ABSTRACT
         This handbook is part of the New Pioneers training
program designed to build trust between the sexes and expand roles
for women and men. Based on the premise that barriers to equity often
involve personal values, this handbook outlines 14 sessions to help
educators explore and broaden their own sex-role perceptions and
those of students. The seminars described were developed for use by
teachers, counselors, administrators, Title IX and Sex Equity
coordinators, vocational educators, teacher educators, and community
groups. Seminars may be used individually or as a series of informal
lectures or small-group sessions. Topics include "Hidden Curriculum,"
"How Sex Bias Hurts Men," "The Relationship Between Work and Family,"
and "Male and Female Cultures in the Workplace." Detailed lecture
notes, discussion questions, activities, and an evaluation form are
provided for each session. (Author/NRB)

NEW PIONEERS

A Program to Expand Sex Role Expectations

in Elementary and Secondary Education

SEMINAR LEADER'S HANDBOOK

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The 153 trainees who reacted openly, both verbally and on
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ideas in the field. Who took time to come to follow-up confer-
ences to say what worked and what didn't. They told us what
to change, what to keep, and what made sense. They wrote this
book.

TABLE OF CONTENTS

This program is designed as a twenty-hour course, divided into
ten sessions as follows:

> I; II and III; IV; V and VI; VII; VIII and IX; X; XI and XII;
> XIII; and XIV.

If you have more time, many of the one-hour sessions, such as
the one on family and work, can be expanded into two-hour
sessions.

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Dear New Pioneer:

These materials have been developed, used, revised, and revised again over a four-year period, in a process in which teachers came together for a week of training, then returned to their home school systems to conduct seminars for inservice renewal credit for fellow teachers. Most came into the situation wondering what they were getting in for, but a year later had found the program deeply satisfying. We hope it works for you too.

Throughout the materials, there will be more "notes to the trainer" printed in italics. For now, a few comments about the format of the material, the use of media, a glossary of terms, and some thoughts about the relationship between you and your group.

FORMAT

All the sessions are either an informal lecture or small-group exercises. For each lecture, presentation notes are provided. Because each session is completely written out, you should only need to take notes on methods and on the contributions made by your fellow participants. It has been our experience that a session works best if you provide information first and allow discussion second. There is a lot of information for you to provide, but it is important that you keep your atmosphere as casual as possible.

- *Familiarize yourself as thoroughly as possible with each session, and do any additional reading on the subject that you have time for,*

- *Replace anecdotes with stories of your own, if possible.*

- *Practice being able to "talk" the material, rather than reading or lecturing. The trick is to talk to the group the same way you would talk to one person over a cup of coffee. One man said he was criticized for his stiff and stilted manner at his first session, and then a colleague overheard him explaining the program to a friend on the telephone. "If you could tell us about it the way you told her, it would be terrific." He found he was able to role play that situation mentally, until each session came out as a composite of his own beliefs and concerns. Much more convincing.*

USE OF MEDIA

Each seminar is self-contained, with the exception of the opening session, in which a general inroductory filmstrip is recommended. (In North Carolina, we gave each trainer a copy of our filmstrip, "I'm Glad I'm a She! I'm Glad I'm a He!" The filmstrip is available on loan from: Sex Equity Coordinator, Division of Vocational Education, North Carolina Department of Public Instruction, Education Building, Raleigh, North Carolina 27611.).

We have minimized use of media resources so that you will not be
dependent on a particular item which might be too expensive or which
might not arrive on time. However, there is an increasing number of
very fine films, slides and so forth which you may want to use. A few
cautions:

- Many are too basic and general. They would be useful as
  part of your introductory session, but after that you may
  find yourself starting at square one every time.

- Many are too long, leaving too little time for discussion
  if you are operating within a two-hour block. If you can
  arrange your program into ten three-hour sessions, the films
  will be more feasible. On the other hand, using just part
  of a film can be effective.

- Many are too female dominated. Some publishers are still
  thinking exclusively in terms of "women's studies," rather
  than expanding sex roles for everyone. The unintended re-
  sult may be to make the men in your group feel attacked.
  Incidentally, there are a few excellent items specifically
  about men that you may want to use in Seminar III, "How Sex
  Bias Hurts Men."

GLOSSARY

The following are some terms that may have a special meaning as we
use them, or that we have found particularly effective.

pioneer - any student or worker in a field traditionally associated with
the other sex.

sex discrimination - that which is against the law.

sex bias - the underlying network of assumptions or beliefs that says that
men and women are different and should be different, not only physically
but in tastes, talents, interests and personalities.

sex stereotype - the assumption that all males or females are alike in
certain ways.

sexism - a word analogous to racism, which assumes that one sex is superior
to the other. We don't use this word often, as it is unfamiliar to most
people and seems to have a negative impact.

expanding sex roles - Charlotte Farris of Cornell University should be
credited for this very useful phrase, which we recommend you use any
time you might be tempted to say "changing sex roles" or "eliminating
sex bias." "Eliminating sex bias" is impossible in the short run and
is also very negative; further, even if sex bias were eliminated in any
particular area, the result might be merely neutral rather than affirma-
tive.

"Changing sex roles" seems to imply that people will lose what they now have in exchange for the unknown. "Expanding sex roles" implies that they can keep what they now value, while gaining new options.

liberated - a liberated person is an autonomous person, one who, within the obvious restraints of necessity, makes independent decisions about life. The word "liberated" can in no way imply what those decisions will be. Conventional lives which are consciously chosen are more "liberated" than unconventional lives in which the participants have no choice. Again, it's a word we don't use often, as many people misuse it to mean "unconventional."

women's libber - we never use this one. It is a code word for "man-hater," such as when an accomplished woman will say, "I'm no women's libber but..." and then outline her beliefs, which are identical with those of the women's liberation movement. Incidentally, surely it is a sad thing to be a man-hater, but no worse than being a woman-hater, which is quite respectable. However, as we expand sex roles and expose the ways in which men and women were unnecessarily taught to distrust each other, perhaps both man-hating and woman-hating will become obsolete.

opposite sex - an old phrase which implies that women and men are adversaries. We're trying to get rid of this one and replace it with "the other sex."

other sex - the meaning should be self-evident. Vive la différence!

they - a singular impersonal pronoun meaning "he or she." There is documentation in Seminar V justifying this usage. For now, let us just mention that nearly every person who speaks English already uses "they" in the singular. If we had _permission_ it would be correct. And, as it is one of our principles that a liberated (see above) person does not _need_ permission to carry out legitimate business, we (along with the National Council of Teachers of English) hereby declare it correct.

YOUR RELATIONSHIP WITH YOUR GROUP

Know your people. During your first session, assess your group, perhaps by letting them introduce themselves. Who are they? What are their professional fields? family status? How were they chosen? What is expected of them? You may have some who are already part of an on-going program, and others who were told to report to "a workshop" but don't even know the topic. This has happened to us every year, despite myriad mailings. Offer your sympathy, but keep them in the program if possible. Often those who were most baffled at first ran the best local courses.

If your program requires participants to write plans (ours did, as a prerequisite for their renewal credit), make it clear that you realize such plans are not ironclad, but will be a set of recommendations to whoever will make final decisions. Otherwise, the participants may fear being caught between your enthusiasm and their own administrators' lack thereof.

Get plenty of feedback. The substance of this course is your participants' own experiences and feelings. Discussion is almost guaranteed to be lively. Encourage it! People may be talking about things they have never talked about before and never planned to talk about in a professional context. For this reason you need as much feedback as possible, not only on how well you are doing, but also on how they are feeling. We recommend two kinds of evaluation: One is a short form, to be used at the end of every session, which emphasizes whether any ideas or phrases turned them off or were particularly interesting. In addition, halfway through your course ask your participants to write you a letter, imagining that individually they could sit down with you somewhere quiet and you could ask them, "How do you feel about all this? What does it mean to you, both personally and professionally?" Then ask for another letter at the very end. The letters should be signed--you are asking for _their feelings_, not an impersonal evaluation. Every year in our midcourse letters one or two people had serious problems with something--an idea, the workshop format, a personality problem. In each case, the final letters showed that we had been able to meet the need expressed. And in each case, we would never have guessed that there even was a problem if we hadn't asked.

Don't assume people share your goal. The basic fallacy of the "keep it simple" advice is that it assumes that two people do share a goal. This may be true in the subject areas, but is is never a safe assumption in relation to expanding sex roles. Even if you are confident your group shares your overall goal, one person may think that equal employment is crucial but concern with language is nitpicking, while another thinks that expanding language is valid but worries that working women will ruin the family. You will not be able to guess by age, race, sex or any other external how anyone feels about expanding sex roles.

Welcome hostility. Hostile remarks are to your advantage: they may win you sympathy, and they will surely be expressing thoughts that others share but have not stated as strongly. These feelings in your class and in society at large are what the program is all about. If you are getting the "un-huh treatment," your program isn't happening. Therefore, no matter _what_ someone says, with the unlikely exception of a direct personal attack, accept it as a valuable contribution. Nod seriously. In fact, while you're driving to work or shaving or soaking in the tub, practice nodding in response to all kinds of outrageous comments. You are not nodding approval or agreement with the substance of the comment. You are nodding, "Yes, many of us do feel this way, don't we?" It is absolute; crucial that everyone feel you are not a judge, but a fellow pioneer.

Talk "past" your audience. Always address your audience not in terms of what they themselves may believe, but in terms of what the people they will be working with believe. Assume that in one way or another they will be trying to communicate these ideas to others. This turns your entire approach into a methods workshop, instead of a speech, and saves you from either talking down to your participants or putting them on the spot.

You don't have to have all the answers. Whenever a question is raised about which you may not have the facts at your fingertips, or which you have not thought through yourself, don't worry about it. Just toss the question back to the group. Your participants already have all the most important data in their own life experiences.

What if there is a topic that you yourself have problems with? Present the ideas straightforwardly, and then join the discussion yourself. People like enthusiasm and commitment, but they also like honesty. The fact that you too are questioning may very well make them feel more comfortable.

Finally, you do not have to be a combination of Mahatma Gandhi and Farrah Fawcett. Don't worry about your personal charisma. The ideas involved in expanding sex roles will carry themselves. They deal with real problems in real people's real lives, and all you have to do is lay them out and let folks talk.

Remember, you are not there to preach a new religion or even to supply the right answers, but to give your participants _a new way of examining their world, a new way of looking at old problems_.

If you can create an open, relaxed atmosphere where everyone feels free to say whatever is on their minds without fear of teasing or attack, you will likely have a very happy experience.

Have fun!

Yours,

Amanda, Connie, Gary, Jerri,
Marge, Sylvia and Wanda

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I. EXPANDING SEX ROLES: TOUCHSTONES OF SUCCESS

Introductory Session - Presentation Notes

A. Welcome, introductions
   Housekeeping details, finances
   Course format

B. Attitude Questionnaire

C. Touchstones of Success

   1. Real-life events You may want to supply your own.

      a) Third-grade readers
      b) "I hate girls!"
      c) "I'm a woman now!"
      d) Always send a girl--unless it's raining
      e) All these people are suffering from rigid sex-role
         expectations
      f) Congratulate strong and flexible people who manage
         to live happily despite stereotypes

   2. Philosophical Touchstones

      a) Start with problems people already know they have, rather
         than presenting sex bias as something new to worry about

         (1) reading problems for boys
         (2) math avoidance for girls
         (3) discipline problems, vandalism, or expulsion for boys
             "proving manhood"
         (4) sexual promiscuity in girls
         (5) sexual promiscuity in boys
         (6) early, sometimes deliberate, pregnancy in girls seeking
             an identity
         (7) a confusion in sexual identity for girls or boys who do
             not fit the stereotypes
         (8) sexual exploitation of those who do fit
         (9) male athletes exploited financially or socially, at the
             expense of their academic studies
         (10) girls physically incompetent
         (11) loss of talent when students of either sex avoid or are
              channeled away from inherent abilities
         (12) work poorly done when either boys or girls are pressured
              into work they are unsuited for
         (13) depression in women and men who hate their work
         (14) heart attacks and ulcers in men
         (15) divorces caused by conflict between the needs of the real
              world and stereotyped marriage roles
         (16) family violence growing out of distrust and hostility
              between women and men, or the pressure of impossible
              stereotypes

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b) <u>Goals of sex equity</u> are to identify all opportunities for:

   (1) building trust and partnership between the sexes
   (2) expanding students' perceptions and options in work
       roles, family roles, and personal development

c) <u>Distinguish between sex discrimination and sex bias</u>.

d) <u>Understand first, act later</u>.

e) <u>Keep a balanced program: include men</u>.

   (1) political reasons
     (a) most administrators are men
     (b) many women reject the women's movement because
        it goes against their value systems
   (2) substantive reasons
     (a) simple fairness
     (b) women's lives can't change unless men's lives change
     (c) some problems men know they have
        i.   a much more rigid stereotype in early childhood
              for boys than for girls, who are allowed to be
              tomboys
        ii.   heart attacks, ulcers, high blood pressure,
              early death (eight years younger than women)
        iii. being cut off from children both by pressures
              of work and by social expectations
        iv. being labeled "unmanly" for showing normal human
              emotions
        v.   being status objects, valued more for their pay-
              checks than for themselves as people
        vi. being pressured to take high-paying or high-status
              jobs, regardless of interest
        vii. being labeled "not much of a man" if they can't
              get high-paying or high-status jobs
        viii. having to take all the initiative socially and
              sexually; therefore always being vulnerable to
              rejection

f) <u>Talk openly about how sexism affects minorities</u>.

   (1) as individuals - similar to other groups
   (2) as groups - sex stereotypes have been used to label an
      entire group as inferior because some members of it do
      not fit the majority "ideal"; thus, <u>dispelling a sex</u>
      <u>stereotype</u> can mean <u>dispelling a race stereotype at the</u>
      <u>same time</u>.
   (3) special concerns: It must be clear that the program to
      expand sex roles
     (a) will not hurt minority men
     (b) will not destroy minority unity
     (c) will not hurt minority advancement

g) <u>Never laugh at anyone else</u>.

h) <u>Laugh as much as possible at yourself</u>.

D. Filmstrip: "I'm Glad I'm a She! I'm Glad I'm a He!"

E. Fact Sheet on Negative Effects of Stereotyping

F. Title IX Versus Title II

G. 1976 Legislation on Sex Bias and Stereotyping

H. New Pioneers Questionnaire

I. Evaluation Form - Session I

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I. <u>EXPANDING SEX ROLES: TOUCHSTONES OF SUCCESS</u>

A. Welcome, introductions

If the group is not too large, let them introduce themselves
<u>*briefly*</u>. *Otherwise, ask participants to give their names and*
schools when they contribute to the discussion. (15 minutes)

Housekeeping details, finances, renewal credit regulations, etc.

Course format

Take a few minutes to go over the different topics and any
supplementary sessions or activities you may have planned, to
explain any planning requirements, etc., so that participants
can tailor their questions appropriately.

B. Attitude Questionnaire

Tell participants the following: This questionnaire covers
some items of fact, some of opinion, and some of attitude.
It will be given again at the end of the course. Some of
the items may refer to subjects on which your opinion is
changing. Please try to let your answers reflect your opinion
<u>*at this time*</u>, *even if it was different yesterday and may be*
different again tomorrow. (20 minutes)

C. Touchstones of Success

<u>*This is an informal lecture*</u>. *You may want to put the eight*
touchstones on the board for emphasis as you go along, or
have them reproduced on a poster-type handout. (one hour)

1. <u>Real-life events</u>

   a)   A class of third graders finishes a story. The
   teacher asks if the family in the story is "the way
   it is at your house." Listlessly, the children re-
   spond: "Yeah, that's right. Papa works, Mama cooks."
         The teacher says, "That's interesting. It's not
   the way it is in my house," and she talks about how
   it is getting home from work, sharing housework with
   her husband and children while they talk over their
   day.
         Slowly, one hand goes up. "We-e-ell, it's not
   like this in my house, either." Then, one by one,
   each child shares. When they are done, only two out
   of the 25 match the story, though as a group they said,
   "This is right."
         What happens next? The children are so eager to
   discuss each story, comparing it in every way to their
   own realities, that the teacher says she has trouble
   getting them to leave one story to go on to another.

b)   A boy is being marched to the principal's office
      by an angry teacher: "I have told you and told you
      and told you! Do not hit girls!"
         From the depths of his fury he wails, "I hate
      girls!"
         A teacher observing the scene smiles wryly. "You
      just know who started it."

c)   A fourteen-year-old has just told her guidance
      counselor that she is pregnant. She raises her head
      defiantly: "I'm a woman now!"

d)   A principal reports that he has a teacher whose
      classroom is in another building. Every time this
      teacher needs to send a message to the principal's
      office, they always send a girl--unless it's raining!

One way or another, all these people are suffering from narrow
role expectations for females and males. Some of these events are
important, some are trivial, but they are all part of the fabric
of role expectations which we take for granted, and which can cause
damage both to those who don't fit the stereotypes and to those
who do. In fact, the more we learn about stereotypes, the more we
may be tempted to congratulate those strong and flexible people
who have managed to live in them happily, despite everything.

As pioneers in the effort to expand role expectations for your
students and, perhaps incidentally, for your fellow faculty, you
will be using the system to change the system: working through
the existing organization, taking advantage of its leverage, and
doing end runs around its inertia. Throughout our time together,
we'll be helping you plan strategies; but ultimately every one of
you will face a different situation and will likely need a different
organizational approach.

However, there are certain philosophical approaches which
experience has shown us really do make a difference. Some appar-
ently reasonable approaches have caused us to fall flat on our
faces, while others have produced the magical happy response, "This
is much different from what I expected." We would like to share
those philosophical approaches with you now, and hope that they
remain a running theme throughout the remainder of the seminars and
throughout the work you do on your own.

2. Philosophical Touchstones

a) Start with problems people already know they have

In any effort to lead people to deal with a problem, there
are three possible approaches:

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(1) "Here is a new problem, which I will try to convince you is so important that you will change your agenda to deal with it."

In any group of 25 people, perhaps two will respond enthusiastically to this approach. Sex bias will become their thing, and they will be staunch allies. However, many people are not looking for any new problems--they have enough already. If you are satisfied with two out of 25, this is a good approach.

(2) "Here is a new problem, which I hope you will cooperate in solving. For example: You are teaching debating skills. If your students debate issues related to sex roles, you will help me meet my objectives, without changing your agenda."

This approach is more likely to succeed than the first; however, it provides little lasting motivation.

(3) "We have many old problems, which have been on our agenda all along, but which we may not have realized are partly rooted in sex stereotypes. If we address the problem of sex bias, we will more effectively meet our own previous agenda."

This approach provides permanent motivation, because you will be enabling teachers to meet their own already-established goals. They may not care about sex bias one way or the other, but if it will help them solve real problems that they already know they have, fantastic!

What are some problems we already know we have?

If you are pressed for time, simply read this list, pausing after each item. Otherwise, ask you group to indicate whether they believe each item is of concern to their teachers, as professionals and as people. Ask them to show "thumbs up" if it is of concern, "thumbs down" if it is not, and to wiggle the thumb for emphasis.

(1) reading problems for boys
(2) math avoidance for girls
(3) discipline problems, vandalism, or expulsion for boys "proving manhood"
(4) sexual promiscuity in girls
(5) sexual promiscuity in boys
(6) early, sometime deliberate pregnancy in girls seeking an identity
(7) a confusion in sexual identity for girls or boys who do not fit the stereotypes
(8) sexual exploitation of those who do fit

(9) male athletes exploited financially or socially, at the expense of their academic studies

(10) girls physically incompetent

(11) loss of talent when students of either sex aviod or are channeled away from inherent abilities

(12) work poorly done when either boys or girls are pressured into work they are unsuited for

(13) depression in women and men who hate their work

(14) heart attacks and ulcers in men

(15) divorces caused by conflict between the needs of the real world and stereotyped marriage roles

(16) family violence growing out of distrust and hostility between women and men, or the pressures of impossible stereotypes

Are there any issues here of concern to you? We would love to promise that eliminating sex bias would also eliminate all reading problems and all divorces. Nevertheless, rigid assignment of different roles and temperaments for women and men does have a direct bearing on all of these problems, and may at the very least suggest new and more effective ways of approaching them.

b) **Goals of sex equity**

Don't try to make the elimination of sex bias your goal. Even if this were possible, providing an absolutely neutral environment to students would not meet their needs. They need strategies enabling them to cope with the bias in the real world, to recognize it and respond appropriately, and even more importantly they need help with coping with the bias in their own hearts and minds.

As you work with each teacher, identify their concerns, and then help them discover the opportunities which already exist in their professional lives:

(1) To build habits and skills for trust and partnership between the sexes

(2) To expand students' perceptions and options in work roles, family roles, and personal development

The first of these two goals is more important than the second. Pioneering workers seldom fail because of an inability to learn skills. Rather, their difficulties come in their own and their colleagues' attitudes toward their roles. Even more importantly, men and women's efforts to work together in any setting, and to build lasting family relationships, will be enhanced by the increase of understanding which will be an important ingredient of your sex equity program. *[See the Teacher Planning Guide in Seminar XI.]*

c) Distinguish between sex discrimination and sex bias.

Discrimination we define as that which is against the law. Anything illegal must be obvious, because you have to be able to prove it happened. Discussion of the law should be limited to a few preliminary minutes, sufficient to make clear people's legal responsibilities and rights.

In doing this, you will want to identify the major requirements of Title IX of the Education Amendments of 1972 (Are programs open to both sexes? Is there equal athletic and physical education opportunity?) and Title II of the Education Amendments of 1976, which mandates awareness programs in addition to prohibiting discrimination. [See pages 16 and 17.]

Bias is the unconscious underlying network of assumptions that says men and women are and should be different, not only physically, but also in their personalities, abilities, and occupations. We are all biased--only a few of us intentionally discriminate.

Understanding bias leads to understanding how we unconsciously shape our students and ourselves. We can analyze how we bend other people out of shape to meet our preconceptions and also learn how we develop positive traits, such as independence in boys and nurturance in girls, so that they can be extended to everyone.

Attacking discrimination:	Understanding Bias:
attacks only the symptoms	addresses causes
addresses only those who actively discriminate	addresses everyone
creates defensiveness and hostility	reduces defensiveness; can intrigue, excite, even fascinate
encourages a "compliance mentality" and minimal action	encourages positive investigation which is consistent with teachers' own goals as educators
redresses wrongs	opens opportunities
appeals to women's sense of outrage; to men's sense of altruism or guilt	appeals to everyone's sense of self-development
benefits mostly women	benefits men and women equally

If teachers understand bias they are likely to get excited and involved, and discrimination will take care of itself. If, however, they are given a "pure Title IX approach" they may fight all your efforts. Therefore leapfrogging over discrimination to deal directly with bias may in the long run be the most effective way to ensure compliance with the law.

How long does it take? Our estimates:

For a rough idea of the laws against sex discrimination:	15 minutes
For an awareness of the symptoms of sex bias:	1 to 2 hours
For an understanding of the far-reaching implications of sex bias:	20 hours to a lifetime

d) Understand first, act later.

Never assume anyone shares, or even understands, your goal. Discussion of sex bias--where it comes from, how to recognize it, how pervasive it is, what it does to people--should precede any effort to develop or recommend specific practical strategies, or to persuade anyone to begin to take any sort of action. Remember that every member of your audience is a person first and a professional second, and that the issues you are discussing hit close to home in one way or another on a personal level. Pushing specific activities in an effort to "keep it simple" before misgivings are allayed may be perceived as coming on too strong. In any given session, provide information first, then allow time for reaction, questions and anecdotes. Starting with discussion may reinforce previously held stereotypes.

e) Keep a balanced program: include men.

Emphasize at every possible occasion that although discrimination works mostly against women, bias hurts men and women equally. (Men have paid the same psychological price as women --though men have bought more for the price they paid.) Whenever possible, illustrate points with anecdotes about both sexes, or alternate. Everyone will be amazed and delighted.

(1) political reasons
   (a) most administrators are men. In order for them to stay interested, they must see how the program can actually benefit them, or younger versions of themselves. Few will run for long on the fuel of guilt or even altruism.
   (b) many women reject the women's movement because it goes against their value systems. Many American women were reared to believe that you don't do for yourself, you

do for others: children, husband, poor people--
whomever. Women with this value system are likely
to go into teaching, because they can be professionals
while still "doing for others." When such women hear
about the women's movement they cannot accept it,
because it is against their whole upbringing to ask
for anything for themselves. When they hear how sex
bias hurts men and boys, then they can open their
minds to how it hurts women and girls. This is just
one of the paradoxes of sex bias.

(2) substantive reasons
    (a) simple fairness. Boys are 47% of our students, and
       they do deserve 47% of our attention.
    (b) women's lives can't change unless men's lives change.
       We all must readjust if we plan to go on living to-
       gether.
    (c) some problems which men know they have:
       i.   a much more rigid stereotype in early childhood
           for boys than for girls, who are allowed to be
           tomboys
       ii.   heart attacks, ulcers, high blood pressure,
           early death (eight years younger than women)
       iii. being cut off from children both by pressures
           of work and by social expectations
       iv.   being labeled "unmanly" for showing normal
           human emotions
       v.   being status objects valued more for their
           paychecks than for themselves as people
       vi.   being pressured to take high-paying or high-
           status jobs, regardless of interest
       vii. being labeled "not much of a man" if they
           can't get high-paying or high-status jobs
       viii. having to take all the initiative socially and
           sexually; therefore always being vulnerable
           to rejection

f) Talk openly about how sexism affects minorities.

     Many minority women and men are reluctant to address sex
bias because they perceive it as being in competition with
race bias for public attention, federal resources, etc. They
may even feel that they are being asked to divert their atten-
tion away from the problems of racism. Nothing could be
further from the truth. Whether or not individual minority
people choose to actively involve themselves in expanding sex
roles, there are some specific reasons why they can gain from
understanding sex stereotypes. Further, minority members will
likely have some special concerns which must be addressed if
the program is to succeed. In North Carolina the dominant
minority groups are Blacks and American Indians, and it is the
experiences of these two groups that are reflected in these
comments.

As individuals, minority men and women are affected in very much the same way as anyone else is. Although every group has an important cultural identity, all ethnic groups in America have fairly similar ideas of what it means to be male and female. Within races, roles may vary according to economic, educational, social, or individual considerations. Thus, though a Black female professor and a Black waitress share a racial identity, their family pressures might have more in common with those of a white female professor and a white waitress. Both sex and race stereotypes may blur these important individual situations. In fact, one of the happiest results of a program to expand sex roles may be the experience of people looking across the "barrier" of race and discovering how similar their feelings and experiences really are.

As groups, racial minorities have often been stereotypically labeled as inferior because some members do not fit the majority "ideal." Thus, dispelling a sex stereotype can mean dispelling a race stereotype at the same time.

Minority people have been highly aware of racial stereotypes and have therefore resisted them. However, sex stereotypes have been so widely accepted that they have been "invisible" and therefore impossible to resist. Many have therefore fought the accusation of not fitting the stereotype by trying harder to achieve the accepted stereotype rather than by rejecting the stereotype itself.

For example, racism made it difficult for Black males to get good jobs, one of this culture's primary requirements of "manhood." Any man without a job is hungry; the sex stereotype also labeled him "emasculated," an entirely artificial issue which weakened his self-image and perhaps drove him to other ways of "proving" his manhood.

A Black female, responding competently and responsibly to economic need by working outside her home, could not expect praise but rather was labeled "unfeminine." If she accepted the label, she was put in the position of being made to feel guilty for her own strength and perhaps began to feel she should step back for her man.

Her man, depressed over his economic difficulties, might have accused her of putting him down, and might then have left her. As a larger percentage (though still less than half) of minority families than of white families are female headed, it then became possible to use a sex stereotype to label the entire Black family "inadequate."

Special concerns of minorities

Because of the special interplay of racial discrimination, racial bias, and sex stereotypes, some special emphases will

be necessary in a program that seeks to involve minority
people in expanding sex roles.

● It must be clear that the program will not hurt minority
men. Many minority women feel, "Minority men have been
discriminated against. I want no part of anything that will
hurt my man." Special emphasis should be placed on how sex
bias hurts all men and how it has specifically been used to
label minority men "emasculated" or "inadequate."

● It must be clear that the program will not destroy minority
unity. A prominent Lumbee woman in North Carolina said, "I am
not enthusiastic about the Equal Rights Amendment because
Indians cannot afford anything that could cause conflict between
Indian men and Indian women."

She is right to worry, because the "battle of the sexes"
is common between women and men in all American cultures.
However, a major feature of a successful program to expand
sex roles is to expose how males and females are taught to
distrust each other from an early age. This distrust is damag-
ing to all groups, but minorities most of all simply cannot
afford it. Eliminating the male/female distrust that our cul-
ture calls natural can free the energies of all men and women
to work more closely together on other priorities.

● It must be clear that the program will not hurt minority
advancement. In fact, accepting the sex-biased assumption
that certain good jobs should go first to men simply cuts in
half the pool of minority people that could advance into
positions of influence.

In conclusion, expanding sex-role options for all people
really does mean all people: white males and minority males,
minority females and white females, young people and old people,
poor people and rich people....

The program will succeed if you can remember just two more
touchstones:

g) Never laugh at anyone else.

Fears of integrated restrooms, lost femininity, or boys
growing up homosexual if they play with dolls are real and
should be answered seriously.

h) Laugh as much as possible at yourself.

Expanding role options can be a lot of fun if you can grin
spontaneously with the hundreds of people who tell you they
aren't biased against sex!

Assignment for Part C: Touchstones of Success

Ask participants to collect clippings or anecdotes--things that happen in their classrooms or at home--that illustrate expanded or stereotyped roles. Begin each subsequent session with a brief show-and-tell activity, letting participants share their week's discoveries.

D. Filmstrip: "I'm Glad I'm a She! I'm Glad I'm a He!" (25 minutes)

Available on loan from Sex Equity Coordinator, Division of Vocational Education, North Carolina Department of Public Instruction, Education Building, Raleigh, North Carolina 27611.

E. Fact Sheet on Negative Effects of Stereotyping

E.   <u>Fact Sheet on Negative Effects of Stereotyping</u>[1]

Research indicates that the social-emotional development of both sexes is hindered by sex-role stereotyping. Though some believe that females are more apt to be limited by stereotyping, it would appear that males are more adversely affected in many ways.

There is evidence of more pressure among males to conform to the masculine stereotype earlier in life than for females to conform to the feminine stereotype (20, 16, 24).

It appears to be more difficult for males than females to unlearn stereotyped behaviors (16, 24).

Young males who score high in sex-stereotyped behaviors and attitudes also tend to score higher on measures of anxiety (9).

During the elementary years, males are referred to clinics for psychological and behavioral problems with greater frequency than females. During the adolescent years, more females are referred to professional help or seek it out (20).
Both males and females tend to receive most of their emotional attention and care from females (4).

Young people of both sexes tend to have less interaction with adult males than with adult females (4, 10, 14).

Males are provided fewer opportunities and are discouraged rather than encouraged to participate in activities that would help them learn parenting and homemaking skills (3, 5, 9).

Males tend to receive little attention or encouragement in developing and expressing feelings of concern, responsibility and tenderness for others (1, 4, 6, 10, 17, 19).

Males are frequently provided fewer educational opportunities than females to learn about human reproduction and sexuality, and generally know less and have more misinformation than females (4, 18).

Generally, males are encouraged to be competitive, aggressive, independent, and physically strong; females are discouraged from having the same characteristics (1 & 10).

It is generally acceptable for females to express fears, anxieties, possible weaknesses and tenderness, but usually not acceptable for males to express such feelings (4, 7, 8, 10)

Females are more apt to show "learned helplessness" and lack of self-confidence while males are more apt to act overconfident and unconcerned (7, 12, 15, 20)

Young people of both sexes generally have more positive and higher opinions of masculine characteristics, more negative and lower opinions of female characteristics (14, 15, 22).

Both men and women have been found to experience conflict between their ideal self and the stereotyped characteristics generally associated with their sex (11, 17, 19, 21).

Many females but few males indicate that, at some time, they would have preferred to have been born a member of the other sex (5, 13, 15).

Research demonstrates that various groups of professionals characterize mentally healthy males and mentally healthy adults as having the same characteristics; mentally healthy females are perceived as having totally divergent, even opposite characteristics of those of mentally healthy adults (3, 19).

> *Sexism is as virulent a disease as racism; the daily struggle of meeting the stereotyped image of "masculinity" can well be claimed for the fact that men develop more ulcers than women and die at a younger age.*
> — A. Hernandez

> *The principle which regulates the existing relations between the sexes is wrong in itself and is now one of the chief hindrances to human improvement; and it ought to be replaced by a principle of perfect equality, admitting no power or privilege on the one side, nor disability on the other.*
> — John Stuart Mill, 1867

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[1] Cornell, Expanding Adolescent Role Expectations, 1977.

F. Title IX Versus Title II

Both Title IX of the Education Amendments of 1972 and Title II of the Education Amendments of 1976 support equal opportunities for females and males, but there are several significant differences between the two.

1. <u>Title IX</u>: Addresses sex discrimination

   <u>Title II</u>: Addresses sex discrimination, sex bias and sex stereotyping

   Title IX deals with sex discrimination and prohibits specific policies, programs and practices which treat students differently on the basis of sex. It is possible to comply with Title IX by eliminating sex discrimination but to still not address sex bias or sex stereotyping. By contrast, the sex equity provisions of Title II focus not only on the reduction of discrimination, but also on overcoming sex bias and stereotyping in vocational education programs by establishing a series of administrative and program requirements for state use of vocational education funds. (Sex discrimination is defined as any action which limits or denies opportunities, privileges, roles, or awards on the basis of sex; sex bias is the behavior resulting from the assumption that one sex is superior to the other; and sex stereotyping is attributing behaviors, abilities, interests, roles, and values to a person or group of persons on the basis of sex.)

2. <u>Title IX</u>: Applies directly to local educational agencies

   <u>Title II</u>: Applies to state and federal vocational education programs

   The Title IX regulation applies directly to local educational agencies and institutions, while Title II applies to the administration and operation of state and federal vocational education programs. As priorities and procedures for state use of federal vocational education monies are specified, funding of various vocational education programs and institutions are indirectly affected.

3. <u>Title IX</u>: Specifies various forms of discrimination which are prohibited

   <u>Title II</u>: Specifies action to overcome sex bias and stereotyping using federal monies

   Title IX specifies various forms of discrimination in education policies, programs, or practices which are prohibited. Those which apply to vocational education include prohibitions of discrimination on the basis of sex in admissions, access to courses, facilities, treatment of students, student employment, and employment of education personnel. Title II complements these specific prohibitions with a mandate for the development of programs to overcome sex discrimination, bias, and stereotyping in vocational education and authorizes states to use federal monies for this purpose.

G. 1976 Legislation on Sex Bias and Stereotyping

The provisions of the 1976 Education Amendments (Title II, P.L. 94-482) for sex equity fall into three major categories. First are the requirements for the administration of state vocational education programs. The five major administrative requirements specify that (1) full-time personnel be appointed to work for the elimination of sex bias (nine functions are given), (2) women's concerns be represented on the State Advisory Council, (3) policies to eliminate sex bias be part of the five-year state plan, (4) the annual program plan be reviewed for compliance with state policies pertaining to the elimination of sex bias, and (5) vocational education programs be evaluated for their services to women.

The second major category of the sex-equity legislation consists of provisions governing the state use of funds. A state must spend funds for (1) programs for displaced homemakers, and (2) consumer home economics programs which serve the needs of both males and females. A state may spend funds for (1) support services for women, (2) day-care services for children of students, (3) programs to overcome sex bias, (4) vocational guidance and counseling, and (5) grants to overcome sex bias.

The third requirement pertains to the national vocational education program. The legislation requires that (1) the Commissioner of Education submit a national report on sex bias to Congress by October 1978, (2) a system for reporting data on male and female enrollments in vocational education be implemented by October 1977, (3) the National Advisory Council have minority and non-minority men and women with knowledge of women's concerns, and (4) five percent of the funds for federal programs be reserved for use by the Commission of Education for programs of national significance for the elimination of sex bias.

In the following attitude questionnaire you may want to have participants code their sheets with numbers drawn from a hat and use the same numbers again for the identical questionnaire at the end of the seminar. This system will provide anonymity, and you will be able to assess individual as well as general attitude changes when the program has ended.

