by sexism and racism.

Things You Can Do

Adell, Judith and Klein, Hilary Dole
A Guide to Non-Sexist Children's Books
1976
Academy Press, Limited, 176 W. Adams St.,
Chicago, IL 60603
$3.95

A compilation of children's books that do not contain sex stereotypes. They are arranged by age of the children for whom they are appropriate.

Ahlum, Carol and Fralley, Jacqueline M.
Feminist Resources for Schools and Colleges: A Guide to Curricular Materials
1973
Feminist Press, College at Old Westbury,
Box 334, Old Westbury, NY 11568
$1.25

A resource list for teachers, counselors, students, librarians, and parents interested in combating sexism in education and creating non-sexist curricula.

Cohen, Martha
Stop Sex Role Stereotypes in Elementary Education: A Handbook for Parents and Teachers
1974
Connecticut Public Interest Research Group (Conn. PIRG),
P. O. Box 1571, Hartford, CT 01601
$0.50

A resource including an appendix on Title IX as it pertains to elementary education and a nineteen-page list of children's books that give a positive image of girls and boys.

Emma Williard Task Force on Education
Sexism in Education
1973 (2nd rev. ed.)
Box 14229, University Station,
Minneapolis, MN 55408
$3.50

Information and tools to be used in the classroom and with groups.

Feminists on Children's Media
Little Miss Muffet Fights Back (paperback)
1974 (rev. ed.)
Book Mart, 162-11 Ninth Ave.,
Whitestone, NY 11357
$1.25

A sixty-four page annotated list of recommended nonsexist books about girls for young readers (textbooks not included).

Hart, Carole; Pogrebin, Letty Cottin, Rogers, Mary; and Thomas, Marlo
Free to Be . . . You and Me (paperback)
1974
Ms. Foundation, Inc., McGraw-Hill Book Co.,

Princeton Rd., Hightstown, NJ
$4.95

Encouragement for children to be what they want to be rather than what society says they ought to be. Elementary school children are the intended audience of this book.

Johnson, Laurie Olson, ed.
Non-Sexist Curricular Materials for Elementary Schools
The Clearinghouse on Women's Studies,
The Feminist Press, P. O. Box 334,
Old Westbury, NY 11568
$5.00

An indispensable aid for elementary school teachers who are concerned with sexism in the classroom.

Moberg, Verne
Consciousness Razors (pamphlet)
1972
The Feminist Press, Box 334,
Old Westbury, NY 11568
$0.20

Creative ideas for altering consciousness about sex roles. The ideas are good for classroom use.

Resource Center on Sex Roles in Education
The Awareness Game
Colloquy, Vol. 6, No. 9 (November 1973)
Division of Publication—Periodic Department,
United Church Board for Homeland Ministries,
1505 Race St., Philadelphia, PA 19102
$0.60

A forty-five-page magazine dealing with the problems of sex and race discrimination and stereotyping.

Resource Center on Sex Roles in Education
Today's Changing Roles: An Approach to Non-Sexist Teaching (paperback)
Resource Center on Sex Roles in Education,
1156 Fifteenth St., N.W., Washington, D.C. 20005
$3.00

Supplemental instructional materials to help children explore and understand that sex stereotyping has limited female and male roles. The materials can be used in elementary, intermediate, and secondary school classrooms.

FOOTNOTES

Introduction

1. Women's Bureau, U.S. Department of Labor, "Women Workers Today" (Washington, D.C.: U.S. Government Printing Office, 1976), pp. 1 and 2.

2. Women's Bureau, U.S. Department of Labor, "The Myth and the Reality" (Washington, D.C.: U.S. Government Printing Office, 1974), p. 2.

3. Same reference as Footnote 2, p. 2.

4. Bureau of Labor Statistics, U.S. Department of Labor, "News" (Washington, D.C.: U.S. Government Printing Office, 1977), p. 1.

5. Marilyn Steele, *Women in Vocational Education*, Project Baseline (Flagstaff, AZ: Northern Arizona University, 1974), p. 11.

6. U.S. Department of Commerce, *Pocket Data Book U.S.A. 1973* (Washington, D.C.: U.S. Government Printing Office, 1973), p. 52.

7. Same reference as Footnote 2.

8. *U.S. News and World Report*, Vol. 78, No. 2 (January 13, 1975), p. 43.