H. New Pioneers Questionnaire

   Key: 1 - Strongly agree
         2 - Mildly agree
         3 - Neutral or don't know
         4 - Mildly disagree
         5 - Strongly disagree

1. Everyone in my school is sex biased.   1.___

2. A careful division of sex roles makes boys and girls
    more sure of themselves.   2.___

3. Men and women behave differently because of biological
    differences.   3.___

4. If boys play with girls too much, or play with dolls,
    they are likely to grow up to be homosexual. 4.___

5. Strict sex roles are important in preventing sexual
    promiscuity.   5.___

6. If I had to work on a job with a man who had very
    feminine mannerisms, it would make me uncomfortable. 6.___

7. Sex bias is mostly a problem for white middle-class
    women and has little relevance for minorities. 7.___

8. Even though not everyone is lucky enough to achieve
    it, the ideal type of family is one in which father
    works and mother stays home with the children. 8.___

9. The high rate of juvenile delinquency would probably
    go down if more mothers stayed home instead of going
    to work.   9.___

10. Many men find their wives sexier and more attractive
    when they start working outside the home.   10.___

11. Teenagers tend to be less stereotyped in their
    thinking than people in their forties or fifties. 11.___

12. It is realistic for boys to prepare mostly for
    careers and girls to prepare mostly for motherhood. 12.___

13. Low-income girls prepare for wage earning more
    realistically than middle-income girls.   13.___

14. I would be reluctant to enroll girls in an all-boys
    vocational class, because it might cause discipline
    problems.   14.___

Key: 1 - Strongly agree
      2 - Mildly agree
      3 - Neutral or don't know
      4 - Mildly disagree
      5 - Strongly disagree

15. It is unfair to train girls for jobs in which they
    will face sex discrimination in the job market.   15.___

16. I would be happy if my daughter wanted to marry a
    kindergarten teacher.   16.___

17. I don't believe that working as a plumber or mechan-
    ic would cause a woman to lose her femininity.   17.___.

18. I would be suspicious of a boy who wanted to be a
    nurse or a ballet dancer.   18.___

19. Bothering about little things in the English language,
    like "chairman," is nitpicking and a waste of time.   19.___

20. I try to be unbiased in my teaching, but it would be
    inappropriate to discuss sex bias directly with
    children.   20.___

21. It is polite and flattering to call a woman over 40
    a "girl."   21.___

22. Schools with female principals have fewer discipline
    problems.   22.___

23. A good way to punish a second-grade boy is to make
    him sit with the girls.   23.___

24. It encourages healthy competition to sometimes let
    children play girls against boys.   24.___

25. I want my son to learn the values of toughness and
    competition which he can get in athletics.   25.___

26. I want my daughter to learn the values of toughness
    and competition which she can get in athletics.   26.___

27. Athletics is one of the best ways for a disadvantaged
    boy to succeed in this world.   27.___

28. In high school, boys have more definite opinions
    than girls,   28.___

29. A woman should turn down a job if it pays a salary
    higher than her husband's.   29.___

30. An employer should be willing to grant a man paternity
    leave when his baby is born.   30.___

Key: 1 - Strongly agree
      2 - Mildly agree
      3 - Neutral or don't know
      4 - Mildly disagree
      5 - Strongly disagree

31. Women should stop complaining, because men have it
    even tougher.   31.____

32. It would be a good idea to pass the Equal Rights
    Amendment (ERA).   32.____

33. If women want equal opportunity, they should be
    willing to take equal responsibility, such as being
    drafted.   33.____

34. The absence of men in the lives of young children is
    an important cause of many problems in America today. 34.____

35. Boys learn to read more slowly than girls because
    they develop more slowly physically.   35.____

36. Boys should make sure they have plenty of sexual
    experience before they get married.   36.____

37. Girls should make sure they have plenty of sexual
    experience before they get married.   37.____

38. A high percentage of rape victims are dressed reveal-
    ingly, or are in some other way provocative.   38.____

39. Girls should learn to be good sports about whistles
    and catcalls.   39.____

40. It is all right for a boy to hit another boy his own
    size, but he should never hit girls.   40.____

41. Letting your husband make all the decisions, and
    occasionally wearing nothing but an apron and black
    net stockings when he comes home from work, is probably
    the best way of getting what you want from him.   41.____

42. Societies with strict sex roles have less violence.   42.____

43. I would be more likely to try to break up a fight
    between two men than between a husband and wife.   43.____

44. There is no harm in separating boys and girls some-
    times, as in separate lines for the lunch room.   44.____

45. Most adult women have trouble handling other people's
    anger.   45.____

Key: 1 - Strongly agree
      2 - Mildly agree
      3 - Neutral or don't know
      4 - Mildly disagree
      5 - Strongly disagree

46. The best way for a woman to get along with a man in a
    professional situation is to ask his advice often and
    to make sure she knows what he wants before she starts
    something new.   46.___

47. Black women are better off economically than Black men. 47.___

48. People should not take responsibility for something
    they don't know anything about.   48.___

49. An employer is justified in being reluctant to give a
    job to a woman who has small children at home.   49.___

50. If their wives work, men should do half of the house-
    work and child care.   50.___

51. Women should do their share of unpleasant school
    duties, such as bus patrol.   51.___

52. Our society's definitions of manhood may be an
    important cause of juvenile delinquency.   52.___

53. Coed physical education and athletics would be a
    healthy thing for most boys and girls.   53.___

54. Women have a lot of freedoms that are denied to men.   54.___

55. Black women should not be pressing for their own
    rights, since the rights of Black men have historically
    been denied.   55.___

56. Women are too emotional for some jobs.   56.___

57. Changing family needs are changing the nature of work. 57.___

58. What is your sex? 1 - Male   2 - Female   58.___

59. What is your race? 1 - Black   3 - White
                       2 - American Indian 4 - Other   59.___

60. What is your marital status?
    1 - Single   4 - Divorced or separated
    2 - Living with a member 5 - Remarried
       of the other sex   6 - Widowed
    3 - Married   7 - Other   60.___

61. Where did you live most of the time while you were
    growing up? 1 - Farm   4 - Suburbs
                 2 - Small town   5 - Moved a lot
                 3 - City   61.___

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I. Evaluation Form - Session I

Please evaluate this session by circling a number according to
the following scale: 1 - very negative   5 - very positive

1. General overall impression   1   2   3   4   5

2. Usefulness of subject matter
    for me professionally   1   2   3   4   5

3. Usefulness of subject matter
    for me personally   1   2   3   4   5

4. Were there any phrases or ideas that impressed you particularly
    favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which?
    Please explain.

6. Are there any topics you feel should be added to the discussion?

7. P1   comment on the <u>method</u> of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a) I think the presenter should keep:

     b) I think the presenter should change:

II. <u>MANHOOD AND WOMANHOOD - WHAT ARE THEY?</u>

Presentation Notes

A. What Is Sex Identity?

1. May be related to:

   a) Role
   b) Temperament
   c) Sexual preference
   d) Physical differences

2. Which are truly related to sex identity, which to culture?

B. How Important Is Sex Identity?

1. Do an experiment:

   a) "Wake up tomorrow the same sex, but another race."
   b) "Wake up tomorrow the same race, but the other sex."

_. So important we will do <u>anything</u> to keep it

3. Problems of discipline and teenage pregnancy may be based on the need to "prove" manhood and womanhood

C. Sex Identity and Role

1. Men are doctors, women are nurses, etc.

2. Help girl distinguish between wanting to <u>do</u> what boys do and wanting to <u>be</u> a boy. Don't confuse bodies with roles

D. Sex Identity and Temperament

1. Men aggressive, women passive, etc.

2. Not consistent in all cultures

   a) Arapesh all passive
   b) Mundugumor all aggressive
   c) Tchambuli women are businesslike; men are vain
   d) Aggressive Arapesh and passive Mundugumor are misfits but are not "unsexed," just peculiar

E. Sex Identity and Sexual Preference

1. Masculine and feminine stereotypes irrelevant to sexual preference

2. Discomfort scale: More disturbed by appearance, reality, or neither?

3. How common is homosexuality?

    a) in United States, at least one in twenty adults

4. Many fear expanding sex roles will lead to homosexuality, but:

    a) ancient Greeks had rigid sex roles; homosexuality was preferred over heterosexuality

    b) Arapesh and Mundugumor make no temperamental distinction between women and men; there is no homosexuality

5. What are some of the rigid sex-role conditions which show a statistical connection with homosexual behavior?

    a) isolation from members of the other sex
    b) hostility or fear of the other sex
    c) hostility between parents
    d) idealization of one's own sex
    e) not fitting a stereotype and therefore coming to the conclusion that "I am one."
    f) taboo itself may sometimes lead to homosexual behavior

6. Connection between rigid sex roles and homosexuality not absolute - many exceptions

F. Sex Identity and Physical Differences

1. This is it!

2. Sex identity not dependent on role, temperament, or even sexual preference

3. Physical differences will assert themselves so that people of identical temperament or work can still be "very much a man" or "very much a woman"

4. New definitions:

    a) a real man: a strong, caring, mature adult who likes being male
    b) a real woman: a strong, caring, mature adult who likes being female
    c) all of us are most female or most male when we are most successful at whatever we are good at

G. Student Discussion

H. Discomfort Scale

I. Evaluation Form II

II. MANHOOD AND WOMANHOOD - WHAT ARE THEY?

> *Begin all sessions from now on by letting participants
> briefly share any clippings or anecdotes they have found
> since the previous session. These discussions can give
> you useful insights into how your people are responding.*
>
> *This session has a lot of material to cover in an hour.
> We suggest you use an informal lecture style to establish
> the importance of sex identity; go quickly through the
> sections on role and temperament, which most people under-
> stand easily; and spend plenty of time dispelling the fear
> that expanding sex roles will lead to homosexuality. Let
> discussion come at the end.*   (60 minutes)

"All I know is, I like my men to be men and my women to be women!"
The principals--almost all men--roared approval at their colleague,
who rocked his chair back challengingly. They seemed startled when
the guest speaker, a woman presenting a program on sex stereotypes in
Vocational Education, heartily agreed. She grinned at the others and
said, "I think he's trying to tell us he's not biased against sex."
They all roared again and then, somehow relieved, settled down to a
discussion of girls in Carpentry and boys in Home Economics.

This kind of incident is very common. The man was expressing an
anxiety that expanding sex roles would mean losing sex identity.

A. What Is Sex Identity?

In our culture, it has related to four areas:

1. Role
2. Temperament
3. Sexual preference
4. Physical differences

The question is, does true sex identity relate to all of these
areas, or are some of them artificial products of culture? If we
are to meet our goal of helping young people grow up to healthy
womanhood and manhood, we need to know the answers.

B. How Important Is Sex Identity?

Very. It is probably the most essential part of our personalities,
a more integral part of who we are than race, nationality, mental
ability, or any other characteristic.
For instance, a white woman might easily imagine being Black,
French or Chinese. She would still probably feel like herself, though
under a different set of circumstances. However, if she were to wake
up one morning and suddenly be male, she would probably not feel like
herself anymore.

*If your group is relaxed and receptive, instead
of saying the paragraph above, try an experiment.
Ask each person to close their eyes and imagine that
tomorrow morning they would wake up, still themselves
in every way, but another race. After a moment, ask
them to imagine that they would wake up, the same
race, but male or female, whichever they aren't now.
Give them another moment, then ask them which would
be the more wrenching change. It has been our expe-
rience that nearly everyone finds changing sex more of
a shock. Incidentally, you may have some Black women
who are startled at this outcome, because they are
accustomed to saying they are "Black first, female
second." In this case you can make a distinction
between fundamental sex identity and the group alle-
giance a Black woman feels to her race.*

This is why providing strong role models is so important for
both boys and girls. We identify first of all with members of
our own sex. A white woman can look at a Black woman like Repre-
sentative Yvonne Braithwaite Burke and say, "I wish I could be
like her." But few white women would look at a white man, like
(pick your own example), even though they share his race, and say,
"I wish I could be like him."

Our sex identity is so important to us, we will do almost any-
thing to keep it. If a woman believes she will lose her femininity
be pursuing a career, she drops the career. If a man believes it
is unmasculine to show emotion, he has ulcers instead. It is a
very potent method of social control. If society needs men to
spend long hours on the open range herding cattle, or going to war,
society can get them to do it by defining manhood as belonging to
the person who does these things.

Every time we say to a child, "boys don't . . ." or "girls
don't . . ." referring to something the child did do, we have made
a terrifying statement: "You're not quite . . ." Nearly any child
will conform in a hurry, and watch their step in the future.

Several of our most serious school and social problems are
rooted in the fact that people will do nearly anything to live up
to their definitions of manhood or womanhood. If that results in
behavior that is self-destructive or antisocial, too bad.

There are several ways of proving manhood in our culture. The
most obvious is to make money. If a boy is born poor, and recognizes
he is unlikely to get a top job, he must turn to one of the alter-
natives:
  1. get money illegally
  2. sire as many children as possible
  3. prove no one can tell him what to do

The third alternative leads directly to vandalism, behavior problems, school expulsion and jail.

The female counterpart of this pattern is: The acceptable way of being a woman is to catch one of those men who will make money. If this seems out of reach, the alternative is sexual activity, leading to accidental or deliberate pregnancy. Many gudance counselors in North Carolina have heard a girl boast, "I'm a woman, now!" about a pregnancy.

It does very little good to lecture these students about decency and morality. For a boy, in fact, such a lecture is actually a reward, showing that he is successful in his manly defiance. These behaviors are absolute psychological necessities for the students involved. It is better to be a man in jail than out on the street and not so sure. The problems will never be addressed by punishment or discussions on the difficulty of raising children while you're going to school. The problem can only be addressed by open discussion in which students develop new definitions of womanhood and manhood.

C. Sex Identity and Role

Men are doctors; women are nurses. It is unfeminine for a woman to be a mechanic; unmanly for a man to be a kindergarten teacher. Right? Well, yes, but only because of historical accident relative to each culture. In fact, with the exception of directly biological functions such as actually producing babies or nursing them, for any role that we would consider male we can find a society somewhere in the world that would consider it female. In Russia, three-quarters of the doctors are women, and ballet dancing is honorable for men, yet Russian sex bias is at least as strong as the American version. There are societies where men raise the children and women work in the fields or dive for pearls.

So role has nothing inherent to do with male and female unless people think it does. As we help children expand their role definitions, it is important to make this distinction.

If you like, ask the women in your group to raise their hands if they have ever wished they were a boy. Then ask the men how many have wished they were a girl. (Typically, half the women and a few men raise their hands.) Then ask them how the adults they said it to responded. If you're pressed for time, simply tell the group:

A little girl may tell an adult, "I wish I were a boy." How the adult responds to this remark makes a difference: they could say, "Do you really wish you were a boy, or do you wish you could do what boys do?" Almost surely she will agree that she wants to do what boys do, and the adult can then help her plan how to go about what she wants to do while still enjoying being a girl. However, one

3,

mother, trying to be positive about womanhood, said, "Oh, don't
you want to grow up and be a Mommy like me?" The child was con-
fused. She had been talking about baseball, not bodies or babies.

If children insist they really want to be the other sex, it
is worth listening very carefully, for they may be trying to deal
with heavy pressures that deserve respect.

D. Sex Identity and Temperament

Men are aggressive, decisive, hard-nosed. Women are gentle,
emotional, loving. Right? Well, mostly, if that's how you were
raised. But we all know many exceptions among people we like and
respect. Margaret Mead searched for evidence of temperamental
differences between the sexes and found, quite accidentally, three
cultures in New Guinea which proved the opposite. (Her account of
this adventure, Sex and Temperament in Primitive Society, Dell
Publishing Co., 1967, is highly recommended reading.) She found
the Arapesh, who expected men and women to be temperamentally
identical: gentle, warm, and non-aggressive. Sexually, the men
were passive and actually feared seduction by aggressive women
from other tribes. Mead found the Mundugumors, who also expected
men and women to be temperamentally identical: but ruthless, harsh
and violent. Finally, she found the Tchambuli, who thought men and
women should be different: women unemotional, efficient and sexually
assertive; men artistic, vain, quarrelsome and coy. Thus an aggres-
sive Arapesh or a passive Mundugumor was a misfit, but they were
not unsexed (less a man or less a woman) because of their oddness.
In the Tchambuli tribe, a businesslike male or a vain female would
be "not quite...."

What a contrast to our expectations! Apparently sex identity
is not inherently connected with temperament, and we may do a child
damage if we say, "Boys don't cry" or "Girls don't make ugly faces."
We can encourage bravery and good manners without tying them to sex
identity.

E. Sex Identity and Sexual Preference

As the anecdote below illustrates, you won't be able
to avoid the subject of homosexuality entirely. A few
thoughts on handling this delicate subject:

When a question on this topic is asked, receive it
seriously, and squash any nervous guffaws or scornful
put-downs immediately. The person who asked is only
saying out loud what others are thinking. Avoid seeming
to either advocate or attack homosexuality.

The tone of the discussion should be professional,
conducted as you would wish it to be if your most respected
colleague were an unannounced homosexual. You may well

*have homosexual people in your group, along with people
who consider it a sin, a sickness to be pitied, or an
acceptable life style. It will be up to you to decide
if the group can handle much discussion of the subject.*

In the filmstrip we saw a picture of a little boy playing with
a doll. Many times someone will respond to that picture by saying,
"But if little boys play with dolls, can't this lead to homosexu-
ality?" This concern is very deep, and it is an important part
of why many people resist expanding sex roles.

Actually, homosexuality is irrelevant to stereotyped masculinity
or femininity. There have been recent revelations of homosexual
professional football players, and some very "feminine" women prefer
other women to men. It may be helpful for each of us to identify
what, if anything, is most disturbing to us.

*Administer the Sex Identity Discomfort Scale on page
36. If the group seems relaxed, take a little time to
review the discussion questions. If not, simply read
them aloud slowly, and suggest they think them over them-
selves.*

Whatever your individual reactions may be, it is clear that
people react in very different ways to the idea of homosexuality.
Some don't care what a person does in private, as long as they behave
in an ordinary way publicly. Others are tolerant of many types of
behavior if they know the person is really "straight." Many are not
sure exactly what it is about homosexuality that bothers them. And
many are not bothered at all one way or the other.

How Common Is Homosexuality?

It's hard to say. Social pressures are such that many homosexual
people never let on. However, in 1954 the Kinsey Report estimated
that in America five percent, or at least one in twenty adult Ameri-
cans, were practicing homosexuals. Therefore, any time you are in
a group of more than 20 people, mind your manners!

*(If you wish, you may pause significantly to let your
group realize how many people there are in the room.)*

Words such as "faggot," "dyke," "queer," and "lezzie" should be
just as taboo in your classroom as "nigger" or "kike," "broad" or
"chick."

It is outside the scope of this course to discuss the nature of
homosexuality or to place value judgments on it. We address the
issue only because many people fear it and believe that rigid sex
roles are necessary to prevent it. It seems clear that the opposite
is closer to the truth: that in fact rigid sex roles can create an
environment in which homosexuality is the most plausible emotional
or behavioral response.

Ancient Greece, for example, had extremely rigid sex roles. Respectable women could not take part in public life in any way, nor receive an education. Perhaps as a result, the love of a man for a woman was considered a base type of love, whereas the love of man for a man was considered much finer. On the other hand, Margaret Mead reports that the gentle Arapesh and the aggressive Mundugamors, who made no temperamental distinction between men and women, had no homosexuality.

What are some of the rigid sex-role conditions which show a statistical correlation with homosexual behavior?

1. Isolation from members of the other sex, as in military schools, boarding schools, prison, or the armed services.

2. Hostility or fear of the other sex. Some homosexual behavior is simply a total withdrawal from the other sex, based perhaps on the same-sex parent conveying distrust or hatred toward the other sex in general.

3. Hostility between the parents themselves which may produce an aversion in the child for heterosexual relations, if these seem to be part of the trouble between the parents.

4. Idealization of one's own sex. Even if a child does not develop excessive hostility to the other sex, they may have been presented with such an exclusively favorable image of their own sex that they find it difficult to love or respect anyone different. Furthermore, rigid assignment of temperament by sex expects that people will love their opposites. Women are expected to be passive and to love the aggressive. Men are expected to be aggressive and to love the passive. However, many people prefer someone similar to themselves. These people may simply be so much more comfortable with their own sex that homosexual behavior becomes inevitable. The other sex is not despicable, just alien.

5. Not fitting a stereotype and therefore coming to the conclusion that "I am one." Recipe: Take one broad-shouldered girl who would rather play baseball or football than do gymnastics, who isn't interested in boys at all except as one of the gang. Make it clear you are worried about her. Expose her to plenty of giggling, boy-crazy girl talk. If that doesn't work, call her a "lezzie" and a "dyke." She may very well believe you know what you're talking about. After all, it is often easier to be an insider of the out-group than an outsider of the in-group, and if being a girl means being a silly, narcissistic little sexpot, she certainly isn't one of those.

The ironic thing is that in our culture the people who most fear or hate homosexuality are also often those who want to isolate boys from girls and those who are most hostile or scornful of the other sex.

A case in point: A first grade teacher was worried about a six-year-old boy who really wishes he were a girl, says so often, and wants to wear dresses and be called by a girl's name. On reflection she realized that the boy is an only child. He is slender and highly verbal. So is his mother. His father is a stocky and taciturn man who loves sports. The boy is uncoordinated, but his father has been shoving footballs at him since he could walk. By now the father has made it clear to the child that he is a terrible disappointment. The child has accurately realized that his life would be a lot easier if he were a girl.

What happens next? The boy clearly has a sex identity problem, which is not the same as sexual preference, yet. But if as he grows older he is called a "faggot" for being disgusted by locker-room conversation, he too may accept the label, and what began as an issue of role and temperament could become, quite artificially, one of sex preference.

The teacher decided she would try to find an older boy who could "adopt" the child and let him see that there are many other ways of being a man.

6. The taboo itself may sometimes lead to homosexual behavior. One trainee told us that she had a good friend, a male, who had had one homosexual experience. He was horrified. Rather than realizing that almost anyone could have one homosexual experience, the pressures of the taboo made him believe "I am one."

Further, our culture encourages rule breaking, especially among males. The taboo itself can inspire experimentation. One school in rural North Carolina has a group of boys whose overt homosexual behavior seems to be at least as much an expression of hostility to authorities as it is an expression of sexual preference.

Is the connection between these factors and homosexuality absolute?

No; it is only a statistical correlation.

Many people reared with very rigid sex roles have led happy heterosexual lives. Many stable, productive homosexual people have had happy childhoods and excellent parents. And these rigid circumstances can lead not only to homosexual acts or fears, but also to poor heterosexual relations, sexual dysfunction, cruelty or brutality, and other problems related to an inability to accept oneself.

Remember, we address this issue only because some people cling to rigid sex roles, trying to "prevent" homosexuality but not realizing that, in at least some cases, these rigid roles may actually lead to the behavior which they fear.

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F. Sex Identity and Physical Differences

"Well, if masculinity and femininity aren't dependent on role or temperament or even sexual preference, then what is left? Besides physical differences, of course."

What is wrong with physical differences? Don't most of us find them delightful? Do you know anyone who is trying to do away with them?

One woman, pondering the problem, asked herself what she personally considered to be the attributes of a real man. She closed her eyes, imagined her husband, and listed adjectives. She then asked herself what she considered the attributes of a real woman. She closed her eyes and imagined a female colleague and listed adjectives. To her astonishment, she realized she had named all the same things: inner strength, self-confidence, sensitivity to others, and the ability to give her strength when she was down and to celebrate when she was up. She was just describing a good human being. Yet these two people are very different: one very male, one very female. After mulling it over, she decided that the only differences were physical, but that these differences were real and important. Because these people were happy in their own sex identities, their physical natures became an important part of themselves as people. She therefore arrived at a new definition of real man and real woman: "A strong, caring, mature adult who likes being male or female." A human being who fits this definition will likely be very masculine or very feminine no matter what their temperament or what job they do, because physical differences will assert themselves no matter what.

Perhaps we all feel most a man or most a woman when we are functioning best at whatever we are good at. Perhaps the woman or man who is "too tired" at bedtime may be suffering more from a poor self-image than from a lack of sex drive. A male athlete likely feels "very much a man" when he's just won a race. Can girl athletes feel very much a woman when they win a race, or is femaleness something they will put on later, with their lipstick?

Perhaps an answer lies in the following anecdote:

Two teenage boys were discussing which girl one of them should invite to a party.
    "Why don't you call Juliette?"
    "Why? What's so great about her?"
    "Man--have you seen her play ball?"

It seems that male and female are not about to disappear!

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*It is recommended that these books in particular be read. Both are very difficult to put down.

G. Student Discussion

Whether a teacher or counselor even discusses a subject such as sex identity or homosexuality with students will depend on professional, personal and religious considerations, the teacher-student relationship, and the school and community climate. However, if the teacher is alert to the students' needs, there may be ways of finding help for them, even within these constraints.

A homosexual woman, who is presently a respected community leader, remembers the extraordinary relief she felt in school when a new guidance counselor came to her class to discuss the guidance services and mentioned homosexuality, saying only, "I haven't had a lot of experience with this subject, but if anybody wants to talk about it, my door is open." It was in many ways a brave thing to do, and she helped a troubled teenager become a productive adult.

Throughout the remainder of this series there will be student activities for each chapter, and you will doubtless find many other ways of adapting the material for student use, if you feel it is appropriate. At this time, let us simply consider some kinds of students who might profit from a discussion of sex identity or some aspect of it. Then, let us keep these people (and others who occur to us as we go along) in mind throughout the rest of our seminars.

1. Students who are limiting or over-emphasizing any aspects of their own development to fit the stereotype

2. Students who are worried because they do not fit--in temperament, skill or interest

3. Students who are getting heavy pressure from family or friends for not fitting in

4. Students who are engaged in self-destructive behavior, such as proving "nobody tells me what to do"

5. Students of both sexes who are sexually promiscuous

6. Students who are pregnant

7. Students of both sexes who are parents

8. Students who are not homosexual but who are afraid they may be because of
   a) not fitting a stereotype
   b) strong feelings for a same-sex friend
   c) lack of interest in the other sex at this stage of life
   d) an isolated homosexual experience

9. Students who are homosexual (perhaps one in twenty) and who need guidance in leading responsible lives

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10. Students who are just curious of what it's all about

11. Students who tease or reject others for not fitting in

All of these students in one way or another need help with these questions: What does it mean to be a woman or a man? Is there something wrong with a person who doesn't fit a stereotype? How can I grow up to be a responsible, caring, healthy adult, accepted as a good man or a good woman, and still be me?

H. Sex Identity Discomfort Scale

On this instrument you will be asked to indicate how comfortable or uncomfortable you would feel with five different people.

1 - perfectly comfortable; no problem at all
2 - slightly uneasy, but no big deal
3 - definitely uncomfortable, but I could put up with it
4 - very uncomfortable; I would consider trying to get out of the situation
5 - so uncomfortable I would definitely try to get out of the situation

Imagine that you have just been assigned to work on a project with one other individual. On the above scale of one to five, indicate how comfortable you would be working with this person.

___ Mr. A   A man with very feminine mannerisms in his way of speaking, walking, etc. However, you know that he has been happily married to a woman for many years.

___ Mr. B   A man with ordinary masculine mannerisms in his way of talking, walking, etc. However, you know that he has a long-term, stable homosexual relationship with another man.

___ Ms. A   A woman with very masculine mannerisms in her way of talking, walking, etc. However, you know that she has been happily married to a man for many years.

___ Ms. B   A woman with ordinary feminine mannerisms in her way of speaking, walking, etc. However, you know that she has a long-term, stable homosexual relationship with another woman.

___ X   You are sitting next to someone on a plane. The person is about 17 years old, is dressed in blue jeans, and has shoulder-length hair. For the life of you, you cannot figure out if your seat-mate is male or female.

Please indicate your own sex____ race____ age____ .

Discussion questions:
   1. Did you discover that you were more bothered by the person who seemed homosexual, or by the person who actually was homosexual? both? neither?
   2. Were you more concerned with male homosexuality than female? more uncomfortable with homosexuality in your own sex than in the other sex?
   3. Did it bug you that you couldn't figure out your seat-mate, or didn't you care?
   4. Can you figure out what exactly it is that bothers you about any of these people, if anything does?

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I. Evaluation Form - Session II

Please evaluate this session by circling a number according to
the following scale: 1 - very negative   5 - very positive

1. General overall impression   1   2   3   4   5

2. Usefulness of subject matter
   for me professionally   1   2   3   4   5

3. Usefulness of subject matter
   for me personally   1   2   3   4   5

4. Were there any phrases or ideas that impressed you particularly
   favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which?
   Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the method of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a) I think the presenter should keep:

    b) I think the presenter should change:

III. THE RELATIONSHIP BETWEEN WORK AND FAMILY: TOWARD THE NEW UNITY

Presentation Notes

A. Family Images - Some Myths and Realities

1. Textbooks present only the father-works/mother-cooks type of family

2. Students receive the message that any other type of family is deficient

3. Particularly damaging to Black families, where mothers have worked because of necessity, leading to false label of "Black matriarchy"

4. What is a good family?

   a) Distinguish between values and structure
   b) 7% of students live in stereotyped families
   c) Many structures can provide love and support, teach responsibility

5. Are family and work incompatible?

6. Illustrate variable family structure
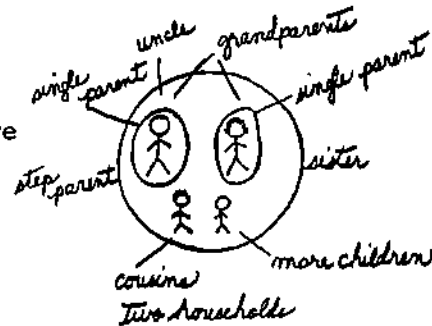
B. The Five Stages of the American Family

   The so-called traditional family is actually transitional, the second stage in a progression in which only stages one and five are genuinely stable.

1. Stage 1 - The true traditional family
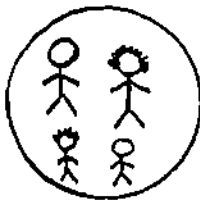
   Parents and children share work on farm or in family-owned business

   Child care is not an issue as children are part of adult community

   Extended family likely

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2. **Stage 2 - The transitional family**
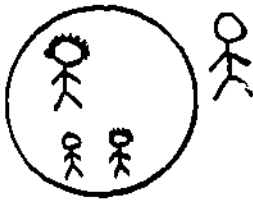
Father moves outside home for "public work"

Mother's work becomes home maintenance and child care, unpaid

No meaningful work for children

Family size shrinks. Mother and children become isolated

Mother and father work separately, share little; unity shattered

Types who succeed at stage two:

    a) Those who are individually suited - maybe one in ten

    b) Those who can make anything work

3. **Stage 3 - The latchkey family**
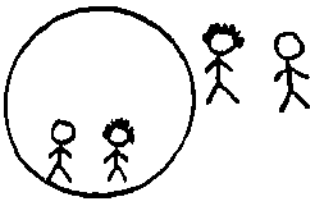
Father and mother both in public work

Children left alone

Most unstable of all; children isolated

Therefore, mother is pressured to stay in stage two despite economic or psychological need to get out of house

4. **Stage 4 - The scattered family**
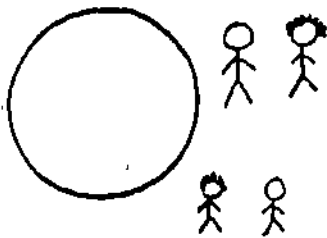
Everyone outside home, parents working, children in nursery or school

New type of unity: all lead similar lives, but not together

Children no longer isolated, but still lack status as contributing members of society

Problem: Nobody's ever home. Everyone works too hard

5. Stage 5 - The new unity
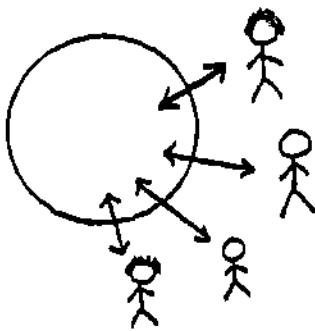
Human needs begin to reassert themselves. All outside the home, but less compulsively, all share similar life patterns. Family members together more, as work demands are less rigid.

New marriage/work arrangements:

a) Four-day weeks
b) One job shared by two people
c) Jobs that allow flexible scheduling

Function of family has changed:

a) Stage one family was a work unit held together by economics
b) Stage five family is refuge from work, held together by affection

C. Conclusion

Idealizing stage two is destructive. In recognizing the dangers of stage three and the exhaustion of stage four we need to move forward to stage five, flexible marriage/work arrangements that meet human needs and regain some of the strengths of stage one, the true traditional family.

Discussion questions:

1. What are the essential functions and values of a family?

2. Is the stability of stage five a genuine one?

3. Stage two is usually presented as an ideal type of marriage. Do you feel it is?

4. Would it be better to present stage five as ideal? Should any type be presented as ideal?

5. How might students plan differently if they were aware of the five types of marriage?

D. Student Questions

E. Fact Sheet on the Changing Family

F. Evaluation Form - Session III

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III. THE RELATIONSHIP BETWEEN WORK AND FAMILY: TOWARD THE NEW UNITY

Informal lecture (10 minutes)

A. Family Images - Some Myths and Realities

1. In examining textbooks we discover that they present one type of family structure to the exclusion of all others: a mother who works at home, a father who works outside the home, and two or three children. This family is called traditional and is presented as ideal, but the idealization fails to take into account the wide variety of combinations with which students are familiar. Singleness, one-parent families, children living with grandparents, extended families with many relatives, extended families due to divorce and remarriage, and childless marriages are all excluded. As they are omitted, neither their advantages nor their disadvantages are ever discussed.

2. In our opening session we talked about the third grade teacher who discovered that her students were more eager to read when she allowed them to compare the stereotypes in their books with their own experiences and perceptions of the real world. Why did it make so much difference? There is increasing evidence that children identify most strongly with their own families, even if they spend only a few hours a day at home. If children receive the message that their own families are different and therefore inferior, the children's self-images will be damaged.

3. As we saw in Seminar I, "Touchstones of Success," our perceptions of the father-works/mother-stays-home family structure as ideal has been particularly hard for Black families. Black women generally worked because of economic reasons, but were often then labeled emasculators for not fitting the traditional roles. Since "manhood" in this country is directly related to financial success, Black males were unfairly labeled inadequate, not only as wage earners but as men.

Out of this situation grew the myth of Black matriarchy, an unjust label for three reasons:

a) Although more Black families than white are female headed (about one in three), they are still well less than a majority. To generalize about "the Black family" is unjustified.

b) A true matriarchy is an anthropological term for a power structure. Black women in America have not been repositories of power.

c) The word is used to label Black families as deficient, not because Black women have been unable to head their homes, but simply because the head of household has been female.

4.   What is a good family? Perhaps we have confused values and
        structure. A good family provides love, stability, and support
        and teaches responsibility. Is there, in fact, only one structure
        which can provide these benefits? Only seven percent of our
        students live in the stereotyped family, but many more students
        have loving, secure family situations. The value of the family
        is universal; the structure of the family is variable. In dis-
        cussing the concept of family with students, we must help them
        to see this very important difference.

5.   One reason that many girls resist preparing for serious job
        commitments is that they perceive work and marriage as being
        incompatible; that is, a woman would work only if she were un-
        married or if her husband were an inadequate provider. Employers
        sometimes still assume that a woman will stop work when she
        marries. Some men proudly declare that no wife of theirs will
        ever work. And men are apt to neglect their families with an
        air of dogged virtue, because of the demands of their work. Are
        family and work incompatible? That seems to be the inevitable
        conclusion. Yet, as some type of stable family arrangement and
        some type of productive work are both human necessities, surely
        they cannot be mutually exclusive. How has this apparent opposi-
        tion come about? Does it have anything to do with the present
        high divorce rate? Where is the institution of family heading?

                *Using a chalkboard or flip chart, draw a circle
                containing two large male and female stick figures
                and two small ones. Explain that the circle is a
                family and that in this presentation you will use
                this streamlined or schematic symbol of the family,
                but first it is important to establish that the fig-
                ures may stand for many individuals other than mother,
                father, daughter and son. Ask the group to call out
                types of family structure. As they do so, write
                relevant words around the circle, such as "grandpar-
                ents," "single parent," "raised by sister," until the
                circle is well scribbled over and diversity is estab-
                lished. Then proceed to the changing relationships
                between work and family, using the stick figures and
                circles to illustrate your presentation. (50 minutes)*

6.   There is a significant variety of family structures in this
        country and the stereotyped image, as we have seen, is inaccurate
        and unfair. Let's examine some of the variations of the family:

                How many types of family organization exist?
                Which are on the increase?
                Which are on the decrease?
                Which are more common among our students?

5∠

Some common types of family patterns in North Carolina are:

a) Two parents:

    (1) two parents, two or three children
    (2) two parents, more or fewer children, additional relatives
    (3) children live with parents, kept by grandmother or grand-
        father during the day
    (4) children live with parents, kept by housekeeper during the
        day or go to day-care centers or nurseries

b) One parent because of death or divorce or because the parent
never married:

    (1) child-care arrangements vary as in two-parent families
    (2) children live with one parent while the other parent has
        gone elsewhere to find work

c) Grandparents as guardians:

    (1) children live with grandparents because parents have gone
        north to find work (for a fascinating account of this type
        of family structure, see The Chicken Bone Special by Dwayne
        Walls.)

d) Two households:

    (1) children live with grandparents during the week, with parents
        on weekends
    (2) parents divorced, mother and father each having complete
        separate households. Children's time with each parent may
        be divided evenly, or they may live with one, spending every
        weekend, some weekends or the holidays with the other

e) Families created from divorce and remarriage including "yours,
mine and ours" children.

f) Children not raised by parents at all, but by older sister or
brother, or by some other relative.

g) Children adopted, either formally or informally. The adoptive
family may fit into any of the above situations.
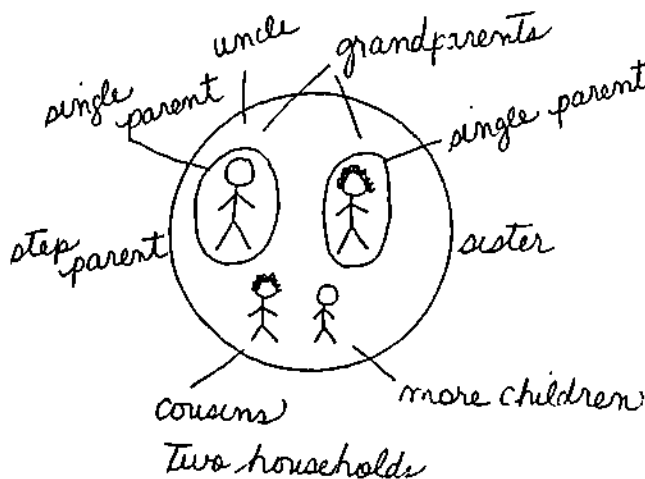
B. The Five Stages of the American Family

On examining the history of the American family, its past and
likely future, it seems possible that the family stereotyped in
books is not traditional, but rather transitional and inherently
unstable in its patterns. It emerges as the second in a progres-
sion of five family structures. Curiously, although this in in
some ways an historic progression, all five types of family-work
arrangements exist at this time, and some families jump back and
forth from one category to another.

1. Stage 1 - The true traditional family
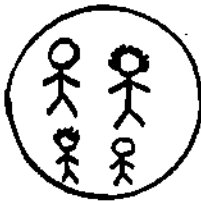
The genuine traditional American family is one in which all
partners share the work. There is no conflict between work
and family. The work of husband and wife overlaps and the
children take part as soon as they are able. Child care
is not an issue; as long as the children are kept from fall-
ing into the fire or the creek, they are cared for. Of
course, much time is spent teaching children to perform
useful tasks, which makes them a functioning part of the
community. The community may be a fairly large one, includ-
ing grandparents, aunts and uncles, cousins, and several
brothers and sisters. There is no important distinction between
paid and unpaid work. Some work results in consumable products
and all members of the family can take credit for those pro-
ducts, whether sold or consumed by the family. This traditional
family has unity. All members of the family work together
toward a common goal, and all members support the family.
Although the agrarian model of the small farm is the most
obvious example, many traditional urban families are comparable.
A family-owned store or tavern would have the same effect. As
with the agrarian model, there is relatively little distinction
between men's work and women's work, and the children can make
genuine contributions to the adult endeavor on their own scale.

2. Stage 2 - The transitional family
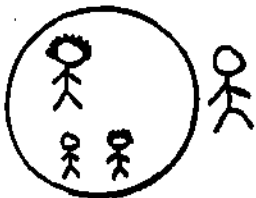
With the coming of the industrial revolution, most paid work
moved outside the home. It thus became necessary for at least
one member of the family to go with it. Customarily this
was the father; remaining at home were the mother and the
children. At this time family size also began to drop, and
the necessities of moving to where work might be found cut
families off from relatives. The nuclear family was born.

a) Public work
In rural parts of North Carolina, in both the mountains
and the coastal plains, one hears the phrase "public work."
Public work is any sort of work open to the public for which
one is paid a salary. It is a slightly derogatory term, as
in the sentence, "The farm did poorly and he had to take public
work." The implication is that he was unable to take care of

himself, whether on the farm or ranging the mountains with his rifle. Perhaps the derogatory quality is due partly to the recognition that public work destroys the unity of a family.

The phrase is useful for us, because it distinguishes work outside the house and avoids the implication that homemakers or farm wives aren't working.

b) The nature of work

Although the idea of "men's work" and "women's work" was not new, divisions became more rigid at this time. When the father left the home to do public work, the entire responsibility for economically supporting the family was shifted to him. The mother's work was shifted to maintaining the home, and the children were often left with no meaningful work at all. The father was expected to work long hours and therefore began to define himself largely in terms of his work. The mother began to define herself in terms of family relationships, most important being her relationship with her children. For the first time child care became a focused-upon occupation.

With the removal of a major member of the family from close contact with the others, the cohesiveness of the traditional family was destroyed. The pressures placed on human beings by this disunity are so common as to be clichés: father comes home exhausted, wanting only peace and quiet. Mother is bored with a day filled with small children and wants to go partying. Clash. He feels that he is working his head off all day long purely for the benefit of the wife and children. She feels harried by details and unappreciated by him. He may begin to perceive her as having a very easy time of it, sitting around and doing nothing all day. She may begin to perceive him as having an ultra-glamorous life, out in the world, exchanging ideas with adults. Because there is so little overlap in their worlds, each may come to see their sphere as the universe. Many couples married for twenty years and now divorcing will say, "I won't do it all anymore." Both halves of the couple say this. Both are unable to appreciate the contributions of the other, having little knowledge of what is involved in the other's work.

c) Who succeeds at being a transitional family?

It is important to recognize and honor those who are happy in stage two. Otherwise, in pointing out its difficulties, you may sound as though you are saying it has to be bad. Successful stage-two marriages seem to fall into two categories. The first is the one in which the individuals truly want this arrangement. The woman genuinely likes to stay home, and the man genuinely likes to get out of the home and work hard all day, returning to an ordered existence at night. There would

be more couples of this type if we as a society would allow some role reversals; just as some women genuinely want to stay home, there are also some men who genuinely wish they could stay home. Comparably, some women would love to get out and support the family.

However, social pressure is still strong. A man who wanted to stay home, raise children, and keep house would be perceived as "living off his wife," although we do not object to a woman who wishes to "live off her husband." We have not examined why it is that an occupation which is seen as right and honorable for women is seen as dishonorable for men.

The second type of person who can make stage-two families succeed is very common. You may be one, and surely you know several. This is the person who can do anything. Human beings are malleable and adaptable creatures. Many of us simply need to understand the rules of the game, and then we will play it. But the fact that a person who can do anything can make a system work is not an endorsement of the system; it is an endorsement of the _person_.

d) Isolation of children
With the departure of paid work from the household, children are left without much meaningful work. True, they may take part in maintaining the household, but maintenance work lacks the basic satisfaction of productive work: making the bed is not the same thing as planting a garden or gathering the eggs. Textbooks foster this low image of housework by ignoring its creative aspects and omitting its true importance as a major part of the family's life style. Further, with the reduction of family size, children find themselves in a much smaller unit, perhaps having one or two siblings and no other relatives besides their mother. It is not necessarily good for children to be isolated in one house all day with one woman. Without a sufficient challenge for her intelligence, energy or ambition, she may focus too much on her children. Children need space and time to grow without constant supervision, or they may be stunted by endless correction or rendered helpless by too much attention.

3. Stage 3 - The latchkey family
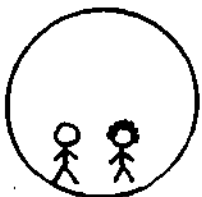
In the stage-three family, the mother as well as the father has left the home for outside work. In this stage the destructive aspects of public work are even more clear. Mother and father have left the home, leaving the children behind. Most people feel that stage three is destructive and is indeed even more unstable than stage two. It is the negative qualities of the stage-three family that make us cling to stage two as though it represented all that is good and holy. Actually, it is the perceived connection between stage two and the genuinely stable stage one that makes stage two seem attractive.

In stage three, children are almost entirely isolated, and meaningful work for them has been reduced to nil. They are not part of an adult community. For this reason women are urged to remain in stage two. However, many women are forced out of stage two by two factors. First, it may be difficult or impossible for one person, the father, to support the entire family. Thus, for economic reasons, mother may have to work. In stage one, remember, the entire family supported the family. Second, the isolation of stage two may make it a psychological necessity for her to get out into the world at large.

Single-parent households are often a version of stage three. Ask any young mother about the struggle of supporting her children in a world that is poorly arranged to help her care for them during the day, and you will have a graphic account of the problems of stage three.

4. Stage 4 - The scattered family
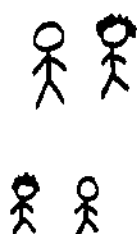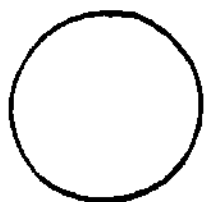
In the stage-four marriage, everyone has left the home. Father is working, mother is working, and the children are in school, day-care centers, or nurseries. Stage-four marriages are quite common in America when all children are of school age, but even when children are younger such marriages are not unusual.

Stage four represents a kind of unity. For the first time since stage one, all lead the same kind of life, although during daytime hours they do not lead it together. Mother and father do not suffer from the inherent strains of stage two. Now both are working, they are equally exhausted at the end of the day, and they are likely to have more similar attitudes as to whether or not to go out in the evening. Because both are working full time outside the home, they are likely to begin dividing up the home chores also. Some wives have a hard time getting this point across to their husbands, but it is becoming more and more common. With both members of the couple understanding the stresses of public work and both coping with the details of home care, neither can say, "I'm doing it all." Indeed, many find that even though the total amount of work is greater than in a stage two-marriage, they feel far less put upon. It is clear to them that both are pulling their weight.

In stage four the children have returned to the community. No longer isolated in one house with one caretaker, they have become part of a group: the other children in the nursery or school. And they have a new set of adults to relate to. However, we still need to give thought to the type of community we want for our children in order to restore to them their status as contributing members of society.

5. Stage 5 - The new unity
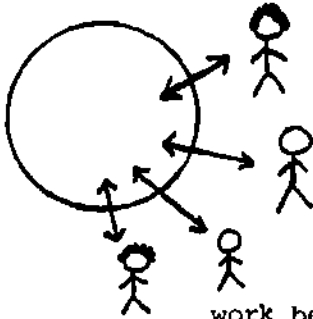
Each of the four stages we have examined so far has been
a change in the relationship between family and work.
Each stage--two, three, and four--represents a victory
of the needs of work, over the needs of marriage and
family. With each stage another major section of the
family is pulled outside the home. In stage five the
family begins to reclaim its own.

Public work has been a demanding master. In stage two,
work became defined as being the all-encompassing, overriding
preoccupation of men. Men were expected to define themselves in
terms of the amount of money they could earn, and the good worker
was defined as the one who was willing to give up everything for
work. As women came into the working world they were expected
to accept this definition of the valuable worker.

Although stage four has a certain unity in that all members
of the family are leading similar lives, the problem is that they
seldom see each other. One father said, "My home is like a bus
station." But now human needs are beginning to reassert them-
.elves. Many couples are declaring that they are unwilling to
devote their entire attention to their work. Some examples:

a) Shared, shorter week.
A couple working in a factory has chosen to work only four
days a week and to be paid for only four days a week. Their
reasoning is that eight-fifths of a job is enough to support
a family. Both of them need not work full time, and they
prefer to each work four days rather than one working five days
and the other three, which was their previous arrangement.
They take their days off on the same days, which gives them
a regular three-day weekend to spend with their children, both
of whom are below school age.

b) Flexible scheduling.
This is becoming relatively common in the academic world,
where it is possible for people to manage their own time. One
such couple has it arranged so that the father stays home with
the children one day, the mother stays home with them another
day, and they have a babysitter for the remaining three days.
Both the mother and the father have increased contact with the
children.

c) Work that can be done at home.
Many of the skilled trades, traditional crafts, and certain
professions can be done at home or from a home office. These
jobs are assuming increasing importance, either as a supplement
to other employment or as the primary source of income.

Wide acceptance of stage five will force a change of attitude in industry and management. There are already some indications that this change is taking place. Until recently, it was customary for large corporations to transfer their rising executives at will, all over the country. Many families are refusing to play the game anymore. Too many wives have said, "I'm sorry, honey, the kids and I are staying here." However, this process has only just begun. Many people who would like to work a shorter week are inhibited from making such a suggestion for fear it will prejudice their superiors. It will be necessary for top executives to judge workers more on the quality of their work and less on their total commitment. Further, they may recognize that such workers bring with them certain advantages, such as strong humanitarian values, and that having two workers sharing one job gives the company or school more potential committee members, club sponsors, etc. These changes will very likely come about when those who now long for a four-day week become the top executives.

Stage five represents a return to unity. It is not identical to stage one, but it has far more in common with stage one than with any of the intervening stages. All members of the family lead comparable lives, and all are a part of the community. In addition, they have returned, to some extent, to the family spending more time with each other. However, the function of the family has changed. Where in stage one the family was occupied with the work going forward, the stage five family is a refuge from the outside world of work.

C. Conclusion

A society cannot survive if there is serious conflict between its style of work and its style of family organization. Our present high divorce rate shows clearly that there is now such a conflict. However, the divorce rate is not necessarily a bad sign. Most people remain convinced that a happy marriage is possible and is something they want. Unfortunately, many of them feel that they must leave the old marriage in order to start a new one with different ground rules. We need to recognize that presenting a transitional-style to all children as being the universal ideal may be destructive. Except in isolated instances, we cannot go back to the true traditional family, nor should we excessively romanticize it. Certainly, the close relationship between the traditional and the transitional family should not encourage us to continue to glorify stage two. Rather we must look forward to a style of work that meets basic human needs. The freedom and flexibility of the newly unified and stable marriages beckon. With husbands and wives leading comparable lives, with children reintegrated into the community, and with family members having more time to devote to each other, marriages should again be easier to maintain. Divorce should be returned to the realm of genuine personality conflicts, rather than the result of societal pressures which overwhelm an otherwise well-suited couple.

D. Student Questions

The following questions may be used to help students expand their concepts of the family. Initially students may respond with what they perceive to be the "right" answers--those which reflect stereotypes from their textbooks and the media. With encouragement from the teacher they will begin to discuss reality. This discussion can lead students to a knowledge of the wide variety of family patterns and increased positive feelings about their own families. Textbook stereotypes should be discussed. A story of a stereotyped family can be viewed as a story about a particular family without generalizing that pattern to an ideal.

1. Elementary school

   a) What does the word "family" mean?

   b) What different types of families have you seen on television or in books?

   c) How many types of families are there? (Have children describe families that they know.)

   d) Why do people live in families?

   e) What work does each family member do inside the home? outside the home? Is there any kind of work that should be done only by certain people? Does the same person always have to do the same work? (This discussion can lead to a broader definition of the term "work." Children will realize that the contributions made by each family member, including the children, are necessary.)

2. Secondary school

   a) What does the word "family" mean?

   b) Why do people live in families?

   c) How many types of family organization exist?

   d) What images of the family do the media present?

   e) What do you think is the ideal family organization for yourself? for others? Is there an ideal?

6u

Fact Sheet on the Changing Family[1]

E.

Though the rate for first marriages has been declining, marriage is still popular. In 1976, 66 percent of all Americans 18 years and older were married and living with their spouses, 95 percent of all adults age 35 and over were married or had been married at some time in their lives (11, 14, 15).

The rate of divorce and remarriage has dramatically increased. The rate of divorce more than doubled between 1963 and 1976; approximately three out of ten marriages now end in divorce. The high rate of remarriage for divorced people (and ones widowed) indicates their preference for marriage. After divorce or the death of a spouse, males are more likely to remarry than females (1, 3, 14, 15).

More young people are postponing marriage. The medium age at which young people marry is changing, particularly among young women. By 1976, 72 percent of 19-year-old girls were single as compared to 60 percent in 1960. Among 20- to 24-year-olds of both sexes, more than 62 percent of the males and 42 percent of the females were single in 1976, compared to 53 percent of males and 28 percent of females in 1960 (11, 14, 15).

The number of people per household is decreasing. In 1950 the average household had 5.7 people; in 1960, 3.3; and in 1976, 2.9 people. This figure is expected to continue to decline because of a number of factors: delayed marriage, more economic independence among women, an increase in the widowed population and an increase in the number of houses shared by unrelated people. From 1970 to 1976, there was a 33 percent increase in households maintained only by women (8, 10, 13, 15).

More children are living with one rather than two parents. In 1976, only four out of five (80 percent) of all children under 18 lived with two parents (at least one of whom was a natural parent) compared to 88 percent in 1960. The decline was even greater among Blacks, with less than half living with two parents in 1976. Of the 20 percent who did not live with two parents, most were living with their mothers (12, 13, 14, 15).

Most parents of preadolescents are glad they have children. Given the chance to rethink their decision, most parents of children say they would still decide to have children. The majority agree unhappy parents should not stay together just for the sake of the children and that parents are entitled to lives of their own, even if it means spending less time with children (4, 12).

Even when employed, household work continues to be woman's work. A 1976 survey of families reported that even when employed, wives still assumed the major responsibility for household work. Although almost half of today's families have both husband and wife employed, time contributed by husbands and children to household work does not dramatically increase when the wife is employed. (Household work is defined broadly to include all home activities producing goods and services used by the family.) On the average, employed wives spend less time on household work than unemployed ones, but considerably more time than husbands (12, 16, 17).

Inability to adapt to changing roles results in increased marital and family conflicts. Expectations for the roles of the marriage partner are frequently inaccurate. More young women than men expect equalitarian roles in a marriage. More young men than women believe the woman's place is in the home. Men seem to have more difficulty in expanding their roles beyond traditionally stereotyped limits than women do (3, 4, 5, 7, 18).

PERCENT OF FIRST MARRIAGES, DIVORCES, AND REMARRIAGES IN U.S.: 1921-1974
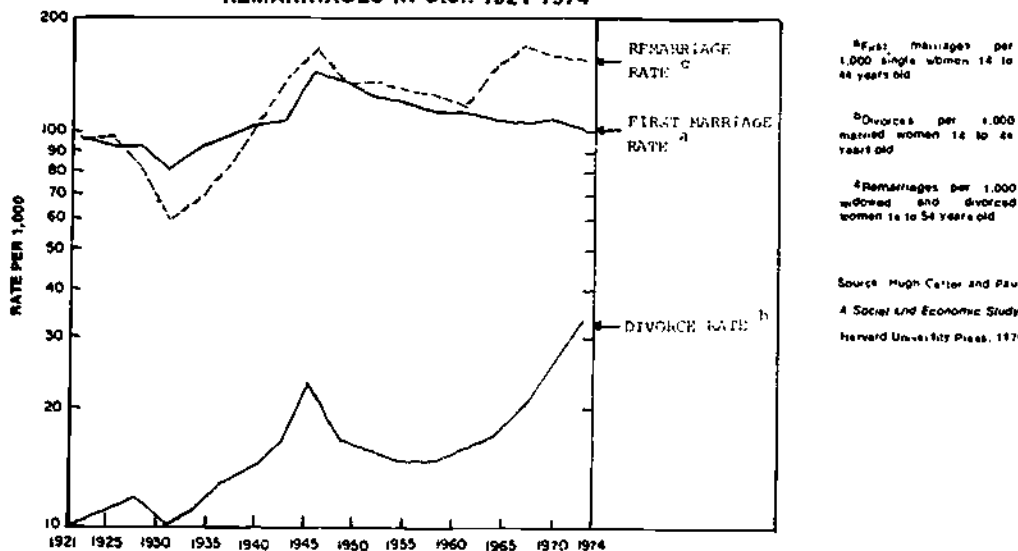
[1] Cornell, Expanding Adolescent Role Expectations, 1977.

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15. U.S. Bureau of The Census. 1976 Statistical Abstract of the United States. Washington, D.C.: Government Printing Office.

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[1] Cornell University: Expanding Adolescent Role Expectations, 1977.

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17. Walker, K.E. "How Much Help for Working Mothers? The Children's Role."
     Human Ecology Forum, 1970, 1 (2).

18. Youth: 1976. N.Y.: Educational Services, American Council of Life
     Insurance, 1977.

F. Evaluation Form - Session III

   Please evaluate this session by circling a number according to
   the following scale: 1 - very negative   5 - very positive

   1. General overall impression   1   2   3   4   5

   2. Usefulness of subject matter
       for me professionally   1   2   3   4   5

   3. Usefulness of subject matter
       for me personally   1   2   3   4   5

   4. Were there any phrases or ideas that impressed you particularly
       favorably? Which? Please explain.

   5. Were there any phrases or ideas that turned you off? Which?
       Please explain.

   6. Are there any topics you feel should be added to the discussion?

   7. Please comment on the method of presentation:

   8. What was the general manner or overall impression of the presenter?

   9. Was there anything you wanted to say but didn't? What? Why?

   10. a) I think the presenter should keep:

        b) I think the presenter should change:

IV. HOW SEX BIAS HURTS MEN — OR, MEN ARE PEOPLE TOO!

Presentation Notes

Men see sex bias as a women's issue; they cannot understand how it hurts them.

A. The Preschool Years

1. Boys feel greater pressure to conform
2. Process of identification is harder for young boys

B. School Years

1. Reading is perceived as feminine
2. Discipline
   a) Stand up and fight
   b) Harsh discipline may beget harsh behavior

C. Dating Situations

1. Boy seen as active partner--must deal with rejection
2. Must be the aggressor
3. Sex education may be all "plumbing" or locker room info--gives distorted view of sexuality and sensuality
4. Must become callous to protect himself from rejection

D. Superathlete

1. Boys begin to realize that manhood must be earned--the playing field is one place where this happens
2. Good qualities of athletics lost in high-pressure competition

E. Occupational Choices

1. At 18-24 men realize their life sentence
2. Not given choice of staying home
3. Cut off from certain jobs
   a) because of low pay
   b) because of possible homosexual labeling
4. Valued as status object
5. Sole-provider blues
   a) double bind
      (1) "materialist" if devoted entirely to work
      (2) "no ambition" if not devoted entirely to work

F. The Women We Live With

1. Men may dislike childish woman but feel threatened by "sharing" type of woman
2. Women can be leeches or pressure men to succeed at careers they don't care about

G. Superman Syndrome

   1. Firmly ingrained by adulthood
   2. Solve all problems all the time
   3. Cover-up of all failings may lead to heart attacks, etc.
   4. Final irony: Women no longer attracted to Superman--now
      want someone with feelings

H. Fatherhood

   1. Father equals breadwinner
   2. If he allows himself to be unimportant when children are
      young, he will remain so

I. What School People Can Do

   1. Open options for boys
   2. Encourage boys to work with young children, especially as
      reading aides

J. Situations for Role-Play or Discussion

K. Advisory List of Instructional Media

L. Evaluation Form - Session IV

60

IV. HOW SEX BIAS HURTS MEN - OR, MEN ARE PEOPLE TOO!

This session is long. Many trainees have felt strongly that all bases must be touched, and therefore have given it as a straightforward lecture followed by discussion. It could be broken up with discussion after each section, but then the very point that means most to someone might not be covered.

If you are female, you may want a man to present this lesson. This is a good idea if he is willing to prepare the lesson carefully and present it warmly. One trainee lost a two-hour session to a man who used the occasion to vent a lifetime of hostility toward women. Another had excellent results by asking the five men in her course to present it as a panel, thus permanently involving two who had said very little until then.

On the other hand, this session can be extremely effective when presented by a woman. Especially if you have some men who may suspect you of hostility, presenting these ideas in a truly sympathetic way may be the best thing in the world for your credibility.

The activities at the end can be role played in pairs or small groups, or simply discussed in the large group. If you run out of time, your participants might try them with students as a follow-up activity. (2 hours)

Men see sex bias as a women's issue. "Women don't know how good they've got it. They make me sick, with all this talk of being discriminated against. I wish I could stay home and have someone support me. This women's lib stuff makes me sick."

This man thinks he has just given an argument against expanding sex roles, but actually he has given the strongest possible argument in favor of it.

"Why does my wife have to be so dependent? Why does she lean on me for everything? Why do I have to live her life for her? One life is hard enough."

This man is saying the same thing.

Sex bias hurts everyone. The very men who fight change the hardest may simply be expressing, through anger, the pain they have felt at sex bias directed against men. This leaves many women in the unexpected position of saying, "Hey, I thought this system was set up for you! If you don't like it either, what are we doing it for? Let's quit fighting each other and start fighting the system." But research tells us that learning to

fight the system is not easy. According to several studies, "it appears to be more difficult for males than females to unlearn stereotyped behaviors."[1]

Many men cannot see how sex bias could possibly hurt them. Because men are supposed to have all the advantages of money, physical prowess, and prestige, it is hard to see. Let's try to look past the PR job to some of the realities for today's American male.

A. The Preschool Years

The long road to manhood narrows very early. Studies indicate that "boys are under greater pressure than girls to exhibit sex-appropriate behavior."[2] Boys are aware of what is expected of them because they are male. "Girls amble in and out of 'masculine' activities."[3] Girls can play kickball on Monday, jump rope on Tuesday, and sit quietly with dolls and tea sets on Wednesday. Put a boy on that schedule and he's liable to catch it from somebody on Tuesday or Wednesday!

The process of sex identification for a young boy is also very difficult in the preschool years.[4] If he is at home during these years, his m ther, grandmother, or a female babysitter will probably be his companion. If he goes to a preschool or day-care center, his teachers will probably be women. In almost 20% of families, there is no father at home.[5] But if there is, the father's priorities may place the child at number three, behind work and the sports section of the paper. His learning about masculinity will come from TV and comics, where he will likely focus in on Superman, Batman, or Tarzan. Can you remember the last time these men failed at anything or treated women as equals?

In the book Fathering,[6] there is a description of a study that was done on children who lived without fathers: Those children were observed playing with father dolls. The fathers were just too nice; they were cool and never made mistakes. Boys and girls who did live with fathers showed a more real image of fathers; they made mistakes and lost their tempers. Clearly, then, boys need to see that Superman is not the standard to be achieved, and girls need to learn not to expect perfection in the men they will live and work with as adults.

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[1] Charlotte Farris, "Expanding Adolescent Role Expectations," developed by Community Service Education Department, New York State College of Human Ecology, Cornell University, 1977.

[2] Dorothea Ross and Sheila Ross, "Resistance to Sex-Inappropriate Behavior," Journal of Educational Psychology, August 1972.

[3] Ibid.

[4] Maureen Green, Fathering, McGraw-Hill, 1977.

[5] U.S. Census, Department of Commerce.

[6] Maureen Green, Fathering, McGraw-Hill, 1977, p. 69.

B.   School Years

Boys may suffer through the early years of school. According to research, boys have more academic problems than girls in elementary school. For every one girl with academic problems there are four boys. Underachievement begins in the first grade for boys and in the sixth grade for girls. Two-thirds of all grade repeaters are boys. There is a two-to-one ratio of boys to girls in remedial reading.[1] The reading problem for boys has been traced back to the perception that it is a feminine activity. The United States has an elementary education system which employs 85% women as teachers.[2] In this country, girls' achievement in reading exceeds that of boys'.[3] In Germany, where the majority of elementary-school teachers are men and reading is perceived as a male activity, boys' achievement in reading is greater.[4]

An interesting sidelight: In North Carolina, Lumbee Indian men were channeled into two different types of occupations, one was farming and the other was school teaching, including elementary. One wonders what effect this had on the boys' reading ability.[5]

"It is not unreasonable to argue that the disproportionate ratio of boys to girls with academic difficulties during the first four years of school is due in part to the young boy's categorization of school as a relatively feminine activity and therefore not appropriate to his sex role."[6]

Discipline problems are another area where boys and school have a rough time. "The traditional message given to boys is 'Stand up and fight for your rights'."[7] Couple this with the strong pressure to win and you have many boys who cannot understand the meaning of the word "compromise." Since winning is so valued in our society, boys see compromise not as a meeting of the minds but as a loss which can be disastrous to a boy's self-concept. The "nobody tells me what to do" attitude is a result and may be the reason why boys are victims of

[1] Karen Vroegh (Institute for Juvenile Research), "The Sex of the Teacher and Academic Achievement: A Review of Research," Elementary School Journal, April 1976, pp. 389-405.

[2] Patricia Sexton, "Women in Education," Phi Delta Kappa, June 1976, p. 64,

[3] Dorothea Ross and Sheila Ross, "Resistance to Sex-Inappropriate Behavior," Journal of Educational Psychology, August 1972.

[4] Ibid.

[5] Joann Lowery (Lubmee Indian Teacher, North Carolina).

[6] Jerome Kagan, "The Child's Sex-Role Classification of School Objects," Fels Research Institute, 1964.

[7] Richard Nelson and Allen Segrist, "Boys as Persons," Elementary School Guidance and Counseling, December 1973.

strict disciplinary measures more often than girls are. Low-achieving
boys are consistently treated in negative ways. In the Wake County
School System in North Carolina (1976-1977), there were 2,087 incidents
requiring suspension; almost 80% of them involved boys.[1] Could there
be a vicious circle operating, where harsh discipline (which is con-
sidered appropriate for boys) begets harsh behavior? The road to
manhood has many potholes.

C. Dating Situations

As boys become interested in the other sex, they develop certain
expectations. Boys are taught that they should be the aggressors in
sexual activity. The girl is supposed to be passive, only reacting
to his advances. A boy learns about sex from many places. If he is
lucky he may find himself in a sex education class where the atmosphere
is free enough for informative discussions about the values and emotions
involved in sexual relationships. He may have a caring adult (parent
or friend) who will patiently talk about the different aspects of sex.
But more often than not these conversations will be limited to plumbing--
giving information which the young boy may have gained years ago--rather
than discussing values. Often boys are educated about girls through
"locker-room lectures" from other boys, from books such as Lust Garden,
or X-rated movies. Sex is often seen as an aggressive conquest where the
"score" is the objective. When a girl says "no" she means "yes"; if she
struggles she is enjoying it; and he learns to deny her wishes and his
own instincts. The sensuous aspect of sex is forgotten. In fact, many
boys think that enjoying touching is a sign of weakness. Ever hear of a
man being caressed unless it is part of foreplay? Just being close and
enjoying the touch of a girl is not enough; "the act" must be completed;
"wham, bam, thank you Ma'am" becomes the rule. Some boys and men are
conditioned to see women primarily as sex objects, and they cut the pop-
ulation of their universe in half: If they are not sleeping with a par-
ticular woman, she might as well not be around. No matter how much he
might enjoy her friendship or profit from her professional expertise, she
is invisible to him.

Because the boy must always take the initiative, he must become
callous to protect himself from rejection. Too often this period is
the beginning of men losing touch with themselves and learning that a
show of emotion other than anger is unacceptable.

D. Superathlete

As boys enter junior high and high school, athletics take on a new
importance as one of the main components of manhood. As in sex, the
most "masculine" boy is the one who scores the most. The many good
effects of athletics may be outweighed by the pressures boys feel from
parents, friends, and school. Anyone who has ever attended a little
league, junior league or college game may have seen the brutality that
accompanies such events. The camaraderie, physical fitness, and team

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[1] Robert Bridges (Assistant Superintendent, Student Services, Wake County
Public Schools), 1977.

spirit may all be overshadowed by endless sports camps, the pressure
to play with injuries that have been sprayed with pain-killer, and
the blasé attitude that some coaches have about academics. After three
years of summer football camps, a 12-year-old boy said about football,
"Yeah, it's kind of taken the fun out of it for me."

The pressure to be athletic is everywhere. In a prenatal booklet
for fathers entitled Useful Facts for the Father-to-Be, the section on
bathing states: "Notice that the approved technique for holding a
small baby is called the 'football hold'... and who can do this better
than a man?'"[1]

E. Occupational Choices

Between the ages of 18 and 24, most men begin their life sentences:
50 years of hard labor. Men aren't given the choice of staying at home;
they must work until retirement. One man tells of the option his wife
exercised when she had a baby: She decided to stay home with the child
until it was two years old. Financially they were able to manage it,
but he asks the question, "What if I had wanted to take off just a year
or so and let her work? The neighbors and the relatives would have
thought I was crazy!" What kind of man would want to stay home? It's
ironic that many of the men who are househusbands do so because they
have problems with authority—a strange parallel between a macho atti-
tude ("nobody pushes me around") and a nontraditional occupation.

Men are cut off from certain jobs that are not considered "manly."
There are two basic reasons for this. One is that many traditionally
female occupations are low paying and therefore unacceptable. The
second reason deals with the earning of manhood. Jobs such as interior
decorator, child-care assistant, dancer, and hair stylist are considered
by many to denote homosexuality in men and therefore any man consider-
ing such an occupation would be so labeled.

Because men have traditionally been the providers, society in
general and women in particular have come to see them largely in terms
of their material success. Women complain about being sex objects.
"Can't he appreciate anything but my body?" Men might justly complain
about being status objects, valued only for the size of their paychecks,
their positions in the community, and their political power. A woman
may say to her daughter, "Marry a lawyer" or "Marry a doctor." Any
lawyer. Any doctor. Interchangeable parts.

The problem with the great-provider stereotype is its ultimate
pitfall. In our society it is very difficult for many men to be the
sole provider. According to Eli Ginzberg, "only 40% of the jobs avail-
able to most people today will enable them to support a family on their
income alone."[2] In forty-seven percent of the families in the U.S.,
both husband and wife work. Many boys don't realize this; in fact, one

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[1] Mead and Johnson Co., Useful Facts for the Father-to-Be, 1971.

[2] Sylvia Porter, "The Working Woman as Natural Phenomenon," The News and
Observer, Raleigh, North Carolina, November 29, 1976.

twelfth-grade boy, after listening to a short discussion on expanding sex roles, reared back and said, "Well, I don't know about you, but when I get married if my wife wants to work that's fine, but if she wants to stay home that's fine too." Heaven help them both.

Many men find themselves locked into an impossible bind with the provider role. Either way the man loses. If he tries to play by the rules, advance in his job, and climb that career ladder, he's called a workaholic. Many times, all he gets is resentment from his loved ones. His wife may claim he doesn't spend any time with her, and the kids may call him a materialist. Men find they are banished from the castle. This bind follows some men into retirement. A lot of men simply dry up and die after they retire because they have not learned to be anything more than a worker.

What if a man chooses the other route? He decides to get into a career that doesn't demand so much time; he turns down a promotion because it might take him away from his family. Is he the hero now? Or do people then claim he is unambitious or even say he's a little funny for wanting to hang around his kids so much?

F. The Women We Live With

The great reward for men in submitting to the John Wayne and Superman requirements of the masculine mystique is supposed to be the ready availability of at least one pliant, admiring woman to serve as his handmaiden and smooth his furrowed brow. But some types of women created by the sex stereotypes may explain why some people thing it is quite reasonable to be a woman-hater.

Some women have become childish, dependent and whining. Such women are not much fun to have around, yet some men expect women to be like this and believe that they should fulfill every whim of such a woman. No wonder they find excuses to stay at the office. Yet they have been taught to feel threatened by the kind of woman who could share their responsibilities and appreciate them as people.