9. Lynn Caine, *Widow* (New York: Bantam Books, Inc., 1975), p. 1.

10. Same reference as Footnote 1, p. 2.

11. E. W. Curry et al., *Significant Other Influences and Career Decisions of Black and White Male Urban Youth* (Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1975), W. H. Sewell and R. M. Hauser, "Causes and Consequences of Higher Education. Models of the Status Attainment Process," *American Journal of Agricultural Economics*, December 1972, pp. 851-861; T. M. Carter et al., "Black-White Differences in the Development of Educational and Occupational Aspiration Level" (Paper delivered at the annual meeting of the American Sociological Association, New Orleans, LA, August 1972).

Take a Look at "Woman's Work"

1 Sandra L. Bem and Daryl J. Bem, *Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work* (Harrisburg, PA. Pennsylvania Department of Education, 1973), p. 2.

2. Same reference as Footnote 1, p. 2.

3. Same reference as Footnote 1, p. 3.

4 Women's Bureau, U.S. Department of Labor, "Women Workers Today" (Washington, D.C.. U.S. Government Printing Office, 1976), p. 8.

5. Women's Bureau, U.S. Department of Labor, *1975 Handbook on Women Workers* (Washington, D.C.. U.S. Government Printing Office, 1976), p. 129.

6. Same reference as Footnote 5, p. 135.

7. Same reference as Footnote 4, p. 7.

8. L. M. Terman and M. H. Oden, *Genetic Studies of Genius, V. The Gifted Group at Mid-Life. Thirty-five Years' Follow-up of the Superior Child* (Stanford, CA. Stanford University Press, 1959).

What Did Women Do to Deserve This?

1. Women's Bureau, U.S. Department of Labor, *1975 Handbook on Women Workers* (Washington, D.C.: U.S. Government Printing Office, 1974), p. 7.

They Have to Be Carefully Taught

1. Jack Horn, "Sex Role Stereotyping—It Starts Early and Dies Hard," *Psychology Today*, Vol. 8, No. 8 (January 1975), pp. 85-91.

2. Sandra L. Bem and Daryl J. Bem, *Training the Women to Know Her Place: The Social Antecedents of Women in the World of Work* (Harrisburg, PA: Pennsylvania Department of Education, 1973), p. 5.

3. S. Goldberg and M. Lewis, "Play Behavior in the Year-Old Infant: Early Sex Differences," *Child Development*, Vol. 40 (1969), pp. 21-31.

4. *Ms.*, "A Report on Children's Toys and Socialization to Sex Roles," *Ms.*, Vol. 1, No. 6 (December 1972), p. 57.

5. C. L. F. Siegel, "Sex Differences in the Occupational Choices of Second Graders," *Journal of Vocational Behavior*, Vol. 3 (1973), pp. 15-19.

6. P. Goldberg, "Are Women Prejudiced Against Women?" *Transaction*, Vol. 5 (April 1968), pp. 28-30.

Schools Teach Lots of Things

1. William J. Meyer and George G. Thompson, "Teacher Interactions with Boys as Contrasted with Girls," in Raymond G. Kuhlens and George G. Thompson, eds., *Psychological Studies of Human Development* (New York: Appleton-Century-Crofts, 1963).

2. Robert L. Spaulding, *Achievement, Creativity, and Self-Concept Correlates of Teacher-Pupil Transactions in Elementary Schools* (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1963).

3. Myra and David Sadker, "Sexism in Schools: An Issue for the 70's." *The Education Digest*, Vol. 39 (April 1974), pp. 58-61.

4. American Association of School Administrators, *Sex Equality in Educational Materials* (Arlington, VA: American Association of School Administrators, 1974), p. 2

5. Women on Words and Images, *Dick and Jane as Victims* (Princeton, NJ: Women on Words and Images, 1972).

6. Leonore J. Weitzman and Diane Rizzo. *Sex-Role Stereotyping in Textbooks* (New York: Legal Defense and Education Fund, National Organization for Women, 1974).

7. Same reference as Footnote 2, p. 6.

8. Same reference as Footnote 2, p. 6.

How Can We Help?

1. Martha Cohen, *Stop Sex Role Stereotypes in Elementary Education* (Hartford, CT: Connecticut Public Interest Research Group, 1974), pp. 39-40.