Women can make life unbearable for men by living through them, in effect becoming leeches. A woman who has been taught that she must express her own ego and identity through the accomplishments of her husband may exert enormous pressure on him to pursue goals that do not interest him or that don't match his capabilities. If he succeeds, it may be an empty victory--he has given his life for someone else's ambition. If he fails, she has no further way to express herself except to slice him up and let him know in ways subtle and not so subtle that she could have done it better herself. How much better for him if she had her own chance to try, succeed or fail, and get off his back.

G. Superman Syndrome

By adulthood the Superman syndrome is firmly ingrained for many men. They are supposed to solve all problems, have all the answers, and never express any doubts: "Daddy knows best." This hurts men by

forcing them into situations that they cannot handle, which makes them feel like failures when they do not have answers even though there is no way they could have had the answers.

If they are still Clark Kent when they step out of the phone booth, there must be something shamefully wrong about them. Better cover up. And so starts the painful swagger to hide the feeling of failure.

Although men die at every age at a greater rate than women, this blotting out of feelings in men may explain the fact that adult men die from almost every major disease at a significantly higher rate than women. The macho rigidity which so many people admire in movie stars and sports figures has now become a liability to men. In addition to killing them off quickly, Raleigh psychotherapist Ed Mackie has noted that women are no longer attracted to that type of man. They want someone with feelings.[1]

H. Fatherhood

Because of the forces defining manhood, many men are effectively "defined out" of fatherhood. In the mind of the current society, father means money. In 1951 John Bowlby, an eminent psychologist, wrote that "father is of no importance to the young child, but is of indirect value as an economic support and in his emotional support of the mother."[2] A recent crossword puzzle gave "father" as a clue for "breadwinner." Men think of their role as being the one to put the food on the table. Close emotional support with children is discouraged. The double-cross for many men lies in the fact that in most young families with children, the man is probably working very hard to secure a foothold in a career. Psychologists tell us that if a father allows himself to be kept aside as unimportant to the very young child, he may have set the pattern to remain unimportant forever after.[3] Couple the career ladder with the uneasiness many men feel about hugging or playing with their children and it's easy to see why fathers so often lose touch with their children.

I. What Can School People Do?

In almost half the families in the U.S. both partners are working. Men need to realize that the pressures felt are ones which can and should be shared. Masculinity is not what you do; it's what you are. Educators have tomorrow's parents in their classrooms. Greensboro city schools in North Carolina have a program which helps boys of all ages. Because of the many children with reading problems in elementary and high school, they decided to let the high school remedial readers (mostly male) act as reading aides for the elementary school. This accomplished many good things:

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[1] Ed Mackie (Psychotherapist, Raleigh, North Carolina), 1977.

[2] Maureen Green, _Fathering_, McGraw-Hill, 1977, p. 66.

[3] Ibid., p. 69.

1. The elementary boys get individual attention for their reading problems.

2. The high school boys get the drill they need by going through it with the younger students.

3. The high school boys become exposed to younger children. This has positive implications for future fathering on the human level or a wide range of child-related occupations on the professional level.

4. The elementary boys get to know some older boys on a one-to-one basis and therefore get to realize all the different ways of being male.

5. Little girls also get a chance to see that boys and men can be human.

The people of Greensboro really love this setup and hopefully the lives of many future families will be better for it.

Through Career Day activities and general occupational awareness discussions, boys should be encouraged to realize that elementary-school teaching or ballet dancing is just as appropriate as farming or banking.

Boys learn from childhood to avoid having anything to do with girls. They also learn that certain personality traits, interests and skills are feminine. Educators need to help boys realize that "feminine" characteristics are really human characteristics, part of us all. If boys don't understand this, they may tragically deny these parts of themselves. At the very least, part of their true nature goes undeveloped. At worst, they may overcompensate for their perceived disgrace and develop all kinds of neuroses or forms of aggression.

Men cling to the image of Superman because they think it will bring them happiness. Few realize that just the opposite may be the case.

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J. Situations for Role Play or Discussion

1.   Tommy, an eighth grader, comes to see you, his counselor, about a problem. His dad wants to send him to a third year of basketball school this coming summer. Tommy doesn't want to go. He says that all the pressure his dad has put on athletics has "kind of taken the fun out of it" [basketball] for him. What do you advise?

2.   A teacher in your elementary school comes to you (the prin- cipal) about a boy in her second grade class. She "caught" him sitting with several of the girls playing with dolls. The day before she had observed him skipping rope in a predominantly girls' group. "Next thing you know he'll be ballet dancing!" she says. What do you advise for the teacher? the boy?

3.   A new father, an eighth grade teacher, comes to you (the principal) requesting paternity leave. You remind him that this is against school policy. He suggests that you go to the school board and have a change initiated. What do you do?

4.   A ninth grade student has decided that elementary-school teaching seems like a good field, as he likes small children. He seeks advice because his friends have begun to ridicule him and question his masculinity. What do you do?

5.   A twelfth grader stops to help a woman who is changing a tire on a city street. She yells at him for considering her unable to do it. He walks away, confused. A discussion on etiquette the next day in Home Economics prompts the boy to tell the class about the incident. What is your response as the teacher?

6.   Johnny, at age 18, is 5'4" and finds it hard to compete in senior high basketball and also in winning girl friends. As a counselor, what do you suggest?

7.   A fellow teacher with a master's degree is trying to make it on his salary alone. His wife is giving him a hard time because they can't buy a house. She says, "My dad always made enough to support us and Mother never had to work." He comes to you, his best friend, for advice.

8.   Anthony, a second grader in your class, has a reading problem. After questioning him, you find that his dad has never read to him, whereas his mother has. Anthony sees reading as a feminine activity. What do you, as a conscientious second grade teacher, do?

9.   A Black father stresses athletics for his eleventh grade son, Alex, because he says it will get him out of the ghetto. Alex does well on the basketball team, but is also a top student in

cosmetology. You intervene because Alex's last-quarter cosme-
tology grades are dropping. What do you say?

10. Judy, an average student in the fifth grade, relates an instance
to you which occurs quite frequently. After having spent three
consecutive 60-hour weeks at the office, Judy's dad promised the
family a quiet evening at home. At 8:00 they were about to embark
on a family Monopoly game when her father received an emergency
call from his office. Judy is troubled. Are all daddies like
this?

K. Advisory List of Instructional Media

Books

Biller, B. Henry. Father, Child and Sex Role: Paternal Determinants
     in Personality Development. Lexington Books, 1971, $13.00 ($4.75
     in paperback).

David, Deborah S. and Brannon, Robert. Forty-Nine Percent Majority:
     The Male Sex Role. Addison-Wesley, 1976, $6.95.

Farrell, Warren. The Liberated Male. Bantam Books, 1974, $1.95 in
     paperback.

Fasteau, Marc Feigen. The Male Machine. McGraw-Hill, 1974, $7.95.

Firestone, Ross (Ed.). A Book of Men. Stonehill, 1975, $5.95 in
     paperback.

Goldberg, Herb. The Hazards of Being Male. Nash, 1976, 191 pages,
     $8.95.

Green, Maureen. Fathering. McGraw-Hill, 1977, $3.50 in paperback.

Komarovsky, Muira. Dilemmas of Masculinity: A Study of College
     Youth. Norton, 1976, $9.95.

Lynn, David B. Father: His Role in Child Development. Brooks-Cole,
     1974, $6.95.

McFadden, Michael. Bachelor Fatherhood. Ace Books, 1975, $1.50 in
     paperback.

Petras, W. John. Sex: Male--Gender: Masculine. Alfred Publishers,
     1975, $5.95.

Pietropinto, Anthony and Simenauer, Jacqueline. Beyond the Male Myth.
     Quadrangle, 1977, $9.95.

Pleck, H. Joseph and Sawyer, Jack. Men and Masculinity. Prentice
     Hall, 1974, $8.95 ($3.45 in paperback).

Shain, Merle. Some Men Are More Perfect Than Others. Bantam, 1976,
     $1.75 in paperback.

Sheehy, Gail. Passages. Bantam, 1977, $2.50 (paperback); Dutton,
     $10.95.

Steinman, Anne and Fox, David. Male Dilemma: How to Survive the
     Sexual Revolution. Aronson, 1974, $15.00.

Unbecoming Men: A Men's Consciousness-Raising Group Writes on
    Oppression and Themselves. Times Change Publishers, 1971, 61
    pages, $2.00 in paperback.

Watters, Pat. The Angry Middle-Aged Man: The Crisis of America's
    Last Minority. Grossman/Viking Press, 1976, $7.95.

Zilbergeld, Bernie. Male Sexuality. Little, Brown and Company,
    1978.

Articles

Bem, Sandra Lipsitz. "Fluffy Women and Chesty Men." Psychology
    Today, September 1975.

Berke, Melvyn A. "Men Hurting Selves by Refusing Help." Houston
    Chronicle, Houston, Texas, November 8, 1976.

Hetherington, E. Mavis; Martha Cox; and Roger Cox. "Divorced
    Fathers." Psychology Today, April 1977.

Hunt, Morton. "Special: Today's Man." Redbook Magazine, October
    1976. (Reprints available: $ .50 each.)

Kagan, Jerome. "The Child's Sex-Role Classification of School
    Objects." Fels Research Institute, 1964.

Lever, Janet. "Child's Play: What Every Parent Needs to Know."
    Ms Magazine, February 1977.

Lewis, Michael. "Parents and Children: Sex-Role Development."
    School Review, February 1972.

Nelson, Richard and Allen Segrist. "Boys as Persons." Elementary
    School Guidance and Counseling, December 1973.

Porter, Sylvia. "The Working Woman as Natural Phenomenon." The News
    and Observer, Raleigh, North Carolina, November 29, 1976.

Ross, Dorothea and Sheila Ross. "Resistance to Sex-Inappropriate
    Behavior." Journal of Educational Psychology, August 1972.

Sexton, Patricia. "Women in Education." Phi Delta Kappa, June 1976,
    page 64.

United Press International. "U. S. 'Breadwinner' Role Now Shared."
    The News and Observer, Raleigh, North Carolina, March 8, 1977.

Vroegh, Karen (Institute for Juvenile Research). "The Sex of the
    Teacher and Academic Achievement: A Review of Research."
    Elementary School Journal, April 1976, pages 389-405.

Film Media

"Men's Lives." Rental $56. New Day Films, P.O. Box 315, Franklin
    Lakes, New Jersey 07417.

"Schloat Masculinity Series. Masculinity." Schloat, 1974. Four
    color filmstrips: (1) What is Man? (2) Masculine or Feminine?
    (3) The Masculine Image (4) What Makes a Man? Disc recordings
    and guide: $66.00; with cassette tapes: $78.00.

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L. Evaluation Form - Session IV

Please evaluate this session by circling a number according to
the following scale: 1 - very negative   5 - very positive

1. General overall impression   1   2   3   4   5

2. Usefulness of subject matter
    for me professionally   1   2   3   4   5

3. Usefulness of subject matter
    for me personally   1   2   3   4   5

4. Were there any phrases or ideas that impressed you particularly
    favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which?
    Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the <u>method</u> of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a) I think the presenter should keep:

     b) I think the presenter should change:

V. LANGUAGE

*Language is an emotion-laden issue. Begin this session
by putting the two opening quotations on the board, and give
your group plenty of opportunity to agree with the second
one. Informally, discuss the reasons for resistance to
language change and the fact that language matters more on
some occasions than on others. Then present the Cro-Magnon
Woman study. You may achieve the most impact by putting
the chart of "all male" percentages on the board one number
at a time, as you speak, and then to refer to the numbers
as you describe the conclusions. You may want to reproduce
the Pamlico County third graders' drawings to hand out.*
(one hour - Cro-Magnon Woman 20 min.
Exercise 5-15 min.
Discussion 25 min.)

"Language is our most common tool. It is used in both
written and spoken forms. It not only mirrors our thoughts,
it also shapes them."

Anonymous.

"Worrying about language is nitpicking! I don't mind
being called chairman!"

Her name is legion.

It has been our experience that many people resist language change
more than anything else. They passionately denounce concern with language
as trivial, while calmly accepting female brickmasons.

One reason is that language is very personal. People feel their own
self-expression is much closer to them than some anonymous pioneering
woman. "If you ask me to change my language, you ask me to change me."

Also, though many people believe that language is never trivial and
that it always mirrors underlying attitudes, it is important to recognize
that language is more crucial in some areas than in others. Perhaps a
mature woman will be only slightly affected by being called chairman, and
she would be justifiably irritated if the work of her committee is derailed
by a member who is preoccupied with this issue. However, as educators we
need to consider the impact of words on children as well as on those who
are ambitious to chair committees.

A. Surveying the Effects of Language

1. A study of teenagers' perceptions

In a study entitled "Cro-Magnon Woman--In Eclipse," Linda
Harrison sought to determine whether the omission of women in dis-
course led students to interpretational omissions as well. She

wanted to answer the question, "By failing expressly to mention females in discussions of human evolution, are we causing students to exclude females in their interpretations of these discussions? If students believe that the terms 'man' and 'men' are synonymous with terms like 'humans,' 'people,' and 'men and women,' then they should just as soon visualize males and females while reading any of these terms."[1]

Harrison asked three groups of junior high science students to draw pictures and assign first names to illustrate seven sentences. Among these sentences were the following:

1.) Draw three examples of early man and the tools you think he used in daily life.

3.) The color of hair, eyes and skin of an early man are usually not visible on skull remains. Draw the heads of early men and show what color eyes, hair and skin they had.

4.) Draw two early men who had just learned the use of fire, cooking an evening meal.

6.) The infants of early man were not able to care for themselves. A long period of nurturing was necessary for survival. Draw some early men (including children), showing situations of nurturing.

The sentences that each of the three groups received were identical except for the terms referring to people. Survey I used "man," "men," "mankind," "he"; Survey II used "humans," "people," "they"; Survey III used "men and women" and "they."

a) Some results:

(1) As we might expect, more women were depicted taking care of children and cooking than using tools and farming.
(2) Perhaps more surprising, many students drew no females for any of the questions, even those which illustrated roles our society designates as female.
(3) None of the students drew females exclusively.

Of the students who drew males exclusively, the percentages were as follows:

Survey	I	II	III
Male students	42%	17%	2%
Female students	9%	2%	1%

[1] Linda Harrison, "Cro-Magnon Woman—In Eclipse," The Science Teacher, April 1975.

b) <u>Several conclusions can be drawn</u>:

(1) <u>Words do matter</u>. Boys' drawings of "men only" changed from 42% to 17% to 2% only because of wording.
(2) <u>Girls are more aware of the existence of women than boys are</u>. Compare: 42% males & 9% females in Survey I
17% males & 2% females in Survey II
(3) <u>Words are important, but they aren't everything</u>. One percent of the female students still drew exclusively males despite having three clues to include women: they were instructed to draw women, in roles we consider to be female, and they are themselves female. Yet they have so completely absorbed the general societal message, "when you say people you mean men," that they still omit women entirely.

2. <u>A study of children's perceptions</u>

Betty Tyndall, a North Carolina third grade teacher in Pamlico County, reproduced a similar study informally. She whispered instructions to three groups of children, asking them to draw group pictures of "cave men," "cave people," and "cave men and women" respectively; each child in each group was to draw one figure in the picture. She did not instruct them to name their drawings, but when they were finished she did ask them to label each figure as a man or woman, boy or girl (see attached drawings).

a) <u>Results</u>:

(1) Group I was asked to draw cave <u>men</u> and drew cave <u>men</u>.
(2) Group II was asked to draw cave <u>people</u> and drew cave <u>men</u>.
(3) Group III was asked to draw cave <u>men and women</u> and they drew cave <u>men and women</u>.

There are two other things about Group III that are interesting:
(a) Each figure was the same sex as the child who had drawn it
(b) This was the only group which spontaneously named the figures

Both Harrison and Tyndall concluded that if we want students to visualize both men and women we have to use both terms. Even sex-neutral terms such as "people" and "humanity" may imply male images to many people, while deliberately inclusive terms can help expand children's perceptions of the real world.

Letting students practice expanding biased passages in textbooks will help overcome their influence, while at the same time increasing students' critical skills and general language facility. For example:

Exclusive: "Little by little, man learned to change his world and the way he lived in his world. It took many lifetimes." Man Changes His World. Syracuse and Chicago: (L. W. Singer Company, 1963, page 16.)

Inclusive: "Little by little, men and women learned to change their world and the way they lived. It took many lifetimes."

This does not change the content of the paragraph. However, it does give an expanded image and does not leave any doubt that it includes both sexes.

Betty Tyndall's Third Grade Class
Fred A. Anderson Elementary School
Pamlico County, North Carolina

GROUP 2 — Draw Cave People

man

man

man

man

mah

Betty Tyndall's Third Grade Class
Fred A. Anderson Elementary School
Pamlico County, North Carolina

bird

girl

-79-

Sandy

Sandy
girl

mqn   mah   Gril

M   A r

man
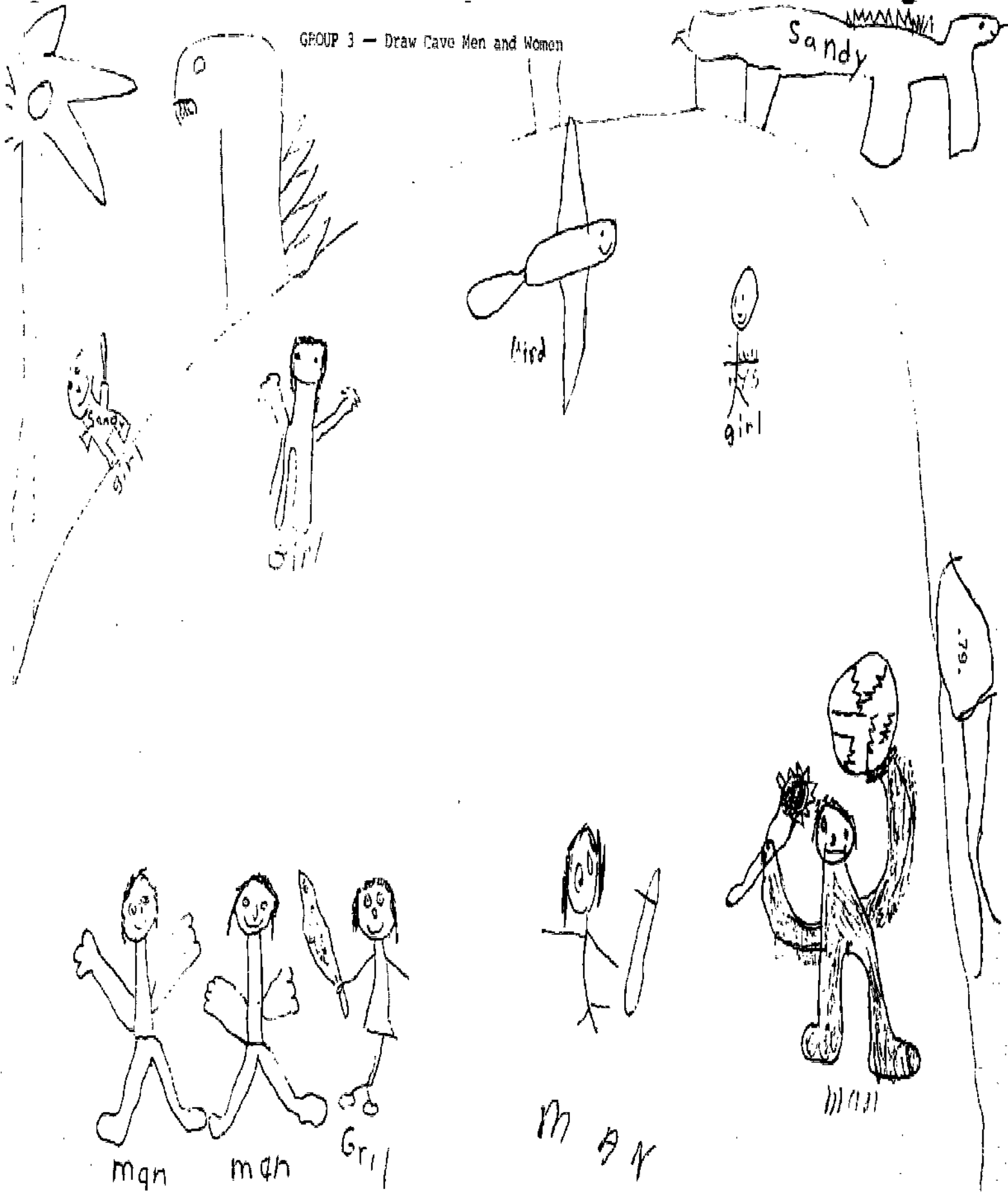
B. Practice in Expanding Language

     Divide the class into groups of two to four people and pass out the following list of words and sentences. Ask each group to decide if items need changing and, if so, why. Also ask them to write alternative expanded phrases. They should <u>discuss</u> the items, rather than "translating" them individually.

     <u>Remind them that language is poetry</u> and that simply replacing "man" with "person" may produce some awkward neologisms. They should keep playing with alternatives until they find expressions that they are comfortable saying. If time is short, you may want to stagger where each team begins on the list, so that all items are covered for the discussion.   *(5 - 15 minutes)*

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1. Chairman

2. Congresswoman

3. Fireman

4. Everyone should turn in his report

5. Every nurse should turn in her report

6. Man and his world

7. Mr. McAllister runs the garage in partnership with his wife,
    a striking blonde who mans the pumps

8. The pioneers headed west, taking their wives and children to
    unknown territory

9. Poetess

10. Man-sized job

11. Old maidish

12. Sissy

13. I'll have my girl copy this for you

14. Dear Sir:

15. John Jones and Miss Harriet Hopkins organized the fund drive

16. Mrs. Ricardo Rodriguez

17. Henpecked

18. Your better half

19. The lady plumber did a surprisingly good job

20. The students roared when the football team came running out on
    the court during awards night with their jerseys stuffed with
    forty-inch bosoms (Actual quotation from a textbook.)

When the groups have finished rewriting the list, have them share their opinions of what needed changing and why.

Below are some alternatives with comments about their implications, which you may add if they don't come out in the discussion.

If you have a relaxed group you may find some of their comments risqué, so proceed with caution. If it suits your personal style, the more laughter you hear the better!

1. Chairman, chairwoman, chairperson may all be acceptable. The suffix "-person" should be used if the gender is unknown: "We will elect a chairperson." Some people prefer it as the universal term; others prefer to use "chairman" or "chairwoman" when the sex is known. Both uses allow for expanded images if the usage is consistent. Look out for the pitfall of calling men "men" and women "persons": "Mister Chairman" but "Madam Chairperson." It is perfectly respectable to be female: "Madam Chairwoman." Some prefer to avoid the entire issue: "Madam/Mister Chair."

2. Congresswoman, Congressperson, or Representative. See 1. above.

3. Firefighter. This word illustrates the importance of playing with words until you find something you are willing to say, rather than simply substituting "person" for man. No one could bear "fireperson." Also, the expanded word is often stronger and clearer--"fighter" is more graphic and more specific than "man."

   Similar titles which could easily become a language exercise for students are: police officer, mail carrier, business executive, salesclerk or sales agent. In all cases if there is some reason to specify sex, it may be acceptable: "The YWCA will honor the business-women of the community."

4. His or her report. Her or his report. The report. A report. Their report. Or recast the sentence: "All students should turn in their reports." "All reports are due." We predict that "they" as a singular pronoun will become accepted; the "editorial we" is already used to be impersonal. The use of "you" in the singular is so common that "thee" has become archaic. (See Part C. below.)

5. His or her report, and other variations in 4. above are also acceptable. It is possible by heavy use of the plural and by avoiding pronouns to write entirely neutrally. Neutral writing does not discriminate but it does nothing to make an affirmative statement. In any situation where one sex might be assumed to dominate, specifying both at least once is more expansive: "Every nurse should turn in his or her report."

6. Humanity and their, People and their. Using just the word "man" gives a distorted view of history and what society is and was really like.

7. You can have fun with this sentence. Principles to look for: since they are partners they should have equal power and comparable physical descriptions, and Ms. McAllister will have to do something else with those pumps....

8. Pioneer families or Pioneer men and women. As stated the women and children are lumped in with the baggage.

9. Poet. The endings "-ess," "-ette," "-ix," and "-enne" imply that the woman is smaller or a special case. Other examples: usherette, stewardess, Jewess, aviatrix, comedienne. Two usages, actress and waitress, are generally accepted as being comparable to actor and waiter.

10. Big job, important job. If the remark is being make to a girl, use "woman-sized job" to expand her recognition that women are competent adults. If the remark is being made to a boy in praise of his adult efforts, it may be OK as stated.

11. Fussy? prim? cautious? What is really meant by old maidish? You may discover that the people in your group have different definitions, showing that the phrase not only demeans unmarried women, but is also unclear. Married women and men of all descriptions are also capable of being fussy, prim and cautious.

12. Cowardly? effeminate? afraid of getting dirty? The comments in 11. apply here also. The history of "sissy" is interesting: In times past it was more customary than now to call people by relationships, such . as "Cousin Mason." "Sissy" was baby talk for sister. The short term for brother was "Buddy." Notice what has happened to those originally parallel terms--they are now a great insult and a great compliment.

13. Secretary, assistant or whatever she is. We have all heard of rigorous events which "separate the men from the boys," but it is far less common to "separate the women from the girls." It is "flattering" for a woman to be called a girl, implying that it would somehow be better if she were 17 and pattable than 47 and competent. "Girl" should be used only on those occasions when "boy" would be used for men: "a night out with the girls."

14. Dear Sir or Madam is the old-fashioned correct term. It is now common to address a title or function: Dear Editor, Teacher, Colleague, or Friend. Sometimes Dear Gentlepeople has graced letters that come to our office.

15. John Jones and Harriet Hopkins or Mr. John Jones and Ms. Harriet Hopkins or Jones and Hopkins or John and Harriet. Courtesy titles should have parallel usage. It is accepted expanded language to use a woman's last name alone: "Hopkins took charge of the door-to-door canvass."

16. <u>Ms. Maria Rodriguez</u>, <u>Mrs. Maria Rodriguez</u>, or <u>correct as it stands</u>, depending on her preference. Incorrect is Ms. Ricardo Rodriguez, unless the woman's name is Ricardo. The objection to Mrs. Ricardo Rodriguez is that the woman loses her identity. There is also the practical problem that Mrs. Ricardo Rodriguez may be a different person next year. Some women are choosing to retain their family names when they marry, either hyphenated with their husband's name or standing alone.

17. <u>Pushed around? dominated?</u> The word has an additional untranslatable implication that it is much worse to be dominated by a woman than by a man. An additional exercise: make a list of similar words that insult men and that insult women. You will have to be uninhibited; many are unprintable. Henpecked, bastard, sissy, s.o.b. Broad, chick, dog. Which list is longer? Which the more unprintable? How many of the male insults actually refer to a man's relationship with a woman or directly to a woman in his life? How many female insults are sexual or compare women to animals or things? In fact, the language tortures a woman's sexuality so badly that it is difficult to describe her sexual nature without prejudicing her person.

18. <u>Your wife.</u> The phrase on the list illustrates the paradox that women, though treated as inferior to men, are supposed to be superior at the same time, a situation guaranteed to produce resentment on both sides. It is part of the whole problem of the pedestal ("Who wants to spend her life on a fancy shelf?"). In those regions where this phrase is equally used to refer to husbands there is no problem with it.

19. <u>The plumber did a good job.</u> If for some reason it is essential to specify her sex, call her a woman. We wouldn't say "gentleman nurse." Inappropriate use of the word "lady" is another manifestation of the pedestal problem.

20. <u>The students roared when the football team came running out on the court during awards night.</u> Either end it there, omit it entirely, or provide a parallel sentence, such as one about a girls' team running out with their shorts stuffed with 14-inch penises. This is no more obscene than the textbook sentence. The point is that women's bodies are considered public property, freely discussed. Also, as in "women-less weddings," we often find humor in disguising high-status people (men) as low-status people (women). The reverse is shocking rather than humorous, because men's bodies are private, not to be laughed at, and because women parodying men could be seen by some as to be raising women's status. Most of us would probably agree that neither sentence belongs in a textbook.

Your group may come up with other words or phrases that they've had trouble with. If so, let the group brainstorm on finding graceful and acceptable solutions.

C. Tired of the "His or Her" Problem?
There Is an Answer.
"Their" Is the Answer.

Instead of: Every student hung up <u>his</u> coat.
   Try: Every student hung up <u>their</u> coat.

Instead of: Have the visitor leave <u>his</u> name.
   Try: Have the visitor leave <u>their</u> name.

Instead of: Each nurse will care for <u>her</u> patient.
   Try: Each nurse will care for <u>their</u> patient.

1. Establishing grammatical acceptance

 If the above uses of the word "their" sound familiar, it is no wonder. Most of us have been saying "they" singularly for years--hundreds of years, in fact. "They" was the accepted usage in the singular form for an indefinite antecedent in both written and spoken English until it was changed by an act of Parliament in 1850.[1] It took an act of Parliament to change the official usage, and even so we still <u>say</u> it, because we <u>need</u> it.

 The colonists brought the rule to America and it remained unchallenged until recently. In 1975 the Board of Directors of the National Council of Teachers of English (NCTE) passed a resolution to "encourage the use of nonsexist language."[2] In the guidelines to implement this objective they proposed the use of "they" and "their" as singular forms when there is an indefinite referent. In the following situation one must disagree in either sex or number.

 Someone lost his ticket: disagreement by sex.

 Someone lost their ticket: disagreement by number.

 The second example is the common usage and has now received official recognition by the NCTE. At last everyone can write what they've always said.

2. Arguments to use with grammarians

 a) The <u>Oxford English Dictionary</u> says of <u>they</u>: "Often used in reference to a single noun made universal by every, any, no, etc., or applicable to one of either sex (= 'he or she')." It quotes such worthy persons as Bishop John Fisher, Henry Fielding,

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[1] Ann Bodine, "Androcentrism in Prescriptive Grammar: Singular 'They,' Sex-Indefinite 'He,' and 'He or She,'" <u>Language in Society</u>, 1975, Vol. 4, p. 136.

[2] "Guidelines for Nonsexist Use of Language in NCTE Publications," NCTE, Urbana, Illinois.

Lord Chesterfield, William Whewell, Walter Bagehot and John
Ruskin. Jane Austen used it: "Everybody has their taste in
noises as well as in other matters" (Persuasion, 1818).

b) A similar shift, long accepted: The pronoun "you" was originally
plural only ("thou art," singular; "you are," plural). "You"
is now the accepted singular pronoun.

c) It is standard English practice to use a plural to be imper-
sonal. The "editorial we" often refers to only one person.

d) The NCTE endorsement.

Recommended Resource:

Classroom Practices in Teaching English, 1976-1977: Responses
to Sexism, NCTE, Urbana, Illinois.

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D. Evaluation Form - Session V

Please evaluate this session by circling a number according to
the following scale: 1 - very negative   5 - very positive

1. General overall impression   1   2   3   4   5

2. Usefulness of subject matter
    for me professionally   1   2   3   4   5

3. Usefulness of subject matter
    for-me personally   1   2   3   4   5

4. Were there any phrases or ideas that impressed you particularly
    favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which?
    Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the method of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a) I think the presenter should keep:

    b) I think the presenter should change:

.   **BIAS IN INSTRUCTIONAL MATERIALS**

A. Analyzing Textbooks for Bias

   Briefly explain to your class why we analyze books,
   then divide the class into at least four small groups,
   ideally of four or five people each. This is one of
   the easiest and most effective strategies for helping
   teachers, parents or students understand bias and begin
   to combat it; it is important that your class understand
   why we are analyzing the books. Some may think you are
   trying to hold a book burning in the parking lot!

   1. Why Should Textbooks Be Analyzed for Bias?

      a) In order to learn what bias looks like. Attitudes and uncon-
         scious assumptions are hard to identify and hard to prove.
         Further, everyone's attitude is different. We are all biased,
         but the symptoms are different in each of us. However, when
         teachers who have been using a book for two or three years
         and think they know it backward and forward suddenly see
         things they never noticed before, they can't argue. Many
         really don't believe there is a problem until they have
         analyzed textbooks.
      b) To learn to evaluate books in order to try to choose unbiased
         ones in the future. Sadly, many brand new books are as biased
         as old ones are. However, good books are becoming available,
         and we should be sure that those are the books that get pur-
         chased by schools.
      c) To learn to teach in a positive way out of biased books. Often
         a book has such good qualities that we may want to use it
         despite its bias.

   2. How to Analyze Books

      Page 95 in this lesson is a detailed checklist for
      the analysis of sex bias in books and other media; you
      may reproduce it as a handout. For workshop purposes,
      the following shortened exercise is fine.

      Distribute some textbooks to each of the small groups.
      Multiple copies of elementary readers or social studies
      texts work well, but practically anything will do. (An
      exception is vocational texts--the stereotypes there are
      often predicted by participants, so the exercise may
      have less impact.) Assign each group one topic, items
      a) through d) below, and ask all of them to keep an eye
      out for (1), (2), and (3).

a) Do a head count--how many pictures of men, how many pictures of women? Check for major figures and those who watch them.

b) How many <u>main characters</u> are male and female (including animals)?

c) List all the things the women are doing.

d) List all the things the men are doing.

Everyone should keep an eye out for:

(1) Any examples of intersex hostility: boys saying they can't stand girls, or girls saying they can't stand boys.

(2) Any generalizations about either sex, e.g., "boys are so noisy."

(3) What family patterns the book shows.

The amount of time spent actually analyzing books can vary from ten minutes to as long as you like. Half an hour is good. After teachers have analyzed the books, have them share their findings and discuss how they feel about what they have found. They may also want to discuss whether the books have made an effort to reduce race bias. When teachers have completed the group analysis, have them move on to analyzing a book they are currently using, either in your session or as homework.

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B. How to Teach Out of Biased Books

> *You may present this entire section as an informal*
> *lecture, or you may present just the first two para-*
> *graphs and then let the groups brainstorm ways to use*
> *good books that are biased. You might put participants*
> *into small groups and then share the results round-robin,*
> *or you might use a chalkboard with the whole group.*
> *Maybe you'll come up with some good ideas not mentioned*
> *here.*

     :rst and always, <u>level with your students</u>. This is very important.
At :h:s point in our history, a biased book may offer more scope for
expanding students' role expectations than a neutral one. Students
need an opportunity to understand what bias is, to discuss their feel-
ings about it, and to learn to deal with it. It would not be enough
for us simply to try to give students an unbiased environment, even
if that were possible. They are getting too many conflicting messages
from the rest of the world. They need a chance to talk out loud about
these issues. We don't have to tell them what to think. If we teach
them to recognize bias they can make up their own minds. There may be
many issues where they might firmly disagree now with an expanded point of
view, but change their thinking later on as the ideas become more familiar.

     Unless a book contains overt misogyny, it is not necessary to condemn
it. It is enough to say, "This book has old-fashioned ideas about men
and women. In other ways it is a good book, and I enjoy teaching from
it. However, it is important that we all learn to recognize the stereo-
types in this or any book, so that they don't influence our thinking
without our realizing it."

1. <u>Teach children to analyze textbooks for themselves</u>. If you and your
    Title IX Committee are effective, every child in the school system
    should be taught how to spot sex bias and to understand its implica-
    tions. What difference does it make if there are ten stories about
    boys and only three about girls? Why does it matter if all the
    books show the same kind of family structure? Let them compare the
    images in books with the way things are in real life.

2. <u>Balance your basal texts with supplementary materials</u>. Read some
    stories about girls aloud to the class, put pictures of women that
    are relevant to the course of study on the walls, give special
    library assignments, recommend supplementary reading, etc. Boys
    as well as girls should be encouraged to read good books about
    girls and women. The idea that boys won't read about girls turns
    out to have no foundation in fact if the stories you have to offer
    are exciting and well-written. <u>Betsy Dowdy's Ride</u>[1] is popular with
    everyone once they've had a chance to try it. The trouble is that
    it wouldn't occur to most boys to pick it up in the first place.
    You will have to suggest it.

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[1] Nell Wise Wechter, <u>Betsy Dowdy's Ride</u>, John F. Blair, 1960, 168 pages.

3. <u>Teach children to recognize the male-dominated aspects of the English language</u>. An excellent prologue for this is to repeat the Cro-Magnon Woman experiment in your class and then give students the exercise that we used in our session on language. Finally, let them rewrite passages from their textbooks.

4. <u>Help students become aware of the way idioms and expressions are a psychological fingerprint for sex-biased attitudes</u>. Let them discuss the significance of phrases like "be a man," "sissy," etc.

5. <u>Overt misogyny must never be allowed to pass unremarked</u>. It does appear occasionally, usually in the guise of humor. One anthropology textbook makes a general statement to the effect that dogs were the second animal domesticated by man if one accepts the premise that the first was woman, although some would maintain that woman still has not been domesticated (this book has a 1975 copyright). If you find such material in any of your texts, it is appropriate for you to express anger. You should not let a passage such as this one go unchallenged any more than you would allow intersex hostility to be openly displayed among your students. Perhaps a contest in which all members of the class compete to see who could write the most articulate letter to a publisher expressing their sense of outrage would be a good response. (Send <u>all</u> the letters to the publisher, not just the winner.)

6. <u>Have students draw new illustrations for their texts</u>. In many cases, the sex used in the picture does not matter and can easily be changed in order to achieve a balance. For instance, one grammar book had only sixteen pictures in it, one at the beginning of each chapter. Every one was of a boy. These illustrations were not dependent on any particular story and could as easily have been of girls.

7. If a book is entirely or mostly single-sex, as many vocational books are, <u>give students pictures of people in expanded roles to paste inside the covers</u>.

8. <u>Remind students that discovering bias in a book does not mean they have to condemn it entirely</u>. For instance, children who analyze the story of <u>Snow White and the Seven Dwarfs</u> might express the opinion that they are tired of stories in which women are all dumb beauties or wicked stepmothers obsessed with beauty, but that they love the dwarfs and find the story exciting. Older students might discuss the implications of Snow White being locked up in a glass coffin until a kiss from Prince Charming brings her to life.

9. <u>Don't belabor the point</u>. After students have learned how to recognize bias, there is no need to harp on the subject constantly. Some teachers believe that each new textbook should be analyzed when it is handed out. Others prefer to discuss overt bias when they come across it. In any case, girls can be reassured periodically that it is too bad that their books don't contain more stories about girls; when women in expanded roles do appear, they can be quietly noticed.

10. <u>Don't forget to celebrate the good books when you find them.</u> Some
     teachers get so intent on convincing folks of the existence of bias
     that they are almost disappointed when someone shows them a new
     unbiased book. Always accentuate the positive. Pass the new book
     around so that everyone can see what a good one looks like and get
     a sign of hope for the future.

C. Evaluating Material for Sex Bias

Although the primary function of textbooks is to convey information about a specific subject area, textbooks also attempt to instruct the child in ethical and moral values. They portray what is good, desirable and just. They provide the child with a vision of the future and aid her or him in establishing personal goals for the future. So, at the same time a child is learning history and mathematics, books are also influencing values and aspirations. The results are that textbooks actually provide two distinct forms of knowledge to the young reader. The first consists of information and skills in a specific subject; the second consists of ethical prescriptions, a vision of the good life and the motivations and incentives to attain it.

This second type of information, the "latent content" of textbooks, also conveys images of appropriate male and female behavior. Textbooks provide norms and standards for how men, women, girls and boys should act. Textbooks and other materials play an important part in children's perceptions of the world and their places in it. If a girl is to have learning experiences which develop a positive attitude of self-worth, she must see other females as having power, making significant contributions, and sharing in the joys and sorrows of the events of past and present. Intelligent, daring and innovative women, both in history and in fiction, should be provided as role models for girls; leaders in the fight for women's rights should be honored and respected, not mocked or ignored. Comparably, boys must see men as whole human beings, not as sole-provider Supermen.

Comparing Subliminal Images in Textbooks

Books with expanded images	Restrictive books
treat women and men as persons sharing humanity and common attributes	limit personal choices, both social and occupational
	cause females to feel inferior
portray a variety of roles, values and life styles for both males and females	place unnecessary stress on boys to be "successful," strong and brave
provide a fair and comprehensive treatment of the women's movement, if mention of it is made	show one type of family life as being ideal
	omit accomplishments of women
provide teachers with suggestions and strategies to develop skill in detecting bias and discussing its effects	limit or omit men's relationships with children

D. Checklist for Evaluating Sex Bias in Books and Other Media

The following are items to consider when evaluating materials for sex bias. Only if a formal approach is desired will it be necessary to number the exact amounts.

	Female	Male
1. Number of stories where main character is:	_____	_____
2. Number of illustrations of:	_____	_____
3. Number of times children are shown "actively" (examples: actively playing, using initiative, being independent, solving problems).	_____	_____
4. Number of times children are shown "passively" (examples: fearful, helpless, on the side watching, dependent, primping).	_____	_____
5. Number of times adults are shown: in nontraditional occupations	_____	_____
playing with children	_____	_____
scolding children	_____	_____
giving attention or tenderness	_____	_____
teaching skills	_____	_____
taking children on outings	_____	_____
biographically	_____	_____
6. Number of times families are shown: as one-parent families	_____	
as childless families	_____	
with mothers working	_____	
with fathers staying home or doing household chores	_____	
with child care being done by someone other than the mother	_____	
7. Number of times hostility is shown against one sex ("We don't want to play with girls/boys").	_____	_____

E. Why Johnny Can't Read When Jenny Can[1]

A test administered to compare the reading achievement of fourth grade and sixth grade students in the United States to students in Germany revealed some surprising data about sex differences in learning. In both grades and on all tests, the mean averages of American girls exceeded those of American boys. In the German sample the reverse was true. Furthermore, the superior achievement of German boys over German girls is consistent with the findings of an earlier, similar study conducted in Hamburg by a researcher named Schultze.

In an article based on the comparison tests, author Ralph Preston states, "The apparent superiority of German boys to German girls--a situation quite unfamiliar to American educators--may be due to those not easily identified elements in German culture which result in the easy ascription of reading and learning to the normal activity of the male." The teaching body of Germany is predominantly male, which provides boys with male role models while they are learning to read. In contrast, the reading teachers in the United States are predominantly female, so reading is often associated with femininity. The implications of this study indicate a need for more male role models for students, especially in elementary schools. There is a need for more male teachers and aides, volunteer tutors from the community, and older boys as tutors; there is also a need to communicate widely the importance of male family members reading with young boys.

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[1] This discussion is based on Ralph C. Preston, "Reading Achievement of German and American Children," School and Society, October 1962, pp. 350-354.

F. Evaluation Form - Session VI

Please evaluate this session by circling a number according to the following scale: 1 - very negative   5 - very positive

1. General overall impression   1   2   3   4   5

2. Usefulness of subject matter
    for me professionally   1   2   3   4   5

3. Usefulness of subject matter
    for me personally   1   2   3   4   5

4. Were there any phrases or ideas that impressed you particularly favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which? Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the method of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a) I think the presenter should keep:

     b) I think the presenter should change:

VII. PIONEERING IN VOCATIONAL EDUCATION

Presentation Notes

A. Three Themes for Lifetime Planning

1. Need for lifetime planning

a) boys look to careers during their thirties
b) girls look to motherhood at age 23 or 24
c) students are unaware that 90% of women work for a substantial period, even though their own mothers work
d) therefore girls don't prepare for wage earning work
e) boys overlook roles as joint homemakers, as fathers; they overlook creative talents
f) adults are often more flexible than teenagers because of wider experience

2. Needs of disadvantaged girls and boys

a) Double bind of economically disadvantaged women
    (1) not trained in skilled trades which pay well
    (2) lack of cultural skills for "ladylike" jobs
    (3) therefore they end up scrubbing floors
b) Girls may be left out of special disadvantaged programs
    (1) administrators tend to see "disadvantaged" students as males only
    (2) "girls" are seen as middle class
    (3) therefore disadvantaged girls are overlooked
    (4) programs that do serve disadvantaged girls may stress cultural change--enormous effort for low-paying result
c) Disadvantaged boys are hurt by definition of manhood
    (1) only 40% of jobs in America now support a family
    (2) they may feel pressure to reject vocational education and "prove" manhood some other way

3. Options for everyone

a) no quota, no coercion
b) need to open students' imaginations: genuine options are based on informed choices

Student Activities (Optional)

1. Projecting the future

a) what will they be when they grow up?
b) are they planning for their whole lives?

2. "Auction": guess at some statistics about working women

a) what percentage of women work for most of their lives?
b) what percentage of American jobs will support a family?

3. Compare youths' and adults' attitudes on work roles based on sex

    a) students conduct poll at school
    b) publish poll results in school paper

B. Men's Work - Women's Work

1. Twelve questions for students about their future

2. Twelve answers and discussions

Student Activity (Optional)

1. Americans' income changes 1965 - 1975

2. Women as managers and skilled craft workers

C. Evaluation Form - Session VII

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VII. PIONEERING IN VOCATIONAL EDUCATION

A. Three Themes for Lifetime Planning

> *"Three Themes" may be presented in an informal lecture style, with discussion after each theme or with discussion of all three themes at the end of the lecture. As always, add or substitute your own experiences and reactions.* (20 - 30 minutes)

As we work together studying sex bias as it affects all aspects of our students' lives, there are three themes that are worth keeping in mind. These three themes have emerged from working with vocational educators in North Carolina and may strike a responsive chord with your whole school community.

1. First Theme: the need for lifetime planning

When teenagers are asked to project themselves into the future and envision themselves as adults, boys often see themselves in their thirties, established in their careers. Girls imagine themselves aged 23 or 24, as the mothers of young children. Of course they are both right. Boys will most likely have jobs or careers, and most girls will be the mothers of young children. But they are both looking at only half their lives.

One day in McDowell County we worked with six groups of vocational education students. We asked them to guess what percentage of American women work outside their homes for a substantial part of their lives. The majority of guesses fell between 25% and 50%. The truth, 90%, astonished them. We then asked them how many had mothers who work. In the entire day, involving over 200 students, only three hands did not go up. For these high school students there is an important clash between perception and reality. Not only do they have an unrealistic perception of their own futures, but almost all of them have come to perceive their own mothers as being unusual.

Boys, in looking only to their careers, are leaving out their own future needs as human beings. They are overlooking the fact that they will be joint homemakers. Fewer and fewer women are willing to regard their jobs as a self-indulgence which they are permitted only on the condition that they still maintain total responsibility for house and family. A nurse in her late fifties tells how infuriating she finds it to get home after a full day on her feet and find her family stretched out in front of the television, greeting her with "Hi, Mom, what's for dinner?" When asked why she puts up with it, she smiles sadly. "I'm the one who spoiled them. It's too late for me." But she is a vanishing breed.

Shared responsibility outside the home means shared responsibility
inside the home. Men are going to have to learn that cooking is
an adult responsibility, not an insult.

Further, boys are overlooking their futures as fathers. Yet
an increasing number recognize that raising children is something
they want to be involved in. As one perceptive soul said, "I want
to know my children better than I ever knew my dad."

Boys are also overlooking their recreational and artistic needs.
Unless they are athletic stars, they may miss out on lifetime sports.
And they are not likely to take up creative pursuits until middle
life, about the time their wives leave needlepoint for paying jobs.

The fact is that even those of us who are "untrustworthy"
because we are over thirty are probably more liberated than the
average high school student. This is hard for many of us to believe.
We have a tendency to believe in the youth cult, to think that kids
have all the ideas and that if we just don't fight too hard we will
have done our bit. Just the opposite is the case. A study done
in Texas[1] compared the attitudes of high school students with adults.
The young people proved to be far more stereotyped and traditional
in their thinking than the adults. For instance, 41% of the adults
thought anyone could be an airline pilot, while only 17% of the
students did. One of the most interesting items showed clearly
that this is a question of perception rather than opinion. In
response to the phrase, "In my home the husband/father does none or
shares in the housework," 76% of the adults said "none" while 95%
of the students said "none." They are so convinced that daddies
don't do housework that even when they see their own fathers chang-
ing diapers or carrying out the garbage or fixing breakfast it
somehow doesn't count.

We must remember that children have a vested interest in keeping
things simple. It is the business of childhood to learn the shape
of society, and if something is simple they can learn it quickly and
get on with life. Furthermore, as we will see throughout this
course, they have spent their lives in schools that are very stereo-
typed places. Therefore we must actively help them cope with the
complexities that are real so they will not cling to the stereotypes
that are so comforting and simple. This means finding ways for them
to start planning now for their whole lives, not just motherhood
for the girls and work for the boys.

2. Second Theme: the special needs of disadvantaged girls and boys

The economically and culturally disadvantaged woman is caught
in a double bind when she looks for a job. She was never trained
in the skilled trades which pay well, because that wouldn't have
been ladylike. But she can't get a ladylike job because she is not

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[1] Vanderbok and Vengroff, "Sex and Social Change," Department of
Political Science, Texas Tech University, 1974.

ladylike. Even an underpaid file clerk has to dress well, have
enough manners and grammar to talk to the boss, and so forth. The
result is that she ends up scrubbing floors.

For many school administrators, disadvantaged girls are almost
invisible. If you ask them about the needs of disadvantaged students,
they envision boys. If, in another conversation, you talk about
programs for girls, they think you mean middle-class girls. We
first stumbled on this tendency in a meeting with a superintendent
who was deciding whether his unit should be one of the ten pilot
units for the New Pioneers project. He really wanted to respond
positively to the whole idea, but something about it bothered him.
He was uncomfortable every time we said something about girls in
vocational classes. He kept mentioning his academic students.
(Of course, the line between academic and vocational students should
not be so firmly drawn, but that's another matter.) Finally, we
stumbled on the magic words: "What about your disadvantaged girls?"
His face cleared like the morning sun. "Oh, yes! We've always said
the trouble with our vocational programs was that we had too little
for the girls. That's why we started our nursing program. Now,
from what you're saying, we had plenty for girls all along, we just
didn't know it!"

The programs that do try to help disadvantaged girls are likely
to focus on developing middle-class social and homemaking skills,
which may involve a serious cultural put-down. Wouldn't it be better
if the girl could learn a trade where the pay would be such that she
could keep her family together and get to be middle-class on her own
time?

Disadvantaged boys are hurt most by our cultural definition that
a good man is one who supports his family. According to U.S. labor
expert Eli Ginzberg, "only forty percent of jobs in the United States
pay enough to permit a man to support a family on his income alone."
For the boy from a disadvantaged background, the chances of his
finding a job in that select forty percent are very small. The
problems of a low income are real enough, without adding problems
of masculinity. It is easy to see why he may become so discouraged
that he drops out of vocational programs, turning to other ways of
"proving" manhood.

3. Third Theme: tha importance of options for everyone

One often-heard concern is, "I can't see putting a girl in
Masonry or a boy in Cosmetology if they're not interested." It is
very important to make clear that expanding role expectations does
not mean a new coercion. Some folks have visions of the guidance
counselor saying, "Well, Susie, Title IX is here and we have to get
our quotas up, so you're going to be a plumber." This fear may be
based on the knowledge that we have traditionally coerced students.
There have always been Susies who wanted to take plumbing but were
firmly told not to be silly and instead scheduled into Business and
Office Education.

At the same time, simply opening the programs is not likely to do much good if Susie has to overcome 14 years of socialization on her own. The opposite of the old coercion is not a new coercion. The opposite of coercion is <u>informed choice</u>. What is needed is a way to give Susie such a wide experience that she can come to know herself, and can develop a real understanding both of Plumbing and of Business and Office Education, so that she can make a valid choice. As long as she judges herself only in relationship to stereotypes, she has but two alternatives: blindly to fit in or blindly to rebel. Both are terrible wastes of all the wonderful things that are Susie.

<u>Student Activities (Optional)</u>

1. Ask students to project themselves into adulthood and tell you what they think they will be. Discuss the difficulties that boys and girls may have if they only plan for part of their lives. Do your results differ from those suggested in this session? Do you find any urban, rural, racial, or economic variances?

2. Hold an "auction," starting at 10% and going up to 100%, asking students to guess the following:

   a) What percentage of American women work for a substantial period of their lives? [90%]
   b) What percentage of jobs in America will enable one person to support a family? [40%]

   Discuss the importance of economic and domestic partnerships between men and women in light of the results of your "auction."

3. Have students conduct a poll comparing student and adult attitudes on work roles for women and men. Discuss results, and publish them in the school paper.

B. Men's Work - Women's Work

Especially if your class includes a fair number of vocational teachers, you may find that your participants can provide nearly all of the information in this session. However, many will not have thought of it this way before and through discussion they may come to realize that reality is different from their expectations and assumptions.

Therefore we recommend that you familiarize yourself thoroughly with the material and then elicit it from the class, rather than presenting it as a lecture. Use the following questions as a guide, but don't worry if the discussion ranges freely and topics come up in a different order. Be as informal as possible; avoid giving the

*impression that you are working for correct answers.
If opinions are contrary to those suggested here,
simply add them conversationally, with a preface such
as "some people have found...."*

*Although this lesson emphasizes women, balance
the items with anecdotes about men wherever you can.*

*The questions, numbered 1 through 12 below,
correspond to the numbered discussion sections which
follow them.   (80 - 90 minutes)*

1. Will it be more difficult to enroll boys in girls' classes or vice
    versa? What has happened in your school?

2. What techniques would you use to encourage boys in female occupa-
    tions? Why would they be interested?

3. Are there any jobs that must be done by a man? by a woman? Are
    you thinking in terms of averages (most men, most women) or of
    individuals? Should individuals conform to averages? Collect
    examples from the class of women and men in unusual jobs. These
    could be from personal experiences, or the class could start a
    clipping file.

4. How many American women do "public work?"[1] For how long? Why?
    What kind of women are they?

5. A woman with major family responsibilities looks for certain
    conditions in her job. What are they? How do the skilled
    trades meet these needs? What advantages do the skilled trades
    have for both men and women?

6. Is it fair to train women for jobs in which they will face discrimi-
    nation? Is it fair not to? Are discriminatory patterns changing?
    What would you reply to employers who say they'd love to hire
    women but can't find any that are qualified?

7. How do you feel about women doing manual labor? What is manual
    labor? Are some kinds of "women's work" really manual labor? What
    kind of heavy work is done by women in other societies? Why might
    a woman want to do manual labor?

8. Do lower-class girls have a more realistic view of the future than
    middle-class girls? Do Black girls have expectations different
    from white girls? Native American girls? Hispanic girls? In
    what ways is welfare a "women's issue"?

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[1] In North Carolina, the phrase "public work" is used by country people to
mean any paid work where you are not your own boss. It is a useful phrase
because it avoids the implication that a homemaker is not working.

9. What are the advantages of traditional women's jobs? disadvantages? What are typical salary scales for women's jobs? How does society value such jobs? What will be the impact on these jobs when women are free to enter other fields?

10. What will happen when girls join previously all-male classes? when boys join all-female classes?

11. What effect will there be on women themselves when these programs and jobs are open to them? How will if affect their sense of self? marriage? femininity?

12. What strategies can we develop to encourage girls and boys to explore all occupational areas, thereby expanding their role expectations?

Women's Work	Men's Work
Traditionally women were supposed to love their work and never mind the money.	Traditionally men were supposed to make a lot of money and never mind if they liked it or not.
Are we ready to recognize that women have a right to make money?	Are we ready to recognize how many men hate their work?

1. **Enrolling boys in girls' classes and vice versa**

"Well, I can see how girls might want to take Auto Mechanics or Electronics. But you'll never get boys in Home Economics!" When the New Pioneers project began, this remark was frequently heard. Our experience has shown the opposite. Home Economics enrollments in North Carolina are 17% male, and not all in Bachelor Survival, either. Health Occupations are 13% male. Business and Office Education is 13% male, though Shorthand is still as low as is common for girls' enrollment in traditionally male subjects. The same pattern has shown up in industry. For instance, a recent sex discrimination ruling against the telephone company led them to eliminate all sex-labeled job classifications. The most obvious effect so far has been more male operators.

Perhaps some men and boys feel sufficient freedom that if they see a reason to enter a class or a profession, they do so fairly easily, especially if they have had some good role models to demonstrate to them that their masculinity need not be jeopordized (e.g., Rosie Grier and his needlepoint). Furthermore, they may

not have to face the same sort of hostility that a girl who breaks barriers may encounter.

2. Encouraging boys into female occupations

We as educators will want to encourage boys to consider the traditionally female trades because all people should be encouraged to seek out their true vocations; because no trade should be denied half the available talent just because they are male; and because the presence of men in a trade tends to raise the status and hence the salaries of that trade.

One effective approach is in terms of the job's inherent interest. Ask a boy if he wants to be a nurse and he'll imagine himself in a white cap, and shudder. But ask a group of boys whether they are more people oriented than machine oriented, and many hands will go up. The subsequent discussion will logically include the health, office, and home economics-related occupations.

3. Must some jobs be done by men or by women?

What about women in traditionally men's trades? Farm managers, foresters, mechanics, masons, carpenters, plumbers, electricians. This is a complex problem. It is important not only for reasons of self-fulfillment but also because of the economic discrimination that results from historic patterns of exclusion. Therefore, although encouraging boys into girls' courses is educationally just as important as encouraging girls into boys' courses, practically the two problems are of different magnitudes. For this reason, this discussion emphasizes the importance of occupational education for girls and women.

"What do you have planned for the last fifty years of your life?" This question would come as a shock to many teenaged girls.

As we have seen, when teenagers imagine themselves as adults, boys often describe themselves as aged 30 or 40 and at the peak of their careers. Girls project only to age 23 or 24. Despite the fact that the modern American woman's life expectancy is 75 years, for most girls the years between 25 and 75 are unknown, unplanned, and unimagined. Not until their children enter school do they begin to think about lifetime employment. And when they want to return to the working world at age 25 or 35, they find themselves lacking specific skills for a job, and perhaps also lacking the strong self-image required for any human being to make long-range plans and carry them out.

But things are changing.

Sandy Klopp carries her own 175-pound anvil and makes her own horseshoes. She's a farrier, or blacksmith; she learned the trade at Kankakee (Illinois) Community College.
"It's what I want to do. I love it."

She says she has no problems with her customers.
"I think they wonder if I can do it. Then when they see me get tha job done, they're always happy. I've never had any gripes."

Three high school girls in North Carolina are taking an introductory course in Auto Mechanics.
"Why?"
"Well, you wouldn't want to get stranded on the highway."
"Would any of you consider a job in the trade?"
The most traditionally "feminine," the one in the white sweater with tha pink nail polish, said, "Yes, I would."
"Why?"
"I'm good at it. And I don't like sitting around in an office all day."
"You'll chip your nail polish."
She smiled shyly. "For the kind of money mechanics make, you can buy a lot of nail polish."

A quick look at the women's pages in any local paper will show that life pattarns are very different from even five years ago. Women firefighters, women truck drivers, women back-hoe operators, women telephone installers, women welders, women farm managers-- women are working at jobs they never before considered, and they're loving it.

Community colleges and vocational programs in high schools are playing a dynamic and creative part in this social transition: opening all their programs to both sexes, actively recruiting students, encouraging young girls to engage in lifetime planning and urging older women to return for training.

How is it working out? As with any change in long-established customs, the new roles for women take some getting used to. But vocational educators at both the secondary and college levels are finding that the problems are less and the rewards are greater than they expected. Some of the advantages of vocational education for women are:

a) The skilled crafts offer women the same advantages they offer men--high salaries and intrinsic interest--while also filling some specific needs of working wives and mothers.

b) Occupational education offers hope for breaking the welfare cycle that traps many disadvantaged women.

c) The traditional professions for women are benefitting by increased professionalization and rising salaries as women are no longer a captive labor force and as men begin to enter these professions.

d) Occupational electives can provide academically oriented girls a needed antidote to the ivory tower and an early opportunity to deal competently with the adult world.

e) The experience of girls in high school occupational classes has shown not only that girls are interested and perform satisfactorily, but also that boys' behavior and performance improve when girls are present.

f) Finally, many women are finding that fulfilling employment leads to a more stable personal life, bringing better relationships with husbands and children and more positive feelings about themselves as women.

4. <u>Who is the working woman?</u>

Nine out of ten American women do "public work" for a substantial period of their lives. Although some choose not to have children, they are a small minority. Most women who work do have husbands and children, just as most men who work have wives and children. These family women work for classic reasons: because they want the money and because they enjoy it.

The typical life pattern for most women in the United States is early marriage, early children, and employment when the children enter school. Many work straight through, with barely a maternity leave to let them catch their breath; most wish they had planned earlier and gotten more training. It is the needs of these women that this discussion addresses.

5. <u>Skilled crafts: nontraditional jobs with traditional advantages</u>

More and more women are pioneering in the skilled trades. Why? Beyond the novelty, are there really any advantages? Yes. Few people train for a job which will make life harder. The skilled trades meet some traditional needs of working wives and mothers, as well as more general goals.

a) The job should be portable. Traditionally women have wanted trades in which they could find a job no matter where their husbands might be transferred. Mechanics and masons, for example, are needed in every part of the country.

b) Ease of re-entry. Many women want at least the option of leaving the work force for a few years while their children are young. Jobs that depend on a place in the business hierarchy are difficult to return to. A skilled craftswoman has lost very little position in her time away from the job. A short brush-up review of the new technology is usually enough to put her back in the same work she had before.

c) Flexible hours. Many of the skilled crafts lend themselves to self-employment. Those skilled in television repair, paperhanging, masonry, or plumbing can easily start their own businesses and keep their own hours. After all, it makes no difference to the customer whether the television repair__man__ arrives at 11:30 in the morning because he has been on another job, or if the television repair__woman__ arrives at 11:30 in the morning because she has taken a sick child to the doctor. Especially if a woman has heavy family responsibilities, this flexibility is important.

d) Money. The skilled trades have one golden advantage: they pay well. A woman can work half time repairing televisions and make more than a full-time salesclerk. She can make fifty percent more repairing typewriters than she can as a skilled and experienced secretary. If a woman can work only part time it is especially important that she be paid well.

e) Interest. Most men say that they enjoy their work in the skilled crafts, finding it challenging and creative. Women share these satisfactions. And women who have been reared with a service orientation enjoy the personal contact and helping aspects of repair jobs.

6. Is it fair to train women for jobs for which they may have trouble getting hired?

It is true that women may face discrimination as they pioneer in traditionally male jobs, and vocational educators have a special responsibility to help place them and to affirm for employers women's competence and reliability.

Denying women training because they may face discrimination feeds a vicious circle. If we refuse to train women for nontraditional jobs, employers can continue to say smugly, "We would love to hire some women, but we can't find any who are qualified."

Fortunately, discrimination is a diminishing problem:

a) Many employers are more interested in competence than in gender. A woman who proves she has the skill may have no difficulty finding a job.

b) Big companies concerned with federal contracts are going out of their way to hire women, training them on the job if necessary.

c) Societal stereotypes are breaking down spontaneously. By the time a woman now entering a course graduates, society's assumption about what is "fitting" is likely to be even less restrictive.

7. Manual labor for women?

Many people are disturbed at the idea of women doing work that is physically taxing, dirty, or in any way unladylike. However, much of "women's work" is already manual labor. Disadvantaged girls and womne have suffered particularly from the "china doll" image of women as being too fragile for hard work. Barred from training in well-paid but "unladylike" trades, barred by cultural disadvantages from the ladylike jobs, they have remained on their hands and knees, scrubbing office buildings while the rest of the world sleeps.

8. Welfare

A young woman, the mother of two children, had been on welfare for three years. During that time she held three jobs, the best of which paid $1.92 an hour. Each job led eventually back to welfare, for she felt she could do better for her children by caring for them herself rather than working for such low wages. Her home is beautifully cared for; her children are well behaved.

Is this a middle-class woman whose mother never had to work? No. She grew up on welfare herself. Yet she says, bewildered, "I didn't think it would happen like this--especially after I got married."

She, like most of her classmates, made no plans for wage-earning work. Her school never helped her to make such plans. We must recognize that the vast majority of welfare recipients are women with small children. Most have no marketable skills, but some are working full time at poverty-level wages. They are not all from disadvantaged homes.

There is a bitter saying: Every woman without a trade is one man away from welfare. Only vocational education provides the trade. Employment and training programs, projects for the disadvantaged, work-study programs that allow women to be paid while learning, and apprenticeship programs in which wages increase along with skill-- these should all be particularly targeted to girls and women. Such an effort is a practical strategy for breaking the welfare cycle, bringing rebirth to the woman trapped in its coils, and providing some relief to the taxpayer.

9. Traditional women's jobs

Will women's entry into new fields damage those programs that have served women traditionally, such as Business and Office Educa- tion and Health Occupations? Perhaps surprisingly, there are indications that in the long run they may be strengthened. Although many women are turning to the skilled trades, not every woman wants to be a mechanic or a mason any more than every man does. Jobs such as nurse's aide and secretary will continue to appeal to women because:

a) Most women have seen strong role models in these jobs
b) The jobs are readily available to women without fear of exclusion
c) They are inherently interesting

The training offered in these fields is excellent. Indeed, the only problem is that they are undervalued and underpaid.

When a woman can look her boss in the eye and say, "I enjoy working with you. The work is interesting, I get to use technical skills and management skills, and I meet a lot of people. But I just saw in the paper that I can make half again as much if I get trained as an electrician. I'm sorry, but I owe it to my family," only then will she begin to get paid what she's worth as a secretary.

Recognition of the value and complexity of "women's work"

An important part of equity for women is not only that they must be permitted to do "men's work," but also that they should get credit for what they have done and will continue to do. Society must recognize the value and complexity of "women's work."

Day care is a good example. The field of day care for small children illustrates a whole nest of paradoxes concerned with women's work. There is a general need for day care, and society demands that it be of high quality. The absence of high-quality day care is offered as a reason why women, even when trained as doctors and lawyers, should be staying home with their children. However, customary pay for day-care assistants is the minimum wage. Thus society sanctifies the care of small children and insists that every woman should do it, while it undervalues competent professionals in the field.

Vocational educators can help by assessing the true requirements of such jobs, training professionals for them, and helping communities and employers to recognize their value.

10. ### What happens when girls join previously male vocational programs?

School administrators are naturally concerned about the effects of mixed classes. Will they be flooded with frivolous females? Will women be able to do the work? How will the boys respond to having girls in their classes? Will it cost money?

Experience to date has been both positive and moderate. The main costs are for buying safety equipment in smaller sizes and sometimes for developing more sophisticated registration systems. Girls and women are showing interest in the new subjects, but they are not pouring in. They are proving more than competent, and after an initial period of suspicion the boys and men seem to enjoy their presence.

Two women walked down the hall to a night class
in brick masonry. The instructor was standing in the
hallway, and as it became obvious that they were
approaching his classroom, he said, "You're kidding!"

They weren't kidding, and they were pleased when he welcomed
them in without further ado. In fact, he confessed that he had
several girls in his day course in high school. The women were
curious. How was it going? His answer was threefold: the boys
are behaving better, the boys are working harder, and the girls
might make pretty good masons.

11. Personal gains for women

Women experience several effects when they enroll in vocation
classes or take jobs in previously male occupations.

a) Increased sense of competence. Girls, like other people,
develop unevenly. At any given time they may succeed in one
area and fail in another, only to have the pattern reverse a
month or a year later. Vocational education gives an opportunity
for success to those who are not getting along with the
abstractions of academic study or the exertions of athletics.

b) Identification with the adult world. Girls who have been
taught to be dependent are often uncertain of their ability to
cope. For these girls, or for women who have led homebound
lives, taking the mystery out of a car engine or a television
set may be an important step toward learning that the world is
full of controllable situations.

c) More stable personal lives. Many high school girls are caught
up in the Cinderella syndrome: they plan only for an early,
home-centered marriage. Many consider it heresy to suggest that
this life style is only one among many; they see all other life
patterns as some sort of failure. They may associate "public
work" with disaster--not something a well-balanced girl would
consider. To them Prince Charming and Happily Ever After are
serious business.

It is important for girls to know some cold facts, such as:
that 12% of North Carolina families are headed by women; that
most welfare recipients are women with small children. But
gloomy statistics may compound the problem, for if girls continue
to associate working with trouble, they will not prepare for a
trade.

Vocational education offers a way for girls to understand
that their lives may be far more successful by traditional stan-
dards if they are ready and able to do their own thing. For
although Cinderella girls associate working with divorce, the
common experience for women in today's changing world is just
the opposite.

Our society offers no greater double-cross than the experience of the woman who does everything that society tells her--drops out to put her husband through school, cares for the children, stays home and lets him make all the decisions-- only to have him say after twenty years of marriage, "I'm sorry, dear, you just haven't grown enough," as he goes off with someone else.

In fact, the modern world offers a much happier ending. Many women discover that when they begin working at a job they enjoy that pays them well, they are actually better able to listen to their children and appreciate their husband's problems, and this is partly because they respect themselves more. Many husbands are stimulated by active wives, relieved when a wife can assume some of the financial burdens, and proud of her accomplishments. They find sharing the laundry a small price to pay for these benefits. Indeed, many women say that their marriages were saved when they got involved in something outside their homes.

d) Increased femininity. Many people, especially men, are concerned that when women enter jobs in previously all-male fields, they will become less feminine. Curiously enough, many women who are happily employed actually report an increased feeling of femininity.

Femininity is properly defined as a strong positive identification with being female--and not in terms of externals such as clothes. The expansion of women's horizons, and their increased freedom to fulfill themselves in any area that suits their personalities, can increase this positive identification.

(1) As society removes the second-class designation of women, women eliminate the apology reflex ("I know I'm just a woman, but....").
(2) As artificial conflicts between interests and gender disappear, women no longer feel they have to choose between being professional and being feminine--they are happily both.
(3) Sexual identity is being recognized as something much more enduring than what is implied in a frightening statement such as: "Real girls don't care about baseball. Real boys don't play with dolls."

In fact, successful people who are happy with their work and their family roles usually glow with a vitality that is most attractive.

12. Where do we go from here?

Vocational educators who are convinced of the value of helping young girls engage in lifetime planning, encouraging older women to return to productive employment, encouraging boys and men to

explore their full human potential and homemaking responsibilities, and opening all occupations to everyone, are searching for strategies. The main areas of focus are:

a) To open all classes to both sexes and advertise the fact with posters, newspaper articles, speakers, etc.

b) To actively recruit students, encouraging girls to develop life strategies, with emphasis on the years from 25 to 75.

c) To encourage the study of sex bias as it affects both sexes, both as inservice training for teachers and as course material for students.

d) To pay special attention to the needs of disadvantaged girls and women.

e) To encourage and influence employers to hire all skilled graduates regardless of sex.

f) To work with local employers to recognize the value and complexity of traditional women's jobs, raising wage scales.

g) To enjoy, enjoy! The inclusion of women in Vocational Education programs adds individuality and variety to the programs themselves and seems to give a lift to everyone involved.

Student Activity (Optional)

Ask students to analyze the relative and absolute income changes on the following charts. What do they show about employment patterns? Is it true, as some suggest, that if you're Black and female you've got it made? Do these numbers suggest anything about what fields may pay well?

Note: Most of this session is based on "Combatting the Cinderella Syndrome: How to Educate Women for Today's World," an article by Amanda Smith which appeared in Community College Review, Summer 1975.

Income Change Relative to White Males

(For Every $100 White Males Earned . . .)

1965

WM $100
MM $64
WF $60
MF $42

1975

WM $100
MM $77
WF $58
MF $57
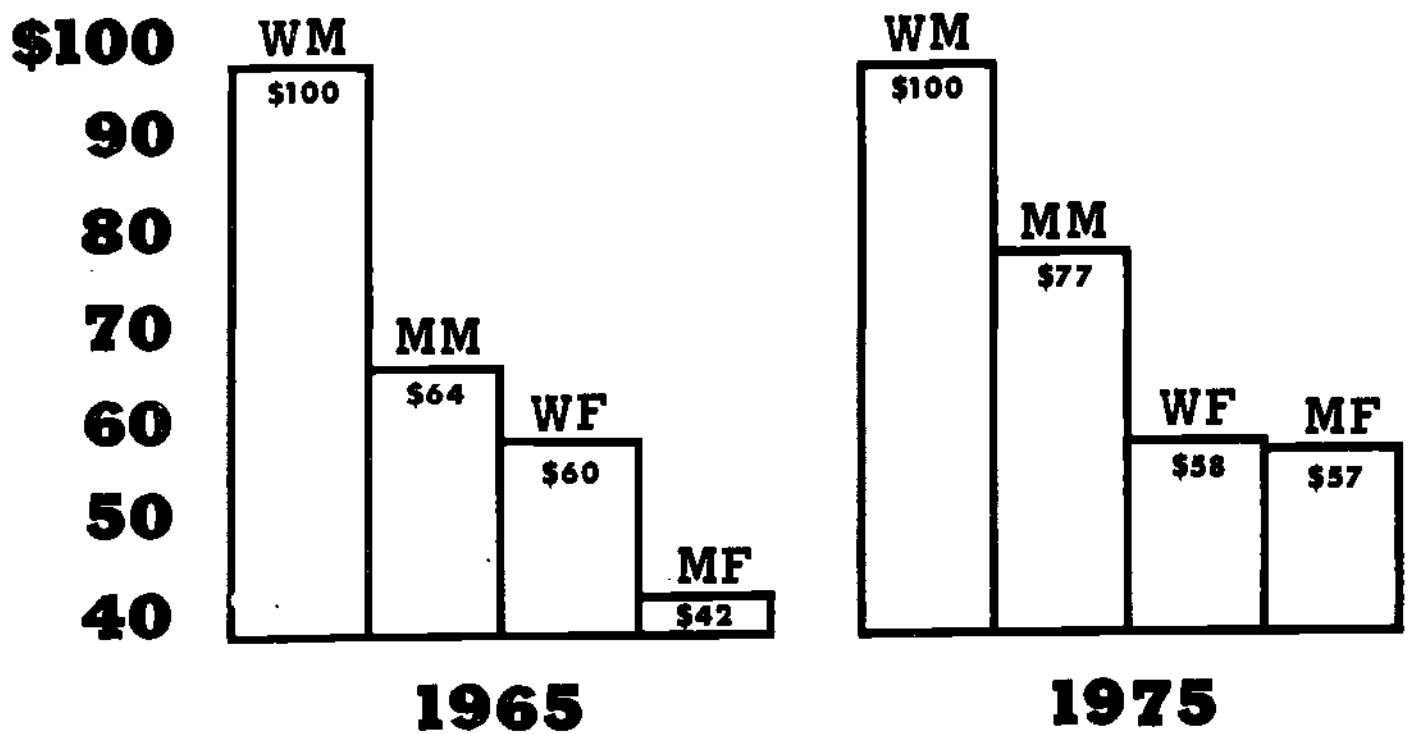
Income Change In Absolute Numbers

	1965				1975		
WM	MM	WF	MF	WM	MM	WF	MF
$6,704	4,277	3,991	2,816	$13,216	10,168	7,614	7,505

WM	**income rose**	**97%**
MM	" "	**137%**
WF	" "	**90%**
MF	" "	**166%**

Women Are Underrepresented as Managers and Skilled Craft Workers

Percent of Total Workers

Bar chart showing percent of total workers who are women by occupation:
- All Occupations: 40%
- Craft Workers: 5%
- Nonretail Sales Workers: 17%
- Managers: 19%
- Operatives: 30%
- Professional Workers: 41%
- Service Workers: 58%
- Retail Sales Workers: 63%
- Clerical Workers: 76%
- Private Household Workers: 97%
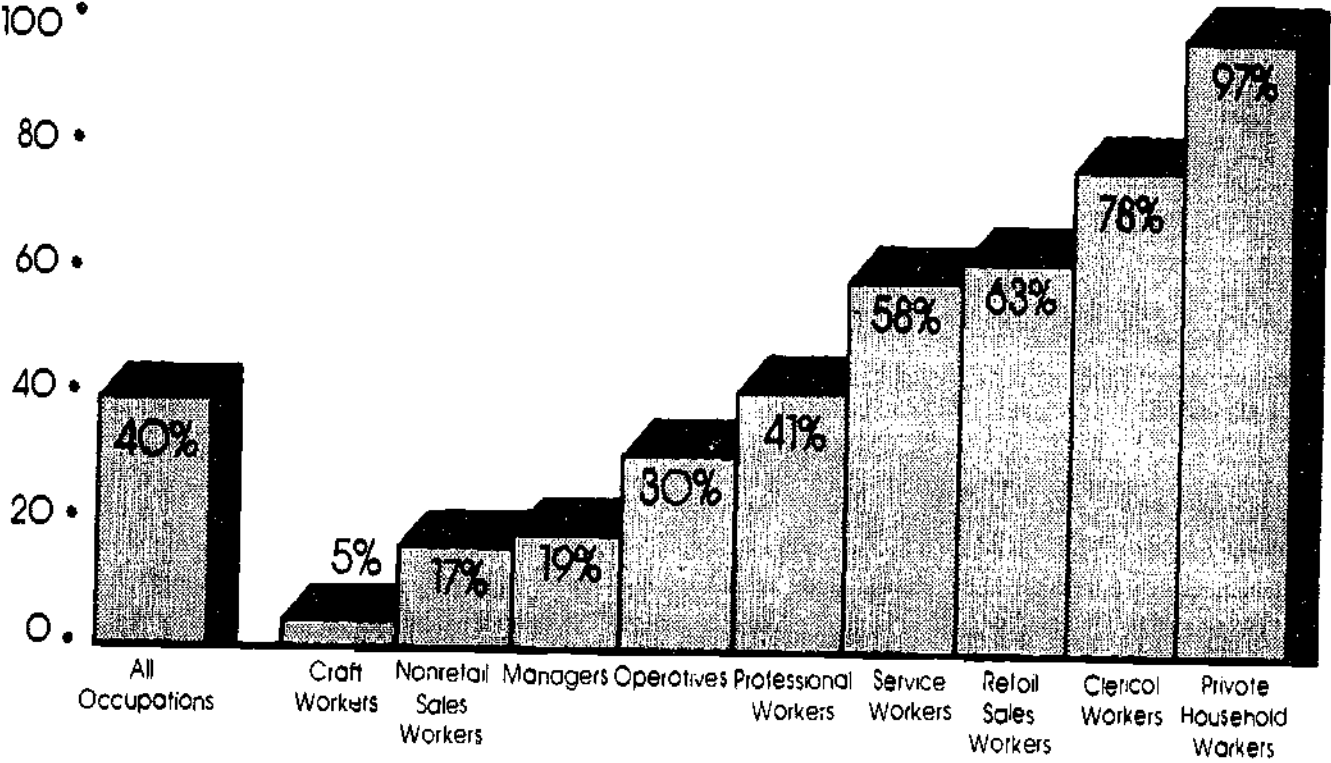
Source: Prepared by the Women's Bureau, Employment Standards Administration, from 1975 annual averages data published by the Bureau of Labor Statistics, U.S. Department of Labor.

C. Evaluation Form - Session VII

Please evaluate this session by circling a number according to
the following scale: 1 - very negative   5 - very positive

1. General overall impression   1   2   3   4   5

2. Usefulness of subject matter
    for me professionally   1   2   3   4   5

3. Usefulness of subject matter
    for me personally   1   2   3   4   5

4. Were there any phrases or ideas that impressed you particularly
    favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which?
    Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Plea. .omment on the <u>method</u> of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a) I think the presenter should keep:

     b) I think the presenter should change:

12ᴂ

Personal Letters from Participants

This is the midway point in your seminars. Either now or following the next session, allot twenty minutes for some important communication. (In our training session we did it Thursday morning so that participants would be rested.)

Explain to the group that the individual conversations you have had with many of them have been important and rewarding, but that you are frustrated by the fact that you have not been able to sit down individually with everyone. This is a program about feelings, and you really _need_ to know how each of them is feeling. Therefore, you are going to ask them to write you a letter. Ask them to imagine that you and they can sit down together somewhere comfortable over a cup of coffee and that you would say, "How is it going for you? What is it meaning to you, both personally and professionally? Is it striking any chords from your own experience, either negative or positive?" Ask them to address their letters to you by name and to sign them. This is a personal communication, not an anonymous evaluation.

It has been our experience that signing the letters makes people more, not less, candid. The letters we have received have been thoughtful and remarkably open about both reservations and revelations; they have been _responsible_ documents because they've been signed.

Some participants may prefer to write the letters in private and at their leisure; however, having them done all together assures that they get written. More important, how people feel about writing them is a crucial part of the feedback: if someone is really resisting it, that fact signals a person who probably needs some special attention. If you assign the letters as homework, you won't be able to discern conflict from procrastination.

Read the letters at your first opportunity, and note those that need a response--positive or negative. You may identify issues that need to be clarified, people who are having problems with a strong female leader or some other stylistic problem, physical discomfort (we brought in bed pillows to alleviate the "45-minute chairs" at one hotel), and some happy reactions that can be shared.

At your next meeting, share the general themes that emerged with your group, while protecting confidences. This is an important way of letting them know you have read and reacted to the letters, and it will enhance their group feeling. Then, as soon as possible, seek out those with special problems for individual conversations and, if necessary, alter the remaining seminars to address problematic issues.

VIII. HIDDEN CURRICULUM

Hidden curriculum--what does it mean? In this discussion it is simply a way of saying "unconscious or unintentional bias in the school program." Students learn much more in school than factual information. Adults and peers often unknowingly reinforce sexual stereotypes. The following exercise is the easiest and most effective way we know to demonstrate the difference between sex discrimination and sex bias and to raise teachers' own awareness. In fact, teachers seem to enjoy the discovery that they already have all the necessary data in their own heads for identifying sex bias.

Remember: discriminatory activities don't happen often, but they matter even if they only happen once. Biased behaviors ordinarily do not matter at all if they only happen once. They are important only if they happen according to a pattern which carries a message. The secret of this exercise is to help people identify the hidden messages behind the apparently trivial well intended behavior.

A. Unconscious Well-Intended Behaviors Exercise

Directions: Divide the audience into small groups of four to eight people for competitive brainstorming and subsequent discussion. Participants may be divided into subject-area groups, into age-level groups, by school or randomly. Have each group compete for the longest possible list of unconscious, well-intended behaviors which tend to reinforce stereotypes. Be sure to emphasize that the behaviors are well-intended, not acts of discrimination such as deliberately barring one sex from an activity. Even so, groups are likely to include conscious or even hostile discriminations in their lists. If this happens, accept all answers, but try to point out the differences. Groups should consider all adults that interact with students, including teachers, administrators, cafeteria workers, custodial staff, secretaries, and parents; and all areas of possible stereotyping, such as home, TV, sports and dating, as well as school. The object is to help people understand where bias comes from, not to place blame on teachers. Before beginning the exercise, give one or two examples such as:

Different compliments: girls on appearance; boys on
                        achievement

Different errands: sending a boy to borrow a hammer;
                    sending a girl to borrow a needle

*Let groups compete for producing the longest possible
list of items, the more specific and "trivial" the better.
Stress quantity rather than quality, within a strictly
timed seven-minute period. Competition can be fun, but
more important, it is an excellent way to keep a group from
stopping for a long discussion of the second item mentioned.
When the seven minutes are up have each group call out its
total, lead a standing ovation with enthusiasm for the group
with the longest list, and then go around the room letting
groups share one item at a time.*

*The moderator can comment on the implications of an
item, let the group discuss it, or simply accept it and go
on to another--some stereotypes are obvious while others
need discussion to see why they matter. It is very impor-
tant as you moderate the discussion that you be completely
receptive to every contribution, even hostile ones. Nod
a lot--not in approval, but in agreement: "Yes, we do
feel this way/do these things, don't we?" It's particularly
important to avoid unconscious expressions of disgust, eye
rolling, or any other message that you feel is hostile to
people who are biased. Everybody is biased. The object
of this exercise is to allow people a sense of "Look what I
found!" instead of guilt when they identify their own biased
behaviors.*

*Every time we use this exercise someone mentions some-
thing new, so we cannot predict what you will get. Some
sample items and comments are included below.*
(45 minutes)

There is an endless supply of possible examples to demonstrate uncon-
scious, well-intended behaviors which tend to reinforce stereotypes. Let's
examine a few, beginning with some typical compliments and traditional role
designations for students.

1. Item: Girls are complimented on appearance; boys are complimented on
achievement.

   Comment: Complimenting girls solely on how they look and boys on what
   they do may give the message that girls' activities and accomplishments
   are not noteworthy. At the same time, everyone likes a compliment--
   including boys.

   Item: A boy is sent to borrow a hammer; a girl is sent to borrow a
   needle.

   Comment: Sending students to borrow different items may imply that
   only one sex would use the item, or may expose students to unnecessary
   ridicule if they are asked to go for the "wrong" thing.

In the opening session we mentioned the teacher who sends messages to the office with girls in fair weather and with boys when it's raining. This teacher is making two statements: Girls can be trusted to carry messages and not linger on the way, but boys must take over when the going gets rough.

This message surfaces in the adult male who resents "fairweather feminists" whom he suspects of wanting equality only when life is easy.

2. Item: A teacher says, "I need five big strong boys to carry these books."

Comment: The stereotype is that all boys are larger and stronger than all girls. In the early years of life girls are generally larger and stronger, and at all ages there is a range of size and strength which overlaps for males and females. Furthermore, small people of both sexes need a chance to demonstrate competence.

3. Item: "Boys don't hit girls."

Comment: The implication is that girls are fragile and must be protected. This expectation leads to a dual system of discipline. Boys are often more severely punished for fighting with a girl, even when she starts the fight; a boy's resentment that he can't hit back may poison all his feelings about girls. At the same time, girls need to learn that they have a right to defend themselves if a boy does hit them.

4. Item: A high school girl is counseled that it is OK not to take math courses beyond those required, if she doesn't want to. Sometimes she is told by women, "I was never good in math but I became a counselor (or teacher, etc.) anyway."

Comment: The stereotype is that females are innately weak in mathematics. The expectation may be a self-fulfilling prophecy and girls won't do well in math. Furthermore, the failure to take advanced math courses limits the careers open to women.

Sociologist Lucy Sells found that "in a systematic random sample of freshmen admitted at Berkeley in Fall 1972, 57% of the boys had taken four full years of mathematics, including the trigonometry/solid geometry sequence, compared with 8% of the girls. The four-year mathematics sequence is required for admission to Mathematics 1-A, which in turn is required for majoring in every field at the university except the traditionally female, and hence lower paying, fields of humanities, social sciences, librarianship, social welfare and education."[1]

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[1] John Ernest, "Mathematics and Sex," The American Mathematical Monthly, October 1976, pp. 595-614.

5. Item: A girl is told, "Here, honey, let me help you." A boy is told, "Go back and do it until you get it right."

    Comment: Boys are reinforced for independence and girls for dependence. Boys are often denied the help they need; girls do not learn self-reliance.

6. Item: Girls and boys are placed in separate lunch lines, often "ladies first."

    Comment: Students receive the message that there is something alien about the other sex. "Ladies first" is part of the "pedestal" problem, in which children get the conflicting messages that although girls are generally inferior, they are supposed to be inherently superior at the same time.

    > Caution: Bias takes many forms. It is important not to confuse its symptoms with its underlying principles, because two opposite symptoms can both reflect bias. Some schools elect only boys for student government "because boys are natural leaders." Some schools elect only girls "because girls are more serious and conscientious than boys." Each situation is based on stereotypes instead of the capabilities of individual people; both are biased.

    > Your discussion may not cover even half of the items your groups listed, so you may want to compile them as a handout which pays tribute to their perceptiveness. The exercise works well with students too; you may want to suggest that participants repeat it in their classrooms as "homework."

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B. Results of the Hidden Curriculum

> *This section can be presented as an informal*
> *lecture. You may want to read the actual responses*
> *to Anne's success for full impact.   (15 minutes)*

Myra Sadker has summarized so. ? existing research on educational
outcomes into a "report card" on education's impact on girls. Here
are some of the points she includes:

1. Intellectually, girls start off ahead of boys. They begin speak-
    ing, reading and counting sooner; in the early grades they are
    even better in math. However, during the high school years, girls'
    performances on ability tests begin to decline. Indeed, male
    students exhibit significantly more IQ gain from adolescence than
    their female counterparts do.

2. Although women achieve much better high school grades than men,
    they are less likely to believe they have the ability to do
    college work.

3. Seventy-five to ninety percent of the brightest high school grad-
    uates who do not go to college are women.

4. As students progress through school, their opinions of boys grow
    increasingly positive and their opinions of girls increasingly
    negative. Both sexes are learning that boys are worth more.

5. By the time they are in the fourth grade, girls expect to become
    either teachers, nurses, secretaries, or mothers. Boys of the same
    age do not have such limited expectations.

6. High school girls show a decline in career commitments, which is
    related to their feelings that boys their age disapprove of women
    using their intelligence.[1]

This last phenomenon has been studied in detail by Matina Horner,
who describes what she calls the "motive to avoid success" not only in
white college women, but also in Black males. Her findings about white
females are discussed here.

Horner asked white male undergraduates to complete stories based
on the cue: "After first-term finals, John finds himself at the top
of his medical school class." Most of the men predicted a glorious
future for John. However, when Horner gave the identical cue to female
undergraduates, substituting Anne for John, the answers she received

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[1]Nancy Frazier and Myra Sadker, "Sexism in School and Society" (New York:
Harper and Row, 1973), p. 72.

were dramatically different. The largest group of responses indicated strong fears that Anne would be rejected by her peers or would never catch a man. For example:

> Anne doesn't want·to be number one in her class. She feels
> she shouldn't rate so high because of social reasons. She
> drops down to ninth in the class and then marries the boy
> who graduates number one.

> Anne starts proclaiming her surprise and joy. Her fellow
> classmates are so disgusted with her behavior that they jump
> her in a body and beat her. She is maimed for life.

A second group of answers showed less concern with peer-group response. They were more worried about what it means to be a woman. What is normal? What is feminine?

> Unfortunately, Anne no longer feels so certain she really
> wants to be a doctor. She is worried about herself and
> wonders if she is normal. Anne decides not to continue
> with her medical work, but to take courses which have deeper
> meaning for her.

> Anne feels guilty. She will finally have a nervous break-
> down and quit medical school and marry a successful young
> doctor.

The last group wrote the most interesting, if bizarre, endings. These women denied the possibility that Anne could have been number one.

> Anne is a code name for a nonexistent person created by a
> group of medical students. They take turns writing exams
> for Anne.

> It was lucky that Anne came out on top because she didn't
> want to go to medical school anyway.

Or they completely changed the cue:

> Anne is talking to her counselor. Counselor says she will
> make a fine nurse.

> Anne is really happy she's on top, though Tom is higher than
> she. But that's as it should be. Anne doesn't mind Tom winning.

Horner found that the higher the likelihood or possibility that a woman would be in a position to compete with men, the higher her "motive to avoid success." In a later study, she gave the cue: "Anne is sitting in a chair with a smile on her face." To girls with a low fear of success, the smile was seen positively; Anne was usually thinking about her boy friend or the beautiful day. But to the girls with a high fear of success, Anne's smile elicited more bizarre responses:

Anne is at her father's funeral. There are over 200 people
there. Anne's father committed suicide. She knows it is
unseemly to smile, but cannot help it. Her brother, Ralph,
pokes her in fury, but she is uncontrollable. Anne rises
dramatically and leaves the room, stopping first to pluck
a carnation from the blanket of flowers on the coffin.

Anne is recollecting her conquest of the day. She has just
stolen her ex-friend's boy friend away, right before the High
School Senior Prom. Anne was jealous of her friend's popu-
larity and when they decided not to associate with each
other, Anne decided to do something to really get back at
her friend. She wanted to hurt her and succeeded by taking
the boy friend away underhandedly.[1]

Teachers have an important job to help girls overcome their fear of
success and to help boys overcome their fear of girls' success. No
person's feeling of self-worth should depend on the failure of another.
All students should experience many personal successes and strive to
develop their own abilities to the fullest. The question is, "How can
we unteach ourselves so that we don't unconsciously misteach our
students?"

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[1] Matina Horner, "Toward An Understanding of Achievement-Related Conflicts
in Women," in J. Stacey et al. (Eds.), And Jill Came Tumbling After (New
York: Dell Publishing, 1974), pp. 51-53.

CHILD'S PLAY: WHAT EVERY PARENT NEEDS TO KNOW
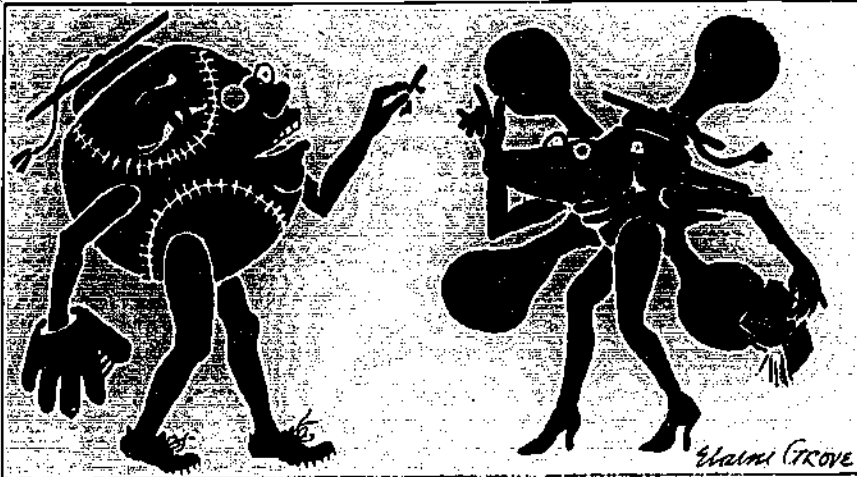
After school, homework, chores, and TV-watching are over, American children spend 65 percent of their free time *playing.* How do they play? Where and what do they play? And what are the differences between girls' and boys' play—in style and complexity?

My year-long study of fifth-grade children leads me to five conclusions that describe what is and suggest what's missing:

●*Boys play outdoors far more than girls.*

Girls liked playing with fashion dolls or board games indoors, while boys preferred team sports or fantasy games like "War" that are best played outdoors.

Indoor play means smaller play space, which means fewer playmates and restricted body movement and vocal expression. Because boys play in larger, more open spaces, farther from home, their play contributes to greater physical development and training for independence.

●*Boys more often play in larger groups.*

Team sports like baseball or soccer require many more players than board games, dolls, or jump rope. A boy with a ball and bat can attract neighborhood kids to an empty lot in a way that a girl with a doll cannot.

●*Boys play in more mixed-age groups.*

Although children between 8 and 12 prefer to play with their age-peers, I watched younger boys accept bruises and stifle frustrations in a hockey game, in order to be allowed to play with the big boys. Girls are not similarly "socialized." Those very few times I saw 10- or 12-year-old girls use littler girls of five or six as "live dolls," the oldest had to play on the level of the youngest, instead of vice versa.

●*Boys' games are less sex-segregated.*

Girls are more likely to be accepted in boys' games if there's a shortage of boys needed for the team. And boys are more likely to be ridiculed for playing girls' games than girls are for playing boys' sports, so boys rarely stray into girls' territory.

●*Boys' games last longer than girls'.*

Girls played more games in the same amount of time because they tire of each activity sooner. A group of 12-year-old boys find the game of baseball as much fun and as challenging as when they were eight. But, while girls of 12 can jump rope or play jacks better than at age six, these games end sooner because older girls find them "boring."

Boys also resolve their disputes more effectively, which allows the game to continue longer. I saw boys quarrel often, but not once was a game terminated, and no game was interrupted for more than seven minutes. In the gravest disputes, the final decision was to "do over" the play.

Instead of having a team approach, traditional girls' games like hopscotch are *turn-taking* games where the competition is indirect. (First my turn, then your turn, then we compare achievements.) With no fouls, no rule disputes or choosing sides, and few areas of ambiguity (like a slide into third base), girls gain little experience in the judicial process.

Experience with complicated rules and strategies of team sports gives boys a more direct rehearsal for the competitive dynamic in a work situation, and for survival in bureaucratic organizations.

Girls' play prepares them for interpersonal relationships and develops their empathetic skills.

These sex-tracked play experiences take their toll in later life. But adults can't help children reach a "healthy" balance between complex task-training and proficiency at human relations until we start taking child's play seriously. —*Janet Lever*
(The author, a sociologist at Northwestern University, studied 181 children, aged 10 and 11, at suburban and city schools in Connecticut.)

D. Fact Sheet on Adolescent Attitudes, Expectations and Achievement[1]

1. Occupational expectations

Research findings indicate that sex-role stereotyping is reflected in the knowledge both males and females have about occupations and plans for occupational training.

a) Both sexes tend to:

(1) demonstrate sex-stereotyped responses when asked about occupational opportunities and aspirations
(2) consider women's occupational opportunities much more limited than those for men
(3) demonstrate a lack of awareness about the fact that most women, married or not, work outside the home (2, 14, 22, 23)

b) More adolescent males than females usually indicate:

(1) they are aware of a greater number of occupations
(2) they wish and expect to have a career
(3) they have higher occupational aspirations
(4) they actually expect to achieve their occupational aspirations
(5) they received encouragement from counselors to pursue occupational training (7, 11, 13, 15, 19)

c) During adolescence females have typically been found to:

(1) show a definite decline in career commitment
(2) increasingly limit their occupational choices to traditionally female ones
(3) have lower expectations of obtaining aspirations than males
(4) indicate they feel males disapprove of intellectual women
(5) give expectations of marriage and being a housewife as reasons for not having occupational plans (1, 7, 11, 13, 19, 23)

2. Attitudes and expectations about family roles

Over the past few years, various surveys of adolescent attitudes and expectations about marriage and family have indicated some trends and potential source of conflict for adolescents when they assume adult family roles later in their lives (5, 7, 8, 9, 20, 24). The surveys indicate:

a) A gradual increase in negative views of marriage, with fewer young people reporting a happy family life as their most important goal (32 percent in 1976).

_____

[1] Cornell University, Expanding Adolescent Role Expectations, 1977.

b) Fewer females are attracted to the role of the average house-
wife (25 percent in 1976).

c) Approximately one-third of young males expect to be an average
family man, but only 20 percent report it as the most appeal-
ing way of life.

d) Both sexes assign a higher value to the importance of family
life 18 months after high school graduation.

e) Approximately one-half indicate "a woman's place is in the home,"
with more males than females expressing the view.

f) Middle-class male adolescents with above average intelligence
are least approving of working wives.

g) Estimates about working women with school-age children are
conservative and conflict with actual employment statistics for
such women.

h) More adolescent males than females believe homemaking and child
rearing are the responsibilities of women.

i) Though the majority of younger children (age 13 and below) agree
mothers should work it they want to, fewer felt the father should
help with homemaking tasks.

3. Academic achievement

   Research indicates stereotyping and sex-role expectations tend
to influence academic achievement of males and females in different
ways and at different times in their school careers.

a) During the elementary years of education, there is evidence of
conflict between the stereotyped expectations for males and the
student role. This, at least in part, results in more males
than females:

   (1) having reading problems
   (2) receiving lower grades
   (3) repeating grades
   (4) being designated underachievers
   (5) receiving disciplinary actions (10, 12, 15, 17, 19, 21)

b) During the adolescent years of education, there is evidence of
conflict between the stereotyped expectations for females and
the student role. This results in more females than males:

   (1) showing a decline in ability and achievement test scores
   (2) having less confidence in their academic ability
   (3) choosing not to take advanced classes in math and science
   (4) setting lower academic goals for themselves even when they
       possess intellectual and academic skills equivalent to
       males (4, 6, 16, 17, 18, 23)

c) Creative performance has been found to be associated with
high masculine interests; females tend to score lower on
creativity measures (3, 17).

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E. Evaluation Form - Session VIII

Please evaluate this session by circling a number according to the following scale: 1 - very negative   5 - very positive

1. General overall impression   1   2   3   4   5

2. Usefulness of subject matter
    for me professionally   1   2   3   4   5

3. Usefulness of subject matter
    for me personally   1   2   3   4   5

4. Were there any phrases or ideas that impressed you particularly favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which? Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the _method_ of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a)   I think the presenter should keep:

     b)   I think the presenter should change:

IX. <u>COED PHYSICAL EDUCATION? COED ATHLETICS?</u>

Presentation Notes

A. Controversies

    1. Separation - does it hurt anything?

        a) leads to distrust
        b) playing together develops healthy, relaxed friendships

    2. Physical differences

        a) sexes are same size until after puberty
        b) strength and skill differences in most of school years mainly
            due to training or lack of it

    3. Mixed or separate teams?

        a) excluded sex can try out for other team or have one of
            their own
        b) solutions should be fair to all students

    4. Competition

        a) boys against girls - develops intersex hostility and distrust
        b) competition should be between individuals or teams, not sexes
        c) competition can be a healthy challenge if not specifically
            male versus female

    5. Some questions with no easy answers

B. Values

    1. Athletics

        a) team spirit, winning, character, entertainment
        b) kill, kill!
        c) what happens to the high school athlete?
        d) media coverage
            (1) how much emphasis? why?
            (2) males and females reported differently?
            (3) how does school paper compare with daily or Sunday paper?

    2. Physical education

        a) difference from athletics
        b) values
            (1) physical
            (2) emotional
        c) what's happening in our schools?

C. Evaluation Form - Session IX

IX. COED PHYSICAL EDUCATION? COED ATHLETICS?

> *Feelings may run high in this session. Depending on your own style, you might alternate an informal lecture with discussion questions, or you might open each topic with a question and let your participants talk.* (60 minutes)

A. Controversies

The biggest fuss about Title IX of the Education Amendments has been in regard to athletics. "Girls on the football team! Coed showers! What is this world coming to?" Well, we hope it won't disappoint anybody, but coed showers don't seem to be in the immediate future. However, there are some important issues to be discussed in connection with physical education and athletics.

Go to an elementary-school playground and watch the children. Who are they playing with? What are they playing? One recent investigation yielded the following: One large group of girls playing dodge ball, one small group of boys playing dodge ball, one group of six very young girls and a boy in which the girls were picking on the boy, several groups of boys playing basketball, and several individual girls sitting and watching. All but one of the groups were racially mixed.

A female elementary-school teacher observed that during play periods when she sits and watches, so do most of the girls; when she participates, the girls take part too.

1. Separation - does it hurt anything?

Although separate but equal has generally been discredited as a racial theory, many people still believe it is valid to separate the sexes. However, separation itself can have a negative impact. Take something as apparently neutral as separating girls and boys to line up for the lunch room. They'll all eat the same lunch, so separate lines are OK, right? Maybe not. By the mere act of separation we have said to the children, "Those folks over there are alien, other, strange. They should be separate; don't ask me why, they just should be." It is the beginning of the road that leads to adults saying "I'll never understand women/men!" Of course they won't, because they never met any.

Encouraging children to play together enables them to develop healthy, relaxed friendships. It enables them to break out of the rigid insistence that friendships between the sexes must be sexual in nature. If a five-year-old boy has a friend who is a girl, what does he hear from peers and adults alike? ♫ ♪ "Johnny has a girl friend!" ♫ ♪ It's a foolish way to treat a five-year-old, and because of it most children will probably drop the friendship.

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2. Physical differences

Are physical differences a deciding factor in school? They don't show up in any important way until well after puberty. In fact, many girls grow earlier than boys and may be bigger. Ask any fifteen-year-old girl who is 5'10" how many boys her age are taller than she is. Most differences of strength and agility in most of the school-age years are probably due to training or the lack of training.

3. Mixed or separate teams?

Education regulations give us a choice. They insist that the excluded sex (usually girls) have equal opportunity. It is up to us whether that means that girls can try out for the boys' team or whether they must create a team of their own. This flexibility is equitable because it allows us to take into account individuals. If no girls are interested in football, there is no need to consider a girls' team. We need to be sure that our own solutions are genuinely fair to our own students.

4. Competition: what's wrong with "boys against the girls"?

This is a common division in everything from Red Rover to spelling bees. The impact of this kind of competition is clear if we imagine teams playing "Black against white." Competition, with all its virtues and hazards, should be between individuals or teams, not between sexes. An Olympic runner tells of the time she was pulled out of a high school race because she was winning. The coach told her, "What will it do to my boys to have you beat them?" If a boy's sexual identity is defined not by himself, but by something as irrelevant as a girl's ability to outrun him in a foot race, he is indeed in a most precarious situation. Perhaps the situation calls for re-examining how children develop a strong and healthy sexual identity, rather than for setting up artificial protections.

On the other hand, the incidental competition and challenge of playing with more skilled athletes is often very valuable, making one stretch beyond one's previous capacity. Therefore it seems that the law is fair in specifying that physical education classes must be mixed. Some people even feel it is wrong to exempt "contact" sports. They feel that girls will gain experience fastest if given the opportunity to play with the best players available and that the challenge is healthy.

5. Some questions with no easy answers

a) Assuming that, at least for historical reasons, boys are more skillful at many sports than girls, do the girls gain more from the challenge of playing with the boys, or does this discourage them or eliminate them entirely?

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b) Suppose a girl gets hurt while playing with boys. Is it worse
    for a girl to gash a leg or break a nose, than for a boy? Why?

c) How would you counsel a boy who feels humiliated at being
    beaten by a girl? a boys' team that refuses to play against
    a mixed team?

d) Should a star female athlete be forced to play on an inferior
    girls' team? Is it fair to the girls' team to skim off their
    star? If a school integrates the boys' team, allowing the female
    star to play, does this mean they no longer need to have a girls'
    team? Is this fair to the other girls?

e) Does continued separation of the sexes in sports set up some
    boys for failure? How?

    These are questions which can only be struggled with, taking
individual situations into account. If we act in good faith,
genuinely trying to be fair, the flexibility of Title IX can be
an advantage rather than an excuse for inaction.

B. Values

    Let us turn to the values that are developed in our physical educa-
tion and athletics programs. Do we want these values for all of our
children?

1. Athletics

    Athletics are very important to us. Politicians talk about
"game plans," athletes endorse everything from popcorn poppers to
pantyhose, and 100 million of us ingest three hours of Super Bowl
football each January.

a) Positive and negative motivations

    As responsible educators, we need to look at the emphasis
    placed on athletics in school. Athletics is supposed to foster
    some revered values: character, cooperation and teamwork, the
    value of high motivation, and good physical conditioning. It
    also provides entertainment, often for the whole community.
    But there is a dark side of athletics. The coach who bites
    the head off a frog to motivate his team, the parent who uses
    every tactic imaginable to change the referee's call at a Little
    League game--what are they teaching? How universal are they?

b) A junior high school football coach is heard screaming, "Kill,
    kill, kill!" at his players.

    (1) why does he do this?
    (2) what good or bad impact does this have on the players?
        on the spectators?

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(3) how do we feel about boys getting these messages? how do we feel about girls getting them?

(4) is there any reason why these messages would be better or worse for one sex than for the other?

(5) what might it do to the nature of the game to include girls? how do we feel about that? how might parents feel? coaches? the players?

c)   What happens to the high school athlete?

We often discuss how painful it may be to not live up to a stereotype, but even for those who fit perfectly the stereotype can be damaging. James Michener, in his book *Sports in America*, says:

"I first became aware of the tragedy involved in ended careers when I stood along the sidelines at a professional football camp with two scouts who had recruited the young men I had been watching for the past week. One of the scouts pointed to three young rookies and said, 'Tonight they come to the end of the trail. Tomorrow they wake up to reality.'
"'That happens to a lot of us, in other ways,' I said.
"'Not quite,' said the scout. 'Those three men have not had an honest day's experience since the seventh grade. They've been passed along as football heroes. Grade school, high school, college, everywhere they were handed grades. Tomorrow they wake up to the fact that they have no job, no degree, no education, no prospects.'"[1]

(1) are male athletes exploited for their talents and then tossed aside?

(2) does this same exploitation occur in female athletics?

(3) if a boy has a moderate talent in athletics and math, which is he likely to develop? how might his friends, family, school, or community mislead him?

(4) is this a particular problem for Blacks?

You may want to reproduce the pyramid on the next page as a handout or poster. Encourage students to discuss its implications.

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[1] James A. Michener, *Sports in America* (New York: Random House, 1976), pp. 180-190.

If You're Counting on Professional Athletics[1]

```
              6
             get
           starting
           positions

              55
         land a contract

             200
        drafted into pro
          basketball

            5,700
        basketball seniors
         leave college,
      many without college degrees

            12,000
     college basketball scholarships
          are available

           200,000
        basketball players
    graduate from high school each year
```

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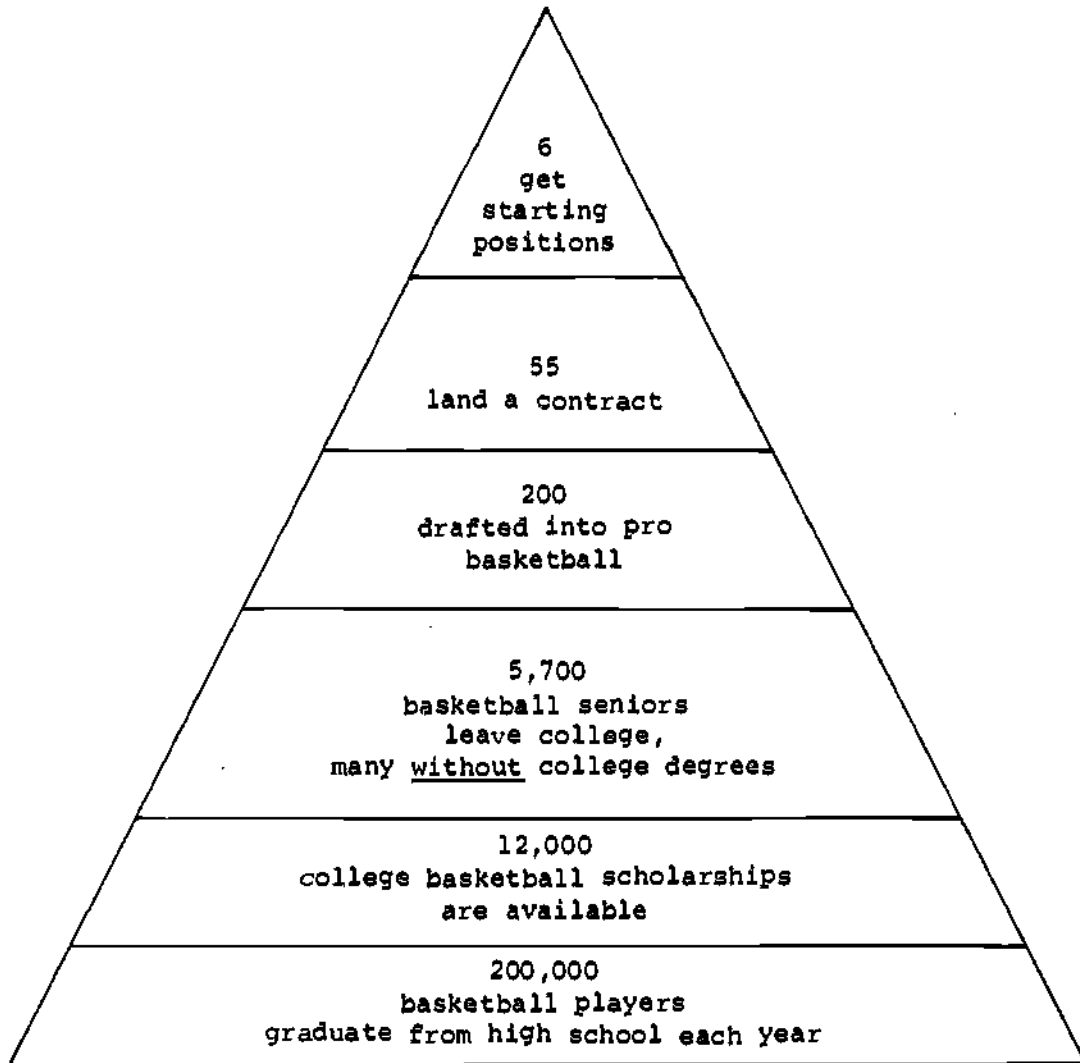
[1] James A. Michener, Sports in America (New York: Random House, 1976), p. 193.

d) Media exercises

    (1) ask participants to list ten famous men athletes and to raise their hands when finished. [Time.] Repeat for women. [Time.] Discuss the fact that women athletes are not well known. Put the names on the board. Why do we know the ones that are identified?

    (2) have participants or students analyze a daily paper, a Sunday paper, and their school paper for sports coverage. You could give out the following questions as a preparation assignment, or do the analysis in your class.

        (a) what proportion of each paper is spent on athletics? why?

        (b) do men or women receive more coverage? is coverage today proportional to the actual amount of sports activities of both sexes? would you like to see particular sports or people receive more or less coverage?

        (c) are there differences in the ways in which male and female athletes are described or interviewed? would you like to see any changes?

        (d) does a lack of female sports writers affect the way in which women in sports are covered by the media?

        (e) does identifying with a sports figure increase one's interest in the sport?

        (f) what effect do people like Chris Evert and Olga Korbut have on girls? on boys?

        (g) in these questions, how does your school paper compare with other newspapers?

2. Physical education

a) Many times athletics and physical education are seen as the same thing, but there is a real distinction which should be pointed out. Functionally, athletics involves competition between highly skilled individuals or teams on an interscho-lastic level. Physical education, on the other hand, is part of basic education, aimed at helping all students learn about the management of their own bodies and feelings regardless of their skills or aptitudes.

b) Physical educators tell us that the values taught in Physical Education can be divided into two distinct parts:

    (1) physical - learning about and appreciating the body's capacity for endurance, strength, coordination and relaxation

    (2) emotional - learning about the value of releasing tensions through activity, a sense of belonging and cooperation by

taking part in group and team play, respecting the rights and feelings of others, determination, the value of a second wind, and just plain fun.[1]

c) In order for our children to feel comfortable and confident with their bodies as they develop physically, it is necessary for them to get large-muscle exercises almost from the moment of birth. Educators have little or no control over out-of-school activity, but let's investigate what happens in our schools' Physical Education curricula.

Values Discussion: Have students list all the good and bad values learned in Physical Education and Athletics. What opportunities do girls or boys have for exposure to these values? How do they feel about the existing situation? How do they think it should be?

d) Student Activity

Investigative Questions: Gather information about your school, preferably with the help of your students, in order to answer the following questions and assess their meaning.

Elementary School
1. How many girls are in the school? how many boys?
2. Do girls and boys play together? on all levels? on some levels?
3. Are the sexes separated for any games or sports? If so, why?
4. In cases where the sexes are separated, what activities does each engage in?
5. What sort of equipment do girls/boys have?
6. How much play area do the girls have? the boys?
7. Is indoor space limited? Who uses it when it rains?
8. Is one sex ever made to give up its share of play space or equipment for the other sex? If so, why?
9. If a child wishes to engage in an activity reserved for the other sex, must he/she make a special request to do so? Is she/he discouraged?
10. Are teams ever divided by sex or by race?
11. Are special compensations made for girls (for example, extra outs in baseball)?
12. Are there indoor areas for free-period play (for example, during lunch time) for girls? for boys?
13. What attempts are made to encourage girls to be physically active? to encourage boys?

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[1] Susan Johnson, The Development of Movement Patterns and Motor Skills (Raleigh, North Carolina: Department of Public Instruction, 1978).

Junior and Senior High School

1. How many girls are in the school? how many boys?
2. Is Physical Education required? for how long?
3. Is there a greater emphasis on winning than on the actual exercise and development of the body or on skills?
4. Are the sensibilities of the student considered seriously or are they laughed at? (Example: taking a shower with other people of one's own sex can be agonizing for some students, boys as well as girls.)
5. What Physical Education classes are available for girls? for boys?
6. Are Physical Education classes coeducational? If not, why not?
7. Are any classes theoretically mixed, but resegregated in practice? Why?
8. What athletic equipment do girls have? boys?
9. How much indoor space is set aside for girls? for boys?
10. How much outdoor space is set aside for girls? for boys?
11. Is there an indoor area that can be used for play during bad weather? for girls?
12. Does any particular group have priority over use of space? (Example: if it rains, are girls or non-athletic boys pressured to yield the gym to the athletic boys?)
13. Are sports uniforms provided for girls? for boys?
14. Are sports undergarments (such as socks, bras, jockstraps, etc.) provided for either sex?
15. What locker-room facilities are available for girls? for boys?

Other Resources:

Fasteau, Marc Feigen. The Male Machine. McGraw-Hill, 1974.

A Whole New Ballgame. 16mm Film. 9 minutes. Sound. Color. $125 purchase; $10 rental. BFA, 1975. Elementary, Jr. High, Senior High.

Shows how adolescence can be a trying, confusing time, especially when children begin to redefine their roles with their parents, their friends, and themselves. Joanne starts this film as a "one-of-the-gang" football player, but ends it as a pensive young person aware that her relationship with boys will now be different. Sensitive, open-ended film. Allows for many inquiries about what it means to be changing and growing up. The film is almost too brief. Highly recommended.

C. Evaluation Form - Session IX

Please evaluate this session by circling a number according to
the following scale: 1 - very negative   5 - very positive

1. General overall impression   1   2   3   4   5

2. Usefulness of subject matter
    for me professionally   1   2   3   4   5

3. Usefulness of subject matter
    for me personally   1   2   3   4   5

4. Were there any phrases or ideas that impressed you particularly
    favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which?
    Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the <u>method</u> of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a) I think the presenter should keep:

     b) I think the presenter should change:

X. KID'S CULTURE

So far, we have examined how we as adults, or society as a whole, impose sex-biased influences on children. Now let's focus on what kids are doing to each other. In the private kids' world, where no adults are allowed, what's going on? Who are more liberated, kids or adults? How does peer pressure tend to make kids conform to tradition? to rebel against parents' values? Most important, how do kids change from year to year? At each age, what aspects of sex roles interest them? What are their concepts of what it means to be a woman or a man, a boy or a girl?

One anecdote: A high school student in Wilkes County wanted to enroll in a carpentry class. All of the adults in her life--teachers, counselors and parents--supported her. Even her boy friend agreed. It was the pressure from her girl friends that caused her to abandon the ambition. This story is often a shock to students because many perceive adults as being the ones who keep them from doing what they want.

A. Drop the Decades

Divide the group into five small groups, representing children four and five years old, six and seven, eight and nine, ten and eleven, and twelve and thirteen. It is important to have groups of equal size and to have one group discussing each age level. The participants may choose groups based on what age children they are most familiar with, or you may assign them randomly by giving them each the age that corresponds with the last digit of their own age.

Ask the groups to come together. When they are settled, ask them to close their eyes, drop the decades, and think and feel their way into their new ages. Can they remember being this age themselves? Do they know any children this age? How were their own children at this age?

Give them a few minutes to get acclimated to their new reality. Then ask each group to read the following list of questions. They will probably not be able to address them all, but they should address any which interest them preparatory to making a report to the group at large. Allow half your remaining time (after your introduction it should be about twenty-five minutes) for the small group discussions. Use the rest of the hour for the small groups to report to the group at large, and give everyone time to share their insights into the particular age in question. When the whole group is back together, the two issues to keep in mind during the discussion are:

1. How do children's attitudes about sex roles change from year to year?
2. What types of pressure do they put on each other?

(one hour)

Discussion Questions

1. What do children of this age tease each other about? What do they
    praise each other for? envy each other for? What makes a boy of
    this age popular with other boys? with girls? What makes a girl
    popular with other girls? with boys? What traits would make a child
    of this age an outcast?

2. At this age are boys and girls likely to avoid each other? be relaxed
    with each other? Will boys chase girls? Will girls chase boys?

3. What games do they play at school? outside of school? at parties?
    Which games involve large numbers? teams? small numbers? Can any
    be played alone? Which sex plays which games?

4. What reading matter do children select for themselves? What readings
    do they tell each other about? (Consider books, comics, and magazines
    separately. A good project is to visit a school library and analyze
    the books checked out by the girls and boys.)

5. Which television shows are most popular with girls? with boys?
    What are the images in children's programming, adult programs that
    children watch, and commercials.

6. What are the lyrics of the ten most popular songs for this age group?
    Are any songs such as "Free to Be You and Me" or "I Am Woman" popular
    this year? Are there any liberating songs directed at boys or men?

B. Unconscious Behaviors Exercise

    As an additional activity the unconscious behaviors exercise from
Session VIII, "The Hidden Curriculum," can be used with students them-
selves or with adults talking about students.

C. Teenage Panel

    Ask five or six high school students to visit your seminar as a
panel to answer questions and to discuss their feelings and attitudes
about traditional and expanding roles. Following are some sample
discussion questions to consider. You may add your own, ask for ques-
tions from the floor, and encourage the students to ad-lib if they
wish. Starred questions have elicited the most response.
                                                        (one hour)

Teenage Panel Questions

*1. What would be the advantages for both sexes if girls paid their own
     way on dates as the regular expected thing?

2.   Would you date a person taller (shorter) than you?

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3. Do you date in groups or couples? Do couples form within groups on dates?

4. Who initiates dates? Who decides where to go, etc.?

5. What songs, movies, and TV programs are popular with girls? with boys? Why?

6. What makes a student popular with the other sex? with his or her own sex?

7. What makes a student an outcast?

8. What do students tease the same sex about? the other sex?

*9. What emotions do girls show most easily? How do they express them?

*10. What emotions do boys show most easily? How do they express them?

*11. How do you feel about coed Physical Education classes? Athletics? Vocational Education classes?

12. What do you plan to do after high school?

13. What portion of your life will you work outside the home? Inside the home?

*14. What activities do you feel are appropriate to just one sex? Why?

*15. What kinds of activities do you feel you can't do because of your sex?

*16. How will you divide chores in your own household? How will you delegate jobs to your children if you become a parent?

*17. Do you feel both partners should work outside the home if there are children?

*18. How do you feel about a wife making a larger salary than her husband?

19. Would you feel comfortable working for a woman manager? Why or why not?

20. What kind of life do you hope a daughter of yours might lead? a son?

Comments on the Teenage Panel

Try to get a broad spectrum of students--a mix of race, sex, academic, vocational, and not all student-leader types. This activity has been the single most popular event in our training and local courses. The students have enjoyed it too. An interesting sidelight: Several have commented, quite independently, "This is the first time teachers have asked us what we think about anything." Some trainees have invited the students for the full two hours and have let them ask the teachers questions, too.

D. Student Activities
    Especially for Elementary Students
        Most of the exercises and questions in this section can be
    adapted for use with students. Even young children enjoy looking
    for hidden messages, especially in television shows and commercials
    and in toy catalogues,. A few exercises appropriate for elementary-
    school children are included below.

    1. Role playing

        Children enjoy inventing new endings and doing sex reversals
    for familiar stories and poems, such as "Little Mr. Muffet,"
    "The Old Man Who Lived in a Shoe," and "Sleeping Handsome."

    2. Advertisements

        Have the children pretend to be visitors from outer space
    who have to describe a boy and a girl. Have them cut out pictures
    of boys and girls from various magazines to use in their stories
    to describe the new world they have found. Students often draw
    pictures to supplement the stereotypes they find in the magazines.
    Discussing the stories and pictures helps children expand their
    role expectations for both sexes.

    3. Looking for stereotypes

        Young children can easily understand the term "stereotype"
    as the feeling that all members of a particular group are alike
    in all ways. Some questions to ask them are:

    a) What do people say about fat people? Are all fat people
        really jolly all of the time? Are fat people more happy
        than skinny people? Do you think that the stereotype is
        true?

    b) What do people say about people who wear glasses? Are all
        people who wear glasses smart? Do they do other things
        besides reading? Can people who don't wear glasses be smart
        or read a lot? Can people who wear glasses play ball, run,
        or jump rope?

    c) Think about cartoon or storybook animals. Are there stereo-
        types about animals? What is the stereotype about elephants?
        Do you think elephants really have better memories than other
        animals? Some things we know about animals are true and
        are not stereotypes. For example, turtles move slowly com-
        pared to many other animals their size. How can we tell the
        difference between stereotypes and things that are true (facts)?

        Questioning stereotypes can lead to a discussion of sexual
    stereotypes. Students soon realize that girls and boys have a
    wide variety of characteristics, likes and dislikes, and interests.
    Even at the age of five boys have learned the rigidity of their

roles and are hesitant to discuss non-stereotyped behavior. Male
visitors (men or older students) or non-stereotyped stories can
help boys expand their role options.

4. Examination of various media and suggested activities

a) Toys
Have several toy catalogues available. Ask students to
evaluate:

(1) the number of toys shown with only boys, only girls,
and with both sexes
(2) the costs of these different groups of toys
(3) the relative complexity of the three groups of toys
(4) which of the toys encourage group use, which solitary
use, which both
(5) what parents are doing when shown in a scene
(6) the expressions on girls' faces and on boys' faces
when both are pictured

Let the students discuss the implications of their findings.

b) Advertising
Have newspapers, magazines, and tapes of TV and radio ads
available. Ask students to evaluate them and find the hidden
messages:

(1) what items are used by women, men, boys, girls, and
combinations?
(2) what advertisements can you quote verbatim? Why do
you remember them?
(3) how do the ads show women and men? Who is narrating?

Let the students discuss the implications of their findings.

c) Magazines, comics, newspapers
Provide several of these periodicals for students' evaluation.
Some titles we suggest are: Mad, True Romance, Seventeen,
Boy's Life, Sports Illustrated, Superman, Wonderwoman, Bride,
Popular Mechanics, movie magazines, etc. Ask students to:

(1) look at the articles and stories and evaluate them for
sexism as they did with the textbooks
(2) tell you to which audience the materials are aimed, and
how they can tell
(3) list all the comic characters they can think of
(4) determine if jokes and comic strips exaggerate stereotypes
in trying to be funny, and what kind of impact stereotyped
jokes, like women driving or men making mistakes in the
kitchen, can have

d) <u>Music, television, and movies</u>
Have recordings or words from popular songs available, and
obtain articles describing stars and how they live. Ask the
students the following questions:

(1) what are our images of the lives of famous people?
    where do we get them?
(2) report or give a skit on a movie or TV show; switch the
    sexes of the characters, but keep the same plot. discuss
(3) what songs do you remember by heart? what do the words
    mean to you?
(4) what character or star would you like to be like? which
    one <u>are</u> you like?
(5) play "I Am Woman" and "Free to Be You and Me"

e) <u>ROLE PLAYING</u>
Role playing is especially effective if students role-play the
other sex. Here are some suggested scenes, but participants
are encouraged to devise their own from personal experiences.
Discuss their reactions after each role play.

(1) some girls are having a tea party for their dolls; when
    a boy passes, they invite him to join them
(2) parents and their child are discussing a problem: the
    child has been invited to a birthday party by someone
    named Pat and no one knows whether Pat is a boy or a
    girl (because the family is new in town and the child
    doesn't know anyone in the class). What present should
    they buy? (In the discussion following, ask why it is
    so important to know the sex of the party-giver.)
(3) think of a TV commercial (or any advertisement--make it
    up if you wish) which you consider to have a hidden sexist
    message. Act it out. Someone in the audience should
    reenact it so that it is nonsexist.
(4) two boys are talking about how they will earn money this
    summer and how they plan to spend it
(5) two girls are talking about how they will earn money this
    summer and how they plan to spend it

<u>Note</u> - You may find that girls are willing to play a boy's role,
       but that some boys absolutely refuse to play a girl's
       role. If this happens, it can be discussed in a way such
       as the following:

           "Are you still a girl, even if you're playing a boy's
           part? Are you still a boy, even if you're playing a
           girl's part? Why do we pretend to be somebody else?
           Does it help us understand them better? Is it 'better'
           to be a boy, or play a boy's role? Why?"

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The discussion should try to conclude with: "Boy or girl, that's a terrific thing to be. Everybody here is a 'real boy' or a 'real girl.' We will all grow up to be 'real men' and 'real women.' No matter what games we play or jobs we do, nothing can change that."

E. Who Is More Liberated?

Many of us tend to assume that adults are more traditional than today's modern, free-thinking youth. Just the reverse is true. High school students have spent their lives in a structured, stereotyped world and have not found out yet that stereotypes don't work. It is up to us, their elders, to help them prepare for the real world of the 1980's.

The following items are from a survey done in Texas in 1974.[1]

		Percent Agree	
		Adults	Students
1.	Should the following occupations be open to both sexes or to men only (percent both)?		
	a) truck driver	36.0	17.0
	b) business executive	72.6	56.1
	c) airline pilot	41.2	17.0
	d) telephone operator	70.8	59.9
2.	Is it worse for a woman than a man to _____, or don't you make any distinction? (Biased answer)		
	a) get drunk	19.9	48.6
	b) swear	21.3	59.8
	c) smoke	20.3	56.9
3.	In most homes the husband makes the major decisions.	63.8	84.5
4.	In my home the husband/father does none or shares in the housework. (None)	76.4	95.1
5.	It is not a good idea for a woman to be more educated than her husband is.	34.3	46.7

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[1] Sex and Social Change (Vanderbok and Vengroff, Department of Political Science, Texas Tech University, 1974).

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G. Evaluation Form - Session X

Please evaluate this session by circling a number according to the following scale: 1 - very negative   5 - very positive

1. General overall impression   1   2   3   4   5

2. Usefulness of subject matter
   for me professionally   1   2   3   4   5

3. Usefulness of subject matter
   for me personally   1   2   3   4   5

4. Were there any phrases or ideas that impressed you particularly favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which?
   Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the __method__ of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a) I think the presenter should keep:

    b) I think the presenter should change:

XI. TEACHER'S PLANNING GUIDE

Note to the Trainer on Using the Teacher's Planning Guide

Your program on expanding sex-role perceptions has been open to everyone. Its strong point is also its weakness: It treats teachers more like people than like professionals. Only incidentally has any particular academic subject matter been touched on; none has been explored in depth. Yet, if you have been successful, your people are anxious to do something.

The following planning guide will give participants a way of approaching the problem. For materials unique to their own specialties, they may want to search their own professional literature; a great deal is currently being published. However, it has been our experience that teachers are extremely quick to adapt the substance in this course to their present practices once they have a basic understanding of the wide-ranging implications of sex bias, and once they realize that although identifying and reducing bias is an essential first step, focusing on opportunities to build trust and expand horizons is the crucial long-term, positive, and creative way to better teaching.

This approach needs more exposure in professional literature, and there is no reason why you and your teachers should not be writing the articles about your own classroom experiences which will provide it.

One example, so our definitions will be consistent:

A dance program in which the girls do modern dance while the boys play volleyball is definitely biased and may be discriminatory.

A dance program in which everyone does the same dance is neutral. There is no bias here, but there is no direct effort to expand horizons, either.

However, if the dance teacher knows that girls may have trouble expressing anger, then she or he may assign an "Anger Dance" one day and be sure the girls take part. Another day, if the teacher knows that some boys have trouble relating to small children, he or she may assign "Joy with a Laughing Child" and make sure the boys take part. The teacher has then taken the opportunities intrinsic in dance to expand all the students' emotional development. Note that the teacher has not "stopped teaching dance and started teaching sex bias"--in fact, the dance program may well be more vibrant and meaningful because of the teachers's new insights.

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XI. TEACHER'S PLANNING GUIDE

This planning guide is designed to help you apply your understanding of sex roles to your own work. The process has several stages:

A. To practice a way of thinking which enables you to examine your professional life in light of your New Pioneers objectives, identifying the myriad opportunities you have for building trust and expanding role options.

B. To sift through the substance of the program to formulate objectives that are suitable to your curriculum, your personal values, and your teaching style.

C. To examine your professional life exhaustively, identifying all the potential opportunities inherent in it.

D. To create your own planning guide, by combining your personal objectives and opportunities in the method practiced in step A.

E. To select strategies based on ease and impact, and write your plan.

F. To evaluate, update, redirect or extend your plan periodically.

How long does it take?

The practice exercise in Objective A takes about one hour, and can be used independently as a workshop activity. (If for some reason "Building Trust" is not a suitable objective for your participants, you may design any sex equity objective and put it in place of Column III.)

Objectives B and C can be done superficially in 20 minutes each, leaving 20 minutes for some synthesis and selection, leading to the beginning of a personal plan. However, serious students will want to spend more time, either alone or with colleagues in the same field.

If participants will work as individuals only, we recommend that you spend your workshop time on Objective A, let participants work on B and C independently, then return to discuss their results and make the decisions which will become their own plan.

If time will be made available for group planning and curriculum development as a follow-up to your seminars, committees can work through the objectives, pooling ideas and resources, then let individuals draw from the ideas generated. This coordinated curriculum development is strongly recommended for two reasons: the program will be less superficial and the participants will give each other continued reinforcement.

A. Objective: To practice identifying opportunities.

The following exercise is designed to help you develop a way of thinking about your curriculum and professional activities. It will help in identifying opportunities for building trust between the sexes.

Within each of our professional lives there are many opportunities for providing individual growth and nurturing trust between the sexes. The following activity asks you to develop some of these experiences for yoursel Please read the entire page to get a feeling for it before startin to work.

In order to build trust, we must:

   I.   recognize the elements of distrust
  II.   examine each of our professional activities
III.   identify workable strategies

Following are three lists:

I. ELEMENTS OF DISTRUST	II. PROFESSIONAL ACTIVITIES	III. STRATEGIES FOR BUILDING TRUST
Separation of the sexes	Curriculum	Both sexes work together
Sexual teasing (Sara has a boy friend!)	Materials	Give help to each other
Labeling	Projects/assignments	Get help from each other
Differential treatment	Classroom management	Give leadership to each other
Different emotional expectations	Teacher behavior	Receive leadership from each other
Hostility (or hostile humor)	Student behavior	Discussion of facts, attitudes, social patterns, etc.
	Extra-curricular activities	Awareness exercises
	Other?	Modeling teacher behavior and attitudes
		Providing models (on paper and in person)
		Other?

1.   List the "elements of distrust" down the left of your paper, allowing 3 or 4 lines for each one.

2.   Consider the first Element of Distrust--Separation of the sexes. Ask yourself: Do any of my professional activities (in Column II) offer an opportunity to overcome any negative effects that may have resulted from the Separation of the sexes? Can I identify any appropriate areas to use a Trust Building Strategy (see column III)?

    Examples: I can overcome some negative effects of separation (I) in my classroom management (II) by assigning students to mixed teams, giving them a chance to work together (III).
        I can overcome some negative effects of differential treatment (I) evidenced in my students' behavior (II) through open discussion (III) of the impact of unconscious well-intended behavior.

3.   Now write on your paper opposite "Separation of the Sexes" a brief description of your strategy. Make it as specific as possible to your particular curriculum

4.   Go back and consider the remaining Elements of Distrust in Column I; develop one activity or strategy to build trust by overcoming any negative effects this element may have had on your students.

5.   At this time, identify only one strategy for each Element of Distrust, but please try to use a variety of approaches, using as many of your professional activities as possible.

Objective: To decide on your own Sex Equity Objectives

1.   Go back through each session in the Seminar Leader's Handbook. For each, decide whether the ideas in this session are relevant to you curriculum, your personal values and your teaching style. If yes, develop a list of appropriate teaching objectives.

Example: If you are concerned about the divorce rate, Session II may inspire the objective "To help students see how a changing economy has led to changing family structures, and help them plan accordingly."
You may find some sessions are gold mines, yielding many objectives, while others are not relevant for you except as background material. Let your list be a long one--you'll do your cutting back later.

2. Some areas in which you may wish to develop objectives:

   To help students understand

   - the importance of building trust between the sexes
   - that sex identity is not dependent on role or temperament
   - that stability in marriage depends more on understanding the values of a permanent relationship than on any particular structure
   - the economics and personal satisfactions of expanding work options
   - the pervasive impact of unconscious behaviors, with some strategies for counteracting them
   - the limitations created by students' own attitudes
   - problems created by the double standard, sex and money, sex and violence
   - male-female communication problems
   - and so forth

C. **Objective:** To develop your foundation list of opportunities.

   1. Examine your working life in a systematic way. What are the major and minor ways you work with young people? (Brainstorm in a group, make notes while you shave or drive to work, etc.)

   2. Write down everything you do which contains an opportunity to build trust or expand role options, with special attention to the objectives you developed in Objective B.

   3. Double check to see if you have left out anything important by mentally walking through a day, a month, and a year.

   4. At this time, do not worry about what you can actually find time and resources to do. You are building your Foundation List of opportunities-- practical selections come later!

D. **Objective:** To create your own planning guide.

   1. The Objective List you have developed will form your Column I

   2. The Opportunities List will form your Column II

   3. As you practiced in Objective A, consider each of your selected objectives, in light of your opportunities. What strategies can you develop for meeting your objectives of building trust and expanding options?

   4. Analyze and rank your strategies by considering the following:

* How much time you would ordinarily spend on this activity
* How much impact it will have on students
* How easy or difficult it would be to do
* How much it will contribute to your basic education goals

Based on this analysis, give each item a rough grade "A" to "F"--"A" for those so easy or so important you'll start on them right away, "F" for those so difficult or low in impact that they will be considered much later, if at all.

:. Objective: To write your preliminary plan.

1. Choose your activities. Be realistic. A useful plan will include only what you really think you can complete. For each item, consider: What must I do to accomplish my goal (tink in specific steps), who else must be involved, when will I complete each step, how will I know if I succeed?

   You may find a column format convenient, or write out each objective and follow it with subparagraphs.

2. When you have finished your first draft, reread your list of opportunities. Have you left out anything important? If so, you may wish to add it now, plan on incorporating it formally at a later time, or keep it in mind for informal action.

'. Objective: To reassess and update your plan periodically.

1. At regular intervals, go over your plan. Are you on schedule? If some activities have succeeded, can you now add new ones? If some have failed, should they be changed or replaced? Have new opportunities arisen since you made your first list?

2. Update and rewrite. Don't be reluctant to make changes in your preliminary plan in order to keep it flexible and realistic. Your plan should develop over time as a reflection of your own insights and experience.

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D. Evaluation Form - Session XI

Please evaluate this session by circling a number according to the following scale: 1 - very negative   5 - very positive

1. General overall impression   1   2   3   4   5

2. Usefulness of subject matter
    for me professionally   1   2   3   4   5

3. Usefulness of subject matter
    for me personally   1   2   3   4   5

4. Were there any phrases or ideas that impressed you particularly
    favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which?
    Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the method of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a) I think the presenter should keep:

    b) I think the presenter should change:

XII. SEMINAR LEADER'S PLANNING GUIDE

Note to the Trainer on Using the Seminar Leader's Planning Guide

The Seminar Leader's Planning Guide is designed to get you from the last day of your training to a well-launched program. *It is not a lesson plan.* The training materials provide the lesson plans if you choose to use them unchanged. If you decide to make substantive changes, you will probably do that later, after further study.

The Seminar Leader's Planning Guide is in two parts: The Guide itself, which is a series of questions, and a *Planning Format* for implementing each of the objectives. When you check *yes* to a question, enter activities which will help you meet the objectives on the separate planning format. If you check *not sure*, enter the activities that will enable you to get the appropriate information to make the necessary decisions. If you check *no*, move on to the next question. For each activity, set a target date for completion. Then, as you carry out the activity, fill in the actual date it was done.

You may feel considerable uncertainty, and perhaps anxiety, about what to write if you do not know what the decision makers in your school system are prepared to support. This is quite reasonable, especially if neither you nor they knew what to expect of the training you have received.

Some thoughts to help you decide what to put on paper:

1. The time to do your thinking is now, while you have time assigned for it and help from the seminar staff and your fellow participants.

2. You are writing your *recommendations*, not a binding contract. Throughout the plan there are opportunities for you to enter how the *final* decision will be made.

3. Write your plan as you truly feel it will be best, given your knowledge of your system. If it is too ambitious, they will tell you so. If it is too modest, they won't tell you so. Remember that many managers want to either approve or reject a thought-through plan--they do *not* want to work out the plan themselves.

4. The mere act of writing something down can give it a reality that makes it more likely to happen. If your decision makers have no detailed plan of their own, yours will carry the weight of the workshop endorsement with it.

5. Over the coming weeks and months, review your plan and make changes, add to it and subtract from it. There will certainly be unforeseen restraints and unforeseen opportunities as time passes. This is a living document to help you organize yourself--it is not an ironclad decree.

6. Use the planning format only if it suits you. You may not feel comfortable with it if your handwriting is large, if your plans are more extensive or detailed than the space accommodates, if you are familiar with (or your school system prefers) some other format, or if you simply have an independent spirit. We do urge you to cover all the questions, whatever form you use.

7. Finally, don't be afraid to dream a little. It is hard to predict which strategy will catch on and which will bomb, so include everything. Remember: <u>It's more likely to happen if you write it down</u>.

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A. Objective: To Assure Necessary Organizational and Moral Support for Your Program on Building Trust between the Sexes and Expanding Sex Roles

1. Do you need organizational or moral support in order to have a successful program?

Yes____
No____
Not sure____

a) Who should be thanked for sending you? Who should be briefed on the substance of the training? Who must give the OK for the inservice program? What informal support do you need? Who can actually help you set up the program?

b) People to consider:
(1) superintendent
(2) staff development coordinator
(3) Title IX coordinator
(4) Vocational Education director or planner
(5) media specialist
(6) superintendent's secretary
(7) any Central Office personnel with formal or informal influence

If you answered yes to Question 1, list the names or positions of those who might help and how, why, and when you will contact them.

2. Are there people in your school whose support you will need? Will they help with the program? relieve you of other duties? let you allocate your time as you see fit? promote the program formally or informally?

Yes____
No____
Not sure____

a) People to consider:
(1) principal
(2) assistant principal
(3) media specialist
(4) colleagues
(5) school secretary
(6) others

If yes, enter their names or positions and how, why, and when you will contact them.

3. Are there others in your community whose opinions or support will make a difference? Can you identify them and their potential roles?

Yes____
No____
Not sure____

a) People to consider:
(1) PTA members
(2) church leaders
(3) active parents
(4) community leaders

If yes, enter their names or positions and how, why, and when you will contact them.

B.   Objective: <u>To plug the program into the existing priorities of your school</u>
                  <u>system</u>

1.   Are there any current priorities in your   Yes____
     school system in which building trust or   No____
     expanding sex-role perceptions might be   Not sure____
     relevant?

     a)   Some possible priorities:
          (1) reading problems   (8) scope and sequence
          (2) math anxiety   curriculum planning in
          (3) discipline   any area
          (4) teenage pregnancy   (9) textbook selection
          (5) positive self-image   (10) community schools
              programs   (11) mainstreaming
          (6) comprehensive educational (12) gifted and talented
              planning   students
          (7) regional association   (13) others
              accreditation

     If you answered yes, enter each priority.

2.   Are there any opportunities for you to   Yes____
     make sure each priority is one that builds   No____
     trust and expands sex roles rather than   Not sure____
     reinforces stereotyping?

     a)   Some opportunities to consider:
          (1) using the priority to demonstrate the relevance of
              expanding sex-role perceptions and to gain the support
              of key people
          (2) providing guest speakers
          (3) offering inservice training to those who are conducting
              the program
          (4) having input on materials selection
          (5) helping personally with curriculum or program development
              to assure expanding sex-role perceptions
          (6) others

     If you answered yes, enter the opportunities
     that exist for each priority, how you will
     take advantage of them, and whom you need to
     contact.

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C. Objective: <u>To Determine Immediate and Long-Range Target Groups</u>

1. Who can help students expand their sex role
   expectations? Who has an effect on kids?

2. Considering each possible target group listed
   below, and any other groups you can think of,
   decide the following:

   a) If you should try to reach each particular group.

   b) Whether each is an immediate or a long-term priority.

   c) How long a program with each group would be appropriate.

   d) How they can be reached.

   <u>Possible Target Groups:</u>
   (1) school board members
   (2) administrators
       (a) central office   (c) school office
       (b) principals   (d) others
   (3) teachers
       (a) all teachers   (e) teachers of one particu-
       (b) teachers who select the   lar subject area
           program voluntarily   (f) coaches
       (c) appointed representatives (g) staff of special projects
       (d) teachers of one particular (h) others
           age level
   (4) teacher aides
   (5) support staff
       (a) clerical   (d) bus drivers
       (b) custodial   (e) others
       (c) cafeteria
   (6) parents
   (7) community
       (a) civic clubs   (d) youth organizations
       (b) church clubs   (e) others
       (c) community organizations
   (8) students
       are they an immediate target for you, or will they be reached
       indirectly through other target groups? Which ones or which
       ages will you target?
       (a) all groups   (d) vocational clubs
       (b) all ages   (e) other clubs
       (c) student council   (f) those in disciplinary or
                                       other trouble
   (9) others

Enter each group you wish to reach, their priority, how long a
program they should have, and any ideas you may have for how they
can be reached. Come back and add to your plan as new opportunities
occur to you. See examples on next page.

Example:

(Note that this example shows an imaginary plan; your decisions may be very different.)

Target Group	Priority	How Long	How to Reach Them	Target Date	Date Done
School Board	Immediate	1 hr.	Superintendent will put on agenda of regular meeting	August	
Cafeteria Workers	Long range	2-4 hrs.	Talk to superintendent	?	
Elementary Teachers	Immediate and Long range	20 hrs.	Workshop	Fall 1980	

D. Objective: To Decide on an Organizational Pattern Which Will Ensure
Maximum Possible Participation

Ultimately, the goal should be for every member of the school community to develop an understanding of sex roles in order to identify and use all possible opportunities to build trust and expand sex-role perceptions in students. How to accomplish this will vary according to several factors.

1. A philisophical question: A voluntary program versus a universal program.

    a) A voluntary program assures you of a happy class, but may not reach those who most need the program.

    b) A universal program assures you of reaching everyone, but its being required may cause initial resentment. Our experience was that in local education agencies where the program was explained beforehand or in those schools where teachers already expected an organized, done-for-them, inservice approach, the compulsory program was well received. Even in those cases where it was handled insensitively, most teachers evaluated it favorably by the time it was over. One advantage of a universal program is that it takes the burden of responsibility off of the participants. They don't have to explain to anyone why they're taking the seminars. We therefore recommend a universal program which treats participants with as much respect as if it were a voluntary one.

2. Some organizational patterns to consider:

    a) A totally voluntary and individual program, repeated if interest warrants and the instructor is willing. This is our most common pattern; it works well in a small unit where the participants' enthusiasm attracts interest.

    b) A program for volunteers who will share their new knowledge with with their own schools. This pattern works only with strong administrative support--otherwise it simply scatters participants. If no strong follow-up is provided, a purely voluntary program would probably work better, as friends may take it together and form an informal support group.

    c) The course given once voluntarily, and if well received, made universal for all remaining teachers.

    d) The course given to the entire staff at once. This works well in small school systems of 80 adults or less.

    e) The ripple effect. Representatives from each school, combined with central office representatives of each subject area, are trained so they can repeat the entire program for all staff members in their own schools. Central office personnel help by

following up with curriculum development. In large units, some variation of this method is the best procedure--one trainer alone will ba a drop on a hot plate.

Enter your recommendations for how to organize your program, and how the final decision will be made.

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E. Objective: To Publicize the Program in a Way that Gives an Accurate
    Picture of What Is Offered

1. Do you need or want to publicize your program?   Yes____
                                                              No____
                                                       Not sure____

    a) Unless you have a small, captive audience that is already
        committed to the program's success, this objective will make
        or break your program. Remember that your major problem will
        be that many people have all kinds of misconceptions; they
        simply don't know why they might be interested. Even if the
        program is universal or participants are appointed, having a
        good information program beforehand will make all the difference
        in their receptiveness.

    b) Some possibilities:
        (1) general announcements, memos,   (4) distributing the entire
            bulletin boards, and posters   course outline, with a
        (2) a strong statement from the   sentence or two describ-
            superintendent and principals   ing each session
        (3) a filmstrip and discussion at   (5) an interview in the
            a faculty meeting before the   school paper
            program begins (August work-   (6) an organized word-of-
            days, regular monthly meetings,   mouth campaign to convey
            or special assemblies,   your own enthusiasm

    If you answered yes, enter your plan for in-school information and
    publicity about your program.

2. Do you want to extend your publicity beyond   Yes____
    the schools?   No____
                                                   Not sure____

    a) Some possibilities:
        (1) giving a program for the PTA
        (2) showing a filmstrip or making a presentation to community or
            church groups, civic clubs, etc. (this has been our most
            successful out-of-school activity)
        (3) publicizing the program in club newsletters or community
            college bulletins
        (4) seeking regular media coverage (TV and radio talk shows,
            family sections of the paper). Local media are often looking
            for features, and the fact that you attended the training
            conference is news
        (5) others

    b) In all publicity interviews you should emphasize:
        (1) that the program will identify opportunities to expand
            horizons for both sexes
        (2) that all students can benefit from increased understanding
            of the other sex, regardless of whether or not they
            personally plan to pioneer
        (3) that bias is based on unconscious, well-intended behaviors

(3) that problems already of high priority in the community
will be addressed
(4) human interest anecdotes

If you answered yes, enter your plan for community information
and publicity.

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F. Objective: To Prepare Yourself Fully for Conducting the Program

    1. Do you plan to study the training materials   Yes_____
        further? If so, when? How?   No_____
                                                  Not sure_____

        If yes, describe your study plan with dates.

    2. Do you plan any additional study?   Yes_____
                                                  No_____
                                            Not sure_____

        Do you know now what else you want to study?   Yes_____
        How will you find out or decide?   No_____
                                              Not sure_____

        Note: Although wider study is always recommended,
              the program is designed to be self-contained
              and has been successfully conducted with no
              additional sources.

        If yes, describe your study plan, with dates.

    3. Do you plan to add or delete topics, or   Yes_____
        otherwise change the program?   No_____
                                              Not sure_____

        If yes, briefly describe the changes. If you
        are not sure, enter how you will decide.

G. Objective: <u>To Identify Resources: People, Materials and Money</u>

1. Are there any people in your local education   Yes____
    agency who can act as resources?   No____
                                                     Not sure____

    a) People to consider:
        (1) colleagues already knowledgeable about sex roles
        (2) university or community college women's studies faculty
            and staff
        (3) the local Commission on the Status of Women, the YWCA,
            NOW, and other interested community groups
        (4) parents
        (5) pioneering workers or students
        (6) men's consciousness raising groups

    If yes, enter their names and functions, how
    they could contribute, how and by whom they
    will be contacted. If you are not sure, enter
    how you will find out.

2. If local sources are inadequate, will you   Yes____
    search further?   No____
                                                     Not sure____

    If yes, enter the procedures you will follow.

3. Are there any relevant materials in your school   Yes____
    libraries, public libraries, regional centers,   No____
    or college and university libraries? Do your   Not sure____
    colleagues have personal collections they will
    share?

    a) Some uses to consider:
        (1) circulating resource center
        (2) displays
        (3) short items reproduced as handouts
        (4) distributed printed resource lists

    b) Are there any persons or organizations that
        will provide these resources for you?

    If you answered yes above, enter the resources,
    how you will use them, and who will be responsible
    for the activities. If you are not sure, enter
    how you will find out.

4. If local sources are inadequate, will you identify   Yes____
    materials to purchase or rent?   No____
                                                     Not sure____

    If yes, enter how you will identify them.

5. Are there any financial resources available   Yes____
    for your program? Who can help you find out?   No____
                                                     Not sure____

    a) Possible sources:
        (1) staff development funds   (5) community colleges
        (2) materials acquisition   (6) community groups with
            funds   special interest in schools
        (3) vocational monies   or in sex roles
        (4) program registration fees   (7) a rich aunt

    Enter all resources you are presently aware of.
    Enter your plan for identifying additional
    resources.

6. Will you be paid a salary if your program is   Yes____
    held outside your regular hours?   No____
                                                     Not sure____

    a) Based on this information, <u>prepare a budget</u> with items listed
        in priority. You should prepare this budget so that you know
        exactly what you want, even if you don't get it. School
        financial structures are sometimes arcane, but many successful
        programs have operated with nothing more official than "go
        ahead and get what you need and we'll try to take care of you."
        Your own tolerance for uncertainty will be a significant asset
        in this kind of situation.

    b) Items to consider:
        (1) your salary   (4) printing
        (2) purchase or rental of   (5) refreshments
            materials
        (3) honoraria for speakers

    Enter what steps you will take for preparing
    your budget and getting it approved. Enter
    the budget itself, either now or when resources
    and needs have been identified.

H. Objective: <u>To Organize Logistics in Preparing for the Program</u>

1. Do you need to make logistical decisions   Yes____
    and preparations before the program starts?   No____
                                                    Not sure____

    If these have been made for you, enter the
    decisions in your plan. If they have not,
    enter your recommendations and how the final
    decision will be made on each of the following:

    a) When in the school year will the program take place? Who will
        help you decide? Consider the advantages of starting early,
        while your training is fresh and teachers have the whole year
        ahead, versus conflicting with other school priorities, having
        more time to arouse interest, etc.

    b) When will you hold your seminars? Here are some possibilities:
        (1) during the school day, if release time is available
        (2) during teacher workdays, before school starts or throughout
            the year (consider how teachers expect to use this time
            before picking this alternative)
        (3) after school
        (4) evenings
        (5) weekend retreats

        Consider the advantages of intensity, as in a retreat, versus
        percolation time, giving participants a chance to mull things
        over slowly and to notice things in their families and class-
        rooms which they may not have noticed before.

    c) How long should the program be?

        We strongly recommend at least 20 hours. Some have chosen 10
        hours, fearing that no one would sign up for 20; most of these
        were frustrated by the short time, noting that the group was
        just beginning to jell when they stopped. No one who had 20
        hours complained of losing interest. Some had 20 hours, plus
        10 hours of independent study. We had good reports on sessions
        that were two hours each. One hour allowed too little discussion
        time; with three hours, the discussion sometimes sagged.

    d) How big should the class be?

        In North Carolina, classes have ranged from 10 to 76 partici-
        pants. Small classes are more intimate and may be more comfort-
        able for the instructor. Large groups reach more people and
        provide for more diverse opinions. The advantages of both may
        be combined by presenting a lecture for one hour and breaking
        into small discussion groups for another hour.

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e) Where will you hold your sessions? Here are some details to
    consider:
    (1) How much room do you need? What type of room? (Remember,
        the more creature comforts the better.)
    (2) How big is your county? Would a central location be best,
        or will you need to repeat the program in several places?
    (3) Some possibilities for space are:
        (a) classroom
        (b) central office
        (c) community college

I. Objective: To Provide Follow-Up Support For Participants

1. Do you plan to provide follow-up support   Yes_____
    to program participants?   No_____
                                                  Not sure_____

    a) Some alternatives you can use:
        (1) calls or visits to participants' administrators to help
            explain the program and offer your support
        (2) the buddy system or small support groups composed of the
            participants themselves
        (3) visits to their schools or classrooms
        (4) a follow-up questionnaire based on their plans
        (5) news bulletins sharing identified opportunities, strategies
            used, new materials, etc.
        (6) reunion meeting (once or regularly)
        (7) identifying individuals in the central office, or other
            resource people who can provide support
        (8) identifying individuals in the group who can help give
            support
        (9) asking participants what kinds of support and activities
            they would like

Enter your present plans for follow-up support
and how you will adapt these plans to meet
your participants' needs.

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J. Objective: <u>To Evaluate What You Have Accomplished</u>

    1. What will be different because you took
       part in this program?

        a) Look back at each objective and ask yourself: "How will I
           know if I met this objective?" Set your own yardstick for
           success, and enter all your dreams in your plan, secure in
           the knowledge that one year from now you may have had
           successes you would not have dared hope for, and some
           frustrations that have sent you to the dentist for grinding
           your teeth. You may have worked miracles or you may have
           simply laid some groundwork and expanded your own students'
           horizons. But one way or another, something will be different.

    2. In the future, as you carry out each
       evaluation, ask yourself these questions:

        a) What do I want to do with this information?

        b) Can I use what I've learned to correct a problem?

        c) How will this information be useful for expanding the program?

        d) How can I best pass on my experience to other trainers?

        e) Should I write an article about my experience?

K. Objective: <u>To Decide What to Do Next</u>

NOTE: *This objective is to be considered in six months, one year,*
or whenever you have scheduled a major review and evaluation
of the program. Don't try to do it now.

Well, here you are. Did you survive?

1. Are you, or is your successor, planning
    to continue the program?

    Yes____
    No____
    Not sure____

    Depending on the scope of your previous
    efforts, you may now be considering a
    simple continuation or expansion of the
    program, or you may have completed all
    possible inservice training and be ready
    to focus entirely on curriculum planning
    and classroom activities.

    The objectives in this plan, along with
    those in the Teacher's Planning Guide,
    can be adapted and recycled indefinitely.
    As you map strategies for the future,
    consider the following:

    a) Are there influential people whose support you can now gain,
        based on the program's first year? Are there new priorities in
        your school system to concentrate on? Are there new target
        groups to focus on?

    b) Have those in your program who have developed an understanding
        of sex bias taken the crucial next step of <u>identifying and</u>
        <u>using opportunities to expand sex-role expectations</u> for their
        students, within the context of their daily work?

    c) Has this sex-role expertise been built into the permanent
        curriculum or program planning mechanisms of your school system?

    d) Most important, are you seeing any differences in the students?

    e) The day may come when you have worked yourself out of a job.
        Someday teachers will regularly expand all students' horizons
        so that they can all be who they were born to be. Congratulations!

    In your evaluation form, write an overall
    summary of how you feel about the program,
    what you think it accomplished, and whether
    it should continue.

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A. Objective: <u>To Assure Necessary Organizational and Moral Support for Your Program on Building Trust between the Sexes and Expanding Sex Roles</u>

	Name	Position	Type of Support	How Contacted and by Whom	Target Date	Date Done
Central Office:						
School:						
Community:						

B. Objective: <u>To plug the program into the existing priorities of your school system</u>

	Target Date	Date Done
Priority #1		
Opportunities:		
Contact People:		
Priority #2		
Opportunities:		
Contact People:		
Priority #3		
Opportunities:		
Contact People:		
Priority #4		
Opportunities:		
Contact People:		
Priority #5		
Opportunities:		
Contact People:		

Use additional paper for other priorities.

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C. Objective: <u>To Determine Immediate and Long-Range Target Groups</u>

Target Group	Priority	How Long	How to Reach Them	Target Date	Date Done

D. Objective: <u>To Decide on an Organizational Pattern Which Will Ensure</u>
                <u>Maximum Possible Participation</u>

Recommended Organizational Pattern(s):	Target Date	Date Done
How Final Decision Will Be Made:		

E. Objective: <u>To Publicize the Program in a Way that Gives an Accurate</u>
                <u>Picture of What Is Offered</u>

Plan for <u>in-school</u> information and publicity:	Who Is Responsible	Target Date	Date Done
Plan for <u>community</u> information and publicity:			

F. Objective: <u>To Prepare Yourself Fully for Conducting the Program</u>

Plan to study training materials:	Target Date	Date Done
Plan for further study:		
Proposed changes or plan to decide on changes:		

G.   Objective: To Identify Resources: People, Materials and Money

   1.   Resource People

Name	Function	How They Can Contribute	How and by Whom Contacted	Target Date	Date Done

Plan for identifying further resource people:

G. Objective: <u>To Identify Resources: People, Materials and Money</u>

    2. Resource Materials

Materials or Source	How They Will Be Used	Who Is Responsible	Target Date	Date Done
Plan for identifying further materials:				

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G. Objective: To Identify Resources: People, Materials and Money

3. Financial Resources

Plan for identifying resources:	Who Is Responsible	Target Date	Date Done
Funding sources:	Amount		
Plan for preparing budget and getting it approved:	Who Is Responsible		
Budget (use separate sheet if necessary): Item	Cost		

H. Objective: <u>To Organize Logistics in Preparing for the Program</u>

	Your Recommendation	How the Decision Will Be Made	Final Decision	Target Date	Date Done
Dates:					
Time:					
Hours:					
Optimum Size:					
Place:					
Other:					

I. Objective: <u>To Provide Follow-Up Support for Participants</u>

Planning activities:	Who Is Responsible	Target Date	Date Done

Follow-up activities:

J.   Objective: <u>To Evaluate What You Have Accomplished</u>

		Target Date	Date Done
<u>Objective A</u>:	How will I know that I have assured the necessary organizational and moral support for my program on building trust between the sexes and expanding sex roles?		
	Evaluation activity:		
	How will I use this information?		
<u>Objective B</u>:	How will I know if I have connected the program to expand sex-role perceptions with the existing priorities of my school system?		
	Evaluation activity:		
	How will I use this information?		
<u>Objective C</u>:	How will I know if I have determined who the immediate and long-range target groups are?		
	Evaluation activity:		
	How will I use this information?		

		Target Date	Date Done
Objective D:	How will I know if I have an organizational pattern which will ensure maximum possible participation?		
	Evaluation activity:		
	How will I use this information?		
Objective E:	How will I know if I have publicized the program in a way that gives an accurate picture of what is offered?		
	Evaluation activity:		
	How will I use this information?		
Objective F:	How will I know if I have fully prepared myself for conducting the program?		
	Evaluation activity:		
	How will I use this information?		

		Target Date	Date Done
Objective G:	How will I know when I have identified resources: people, materials and money?		
	Evaluation activity:		
	How will I use this information?		
Objective H:	How will I know if I am logistically prepared for the program?		
	Evaluation activity:		
	How will I use this information?		
Objective I:	How will I know that I can provide follow-up support for participants?		
	Evaluation activity:		
	How will I use this information?		

K. Objective: <u>To Decide What to Do Next</u>
    (six months or one year later)

    General summary: How do I feel about the overall program? What did
                      it accomplish? Was it worth the effort? Should
                      it continue?

Evaluation Form - Seminar Leader's Planning Guide

Please evaluate this session by circling a number according to
the following scale: 1 - very negative   5 - very positive

1. General overall impression   1   2   3   4   5

2. Usefulness of subject matter
    for me professionally   1   2   3   4   5

3. Usefulness of subject matter
    for me personally   1   2   3   4   5

4. Were there any phrases or ideas that impressed you particularly
    favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which?
    Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the method of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a) I think the presenter should keep:

     b) I think the presenter should change:

XIII. <u>SEX - THE REAL THING</u>

Presentation Notes

A. The Double Standard

   1. American teenage childbearing rates are among the highest in the world

   2. Young people need values to prepare them for responsible sexuality

   3. Teenage pregnancy

      a) correlation with interrupted education
      b) correlation with limited career opportunities
      c) emotional impact on girl <u>and</u> boy

B. Does She or Doesn't She?

   1. Liberated does not equal promiscuous

   2. Why "save yourself for marriage"?

      a) reasons as valid for male as for female?

   3. Why "gain experience"?

      a) reasons as valid for male as for female?

C. Why She "Does" or "Doesn't" May Be Most Important

   1. Who owns a woman's body?

   2. Who makes a woman's decision--her father, her boyfriend, herself?

   3. To whom is virginity important?

   4. Proving you love him by sleeping with him

   5. Promiscuity is not liberation

D. Birth Control and Pregnancy

   1. Whose responsibility?

   2. Counseling for unwed mothers <u>and</u> fathers

E. Sexuality and Sensuality

    1. In the young mind sexuality and sensuality are often confused

        a) Men may see sex as a conquest and be afraid to show tenderness
        b) Women may be ignorant of, or repulsed by, their own bodies

F. Conventional Sex and Money

    1. "What would be the advantages for both sexes if girls always paid their own way?"

      "Wouldn't owe him anything at the end of the evening."

      He pays in cash; she pays in kind

    2. Traditionally, women have earned their living by being loved, whether for a lifetime or for fifteen minutes.

    3. <u>Total Woman</u>: sex and manipulation earn a new freezer

    4. False relationships

        a) "Is he only after me for my body?"
        b) "Is she only after me for my money?"

G. Conventional Sex and Violence

    1. For many boys, the line between normal sex and rape is unclear; if she says "no" she means "yes"

    2. Women are so afraid of rape, they are afraid to show anger at catcalls, sexist comments, etc.

    3. Girls are "protected"--prevented from learning to defend themselves

    4. Rape is an expression of hate, not sexuality

        a) all types of women are raped
        b) most rape victims know the rapist
        c) the victim must prove innocence

    5. Rape crisis centers

        a) sign of new attitudes
        b) provide medical care, legal counsel, companions in court, family counseling

6. Some tough questions

    a) Do we have a vested interest in keeping women helpless?
    b) Is there some reason for teaching them fear instead of strength?
    c) Is there some reason for teaching boys that "aggressive" is a manly word in an act that should be sensual?

H. Family violence

    1. The most unreported crime: Why?

        a) Battered women: 3 million to 28 million
        b) Battered men: 1/4 million to 12 million

    2. All socioeconomic, racial, and religious groups

    3. Violence rooted in pressures of stereotypes on both sexes

    4. Societies with rigid sex roles have most violence

    5. Ramifications:

        a) death
        b) children grow up violent

I. Conclusion

    1. Two ugly principles:

        a) That women can be bought and paid for
        b) That men and women are fundamentally alien (hence "the opposite sex") who quite naturally regard each other as the culprit when anything goes wrong

    2. Can we not teach our children to respect each other as partners from the beginning, rather than having daily to bridge a chasm of mistrust?

J. Evaluation Form - Session XIII

XIII. SEX - THE REAL THING

> *The physical implications of sex are a very delicate*
> *subject in our society; the day-to-day sex stereotypes*
> *carry over to very intimate--and sometimes very damaging--*
> *action between men and women and boys and girls. It may*
> *not be appropriate for some of the teachers in your seminar*
> *to discuss these aspects in depth at their schools, but*
> *you should be able to sense by now how deeply you can get*
> *into it with your teachers. There are so many social and*
> *personal problems with sex today that it is probably a*
> *good idea to at least go over some of them in this session,*
> *for they are directly related to all of the sex stereotypes*
> *we see in our culture.*

Throughout our time together, we have emphasized the unconscious, well-intended, even genteel behavior patterns that reinforce stereotypes. But the picture is not always a pretty one. The dark side of sex stereotypes includes sexual exploitation, prostitution, rape, and family violence. Some of you may feel that the climate of opinion in your schools prevents your using this session, a decision only you can make. Certainly, these are topics which must be handled with care; yet if we are to understand the ultimate implications of our male/female relationships, they must at least be acknowledged.

A. The Double Standard

- American teenage childbearing rates are among the highest in the world

- One-fifth of all births in the United States are to teenagers

- Over half of the twenty-one million young people between the ages of 15 and 19 are estimated to have had sexual intercourse

- One-fifth of our eight million 13- and 14-year-olds are believed to have had sexual intercourse[1]

An increasing number of schools, motivated by an increasing number of teenage pregnancies, are beginning to recognize their responsibility to provide some sort of sex education to their students. Students need more information than the mechanics of reproduction and birth control. Yet many teachers are at a loss as to what sort of values will serve our young people well. With the vast majority of high school students sexually active, young people sometimes seem more sophisticated than their elders. However, young people can be sexually active without understanding their own or each other's bodies, without having developed a value system that prepares them for responsible sexuality, and without understanding how society and their peers may pressure them into acting self-destructively.

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[1] "They Learn History at Yale--Economics at Harvard--Sex Education at State Street and Main" (New York: Planned Parenthood), page 2.

It is our job to help girls and boys become autonomous people, who are capable of making their own decisions, guided by values that will lead them to be strong, independent adults. A clear understanding of our double standards about human sexuality is essential. Yet parents and educators often do not realize, or choose to ignore, the extent of the problem and the pressures their own children are undergoing.

An out-of-wedlock pregnancy can rewrite 90% of a teenage girl's life script. There is a clear correlation between interrupted education, limited career opportunities, and early pregnancy. The emotional toll on the girl may be great. Often forgotten is the emotional condition of the father, who may be beginning a lifetime of exploiting women as he brags about his accomplishment, or who may be lost, afraid, and ignored by all adults who might help. And if the two are pressured into an inappropriate marriage, it's hard on them all, especially the child.

B. Does She or Doesn't She?

When given a chance to discuss expanding roles for women, one of the first questions junior high students ask is, "Do you believe in premarital sex?" There is a common misconception that "liberated" women are promiscuous. Exactly the opposite is often the case. The real question is not what students do, but why they do it. We cannot set their standards for them. We can help them understand the damage done by the stereotyped standards, one for men and another for women.

For example, a very good case can be made for premarital virginity. Premarital relations, even apart from the danger of pregnancy, can cause many kinds of damage. Sexual relations tend to create strong emotional ties, perhaps causing people who are otherwise unsuited to marry.

Premarital sex may become mechanical, each party protecting itself against becoming too emotionally involved, repressing the warmth, tenderness, joy and vulnerability that accompany mature sexual relationships. "Saving yourself for marriage" can make a lot of sense.

If this argument is valid, it is just as valid for a man as for a woman.

Some, on the other hand, believe it is important for you to gain experience, to get to know your partner sexually as well as in other ways, and to get to know yourself sexually before making a lifetime commitment. Again, if you accept these arguments as valid, they are as valid for women as for men.

C. Who Owns a Woman's Body?

One of the major messages of the women's movement is that a woman should make her own decisions, based on her own values. This is

especially true of her own sexuality. In earlier cultures, women were legal possessions of their husbands or fathers. We see a vestige of this in our wedding ceremony, when the father "gives" the bride to the bridegroom. In this fact lies the importance of virginity. In matriarchal societies, virginity is unimportant. A girl will go home to Momma anyway when she gets pregnant, so who the father is doesn't matter as much. Only in societies were she becomes part of the father's family does it become crucial that she know who the father is. Then virginity becomes important. Virginity is related to male possessiveness of children rather than to female virtue.

Therefore, in the question of how a woman expresses her sexuality, why she behaves as she does may be more important than what she does. Does she remain a virgin for her own reasons, or because her father wants to hand her over as undamaged goods? Does she make her own decision to sleep with her fiancé, or did he talk her into it? If the latter, she may get caught in a classic double-cross: she sleeps with him to prove she loves him, and he takes it as a sign that she would sleep with anyone and drops her.

In many all-girl groups, the idea of sleeping with him to prove her love comes across quite heavily. This is not, however, the case in all-boy groups.

Promiscuity is the very antithesis of the autonomy our girls need to develop. Liberation includes the freedom to say yes, to say no, and to initiate. We need to find a way to say: "It's your body; it's the only one you've got. Respect it and take care of it. Learn to understand it. Don't go passing it around to the general public."

D. Birth Control and Pregnancy

Birth control is the right--and the responsibility--of any woman who wants to control her own body. It is the duty of any woman who is not prepared to be pregnant and any man who is not prepared to be a father. For everyone's sake, we should be sure both sexes are taught what they need to know. (At the present time, in many local education agencies the only students given birth control information are those who are already pregnant.)

However, many "nice" girls refuse to use birth control because it implies that they want and expect sexual intercourse, and perhaps that they even plan for it. Being swept off one's feet is more respectable. It is perfectly all right for the boy to have condoms available, because he is expected to want sex. After a relationship is established and it is understood that the couple will have sex, then the girl will be expected to take precautions, because she is the one who gets pregnant.

Suppose the girl who thinks it is not romantic to use birth control becomes pregnant? How is she viewed by her family, school, and community?

Does she have to leave school? Is it easy for her to stay? These are
questions that should be discussed.

What about the unmarried father? What sort of counseling does he
get? Many teenaged fathers are treated to admiring pokes in the ribs
by their friends: "You're quite a guy!" Yet many of these boys are
frightened and confused. They really love the girl and don't want to
see her in trouble; yet they're not ready for marriage. They're not
at all proud of their "James Bond" exploit. Some are deeply hurt if
the girl refuses to marry them, a switch on the old shotgun story. Some
even want to keep the baby themselves, while the girl wishes to give it
up for adoption. On the other hand, some do see the pregnancy as a
sign of achievement and virility. Some even forbid their girl friends
to use birth control measures, though they have no intention of marry-
ing them.

E. Sexuality and Sensuality

In the young mind sexuality and sensuality are often confused.
What about sex as an expression of love, of sensual joy, of just plain
fun? Once again, the stereotypes come between people and happiness--
in this case, between people and their own bodies.

Many men have very little idea of true sensuality. They are familiar
with their bodies, but some have been taught to see sex as an oppor-
tunity for achievement or aggression. They are sometimes afraid to
show their real feelings because it will make them vulnerable. They
may see a sensuous appreciation of tenderness, touching or caressing
as being a sign of weakness or homosexuality. Thus they are cut off
from their own feelings. Such men are unlikely to ever find true sexual
satisfaction, regardless of the number of their conquests. It is even
more unlikely that they will be able to give a woman sexual happiness.

Women are also cut off from their own bodies--a paradox, when you
consider the amount of attention they are supposed to devote to being
sexually irresistible. A girl is brought up to say no and to feel very
little until her wedding night, and she is then supposed to explode
with vibrant sexuality. Many women never recover from the early years
of repression and they often feel guilty about their own feelings. Many
girls know very little about their own bodies and consider them dirty
as well as mysterious.[1] A woman conducted a course called "Our Bodies,
Our Selves," based on the book by that name, for twelve high school
girls, all sexually active, none using birth control. When she
discovered their ignorance about their own bodies, she suggested
that they retire to a private place, take a mirror and examine them-
selves. Every girl found the idea absolutely repulsive. How can we
have a positive self-image if we find our own bodies repulsive?

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[1]"They Learn History at Yale--Economics at Harvard--Sex Education at State Street
and Main" (New York: Planned Parenthood), page 2.

Used responsibly, with knowledge and understanding, our bodies can be beautiful instruments in expressing love, tenderness, joy, and gaiety. Early church leaders knew what they were doing when they included the "Song of Solomon" in the Bible.

We need to help our students understand their own bodies, their own sexuality and their own sensuality. They need to understand that they can make their own decisions, based on sound human values, and not be pushed into or out of sex by other people's expectations. All of this is just as true for boys as it is for girls. Both need to develop self-confidence in their own decisions, and sensitivity for the feelings of others, so that they can express their sexuality in stable, satisfying, loving and unhostile ways.

F. Conventional Sex and Money

A stimulating discussion question for use with teenagers is, "What would be the advantages for both sexes if girls always paid their own way on dates?" Often the boys guffaw, "Yeah! Fantastic!" Then they fall silent. Maybe it wouldn't be so fantastic. Various pros and cons may be discussed, but eventually a girl will always say: "I would like it. I wouldn't owe him anything at the end of the evening."

Unerringly, she has gone straight to the essential male/female power relationship: he pays in cash, she pays in kind. Then, if she fulfills her half of the bargain as an amateur, she's a tramp. If she does it as a professional, she's a prostitute and may go to jail. In neither case does the man share the social or legal punishment.

"Traditionally, women have earned their living by being loved, whether for a lifetime or for fifteen minutes."

Many people would be offended by this statement. Equating honorable marriage with prostitution is shocking. Yet the idea that a wife must submit to her husband's advances, regardless of her own desires, is not a new idea. He who pays the piper calls the tune. It is difficult for a man who is paying for everything not to feel possessive--to feel that the woman is his to do with as he pleases.

Perhaps the epitome of this way of thinking is to be found in the book The Total Woman. The thesis of this book is that if a woman is totally submissive and sexually provocative, her husband will give her anything she wants, her greatest desire being a new freezer. It is a thesis that is degrading to both women and men. Total financial dependence is psychologically hard on men too. For if the girl on the date feels she "owes" him something, the boy also may wonder if she values him as a person or simply as a ticket to the movies. If they each pay their own way then neither needs to wonder: "Is he only after me for my body?" or "Is she only after me for my money?"

G. Conventional Sex and Violence

Sex and violence are so intertwined in our culture that our most hostile phrase is "f--- you."

In an unhibited group, a thought-provoking exercise is to see how many other examples can be found.

Many boys and young men are deeply confused as to what kind of sexual behavior is expected of them. For many, the difference between normal sex and rape is only a difference of degree, not a difference of kind. Boys are taught that if a girl says no, she means yes. If she struggles, she's really enjoying it. Girls are taught that if a boy gets beyond a certain point he cannot stop himself. They see books in the drug- store about "the pleasures of surrender." Sex becomes armed combat, not an expression of love or even sensuality. How many teenagers emerge shaking and frightened from their first sexual experience in the back seat of a car, both having done something beyond what they were ready for or really wanted, thinking that they couldn't or shouldn't stop?

Women walk in constant fear of rape. They learn from childhood that they are helpless in the face of assault from men, whether such assault be true rape or symbolic rape, such as pinches or whistles. Many women have expressed how angry and mortified they are if, for instance, they pass a construction site and are greeted with catcalls. They are afraid to show their anger, yet it may be their passivity that encourages the catcalls.

Suppose women let their anger show? What would really happen? A state staff member, blond and very attractive, told this story: "I was in my car waiting for a red light to change, when another car pulled up beside me with six guys in it. They started revving their engine and making all kinds of remarks about what they'd like to do with me. I turned and gave them a long stare, then I said, 'That sounds interesting. Let's see your equipment.'" She laughed. "You've never seen six guys so anxious for a light to change! They didn't say another word!"

Most women are so filled with the fear of verbal or physical assault that they would find it literally impossible to do what she did. For some, even the story is frightening.

Many girls resent the fact that they have stricter rules about going out alone or staying out late than their brothers. A principal said, "But that's just practical. They are vulnerable to attack."

A woman responded: "Then why is it that we systematically prevent them from learning to defend themselves? Our girls don't even know how to run, much less hit."

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Rape is primarily an expression of hatred, not of sexuality. It can happen to any type of woman, at any time of the day. Rape is not limited to the young, the physically attractive, the scantily clad, or the prostitute. The majority of rapes are committed by someone known to the victim.

Rape is the only crime in which it is the _victim_ who must prove innocence. Many women report that the treatment they have received from the police was a whole new trauma of being questioned over and over, describing exactly what happened to an ever-increasing audience of men. Many women report that their husbands and boy friends blame them for the rape and sometimes even desert them because of it.

The recent establishment of rape crisis centers in many cities is one sign that we are changing our attitudes toward rape. Women now get better medical care and legal counsel, companions for dealing with the police and the courts, and counseling for their families. Many police forces are now giving officers, including female officers, special training to deal with rape victims.

But all these improvements are after the fact. Rape will continue until we as a society face some tough questions:

1) Do we have a vested interest in keeping women helpless?

2) Is there some reason for teaching them fear instead of strength?

3) Is there some reason for teaching boys that "aggressive" is a manly word in an act that should be sensual?

H. Family Violence

Family violence has just recently gained national attention, but the problem of battered wives, husbands, and children is not new. Determining the extent of the problem is difficult for two reasons. First, family violence is the most unreported crime in America. Second, accurate statistics are impossible to acquire because domestic disturbance calls are recorded by police under various categories such as assault, disturbing the peace, and others. (The recording procedures are changing in some locations.) Estimates of battered women range from three million to twenty-eight million[1] while estimates of battered men range from 250,000 to twelve million.[2] Abuse crosses all socio-economic, racial and religious lines. Battered husbands and wives are usually people who feel overwhelmed by life; they tend to blame themselves for whatever goes wrong and suffer in silent isolation. They

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[1] Beverly Jacobson, "Battered Women: The Fight to End Wife-Beating," _Civil Rights Digest_, Summer 1977, p. 3.

[2] "The Battered Husbands," _Time_, March 20, 1978.

often come from violent homes. Recently much attention has been given to child abuse; the laws and encorcement are improving. Equal attention must be given to spouse abuse. Some counseling services, shelters and other services for battered women and men are becoming available, but more are needed.

What causes a man to beat his wife? University of New Hampshire sociologist Murray Strauss noted, after a study he did in 1970, that "our sexist society is the prime culprit in wife abuse."[1] Our society also places tremendous pressure on men to marry and sire children.[2] When men cannot live up to the stereotypes of breadwinner, husband, and father, they often become frustrated. They can use violence, without fear of legal reprisal, as a way to vent frustration and maintain a superior power position in the family.[3] John and Shirley McConahay found in their study "A Cross-Cultural Study of Sexual Permisiveness, Sex-Role Rigidity and Violence" (1977) that there is a strong correlation between sex-role rigidity and violence; i.e., societies which impose strict role expectations also have the most violent behavior.[4] Apparently, if you bend people out of shape you can expect them to explode.

What causes a woman to beat her husband? Roger Langley, co-author of Wife-Beating: The Silent Crisis, answers: "Revenge--most have been battered first. Beyond that, women too can be shaped by violence."[5] There is a small minority of cases where co-battering is not involved and men do not return the blows.[6] Some battered husbands are too old, sick or handicapped to defend themselves, but most are able-bodied.[7] One type is the baffled he-man who is afraid to unleash his own violence: "If I ever let go I would kill her."[8] Another type is a passive, dependent man who has sought out a strong wife to shield him from the world's problems.[9] Her violent response may be based on frustration at his passivity.

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[1]"The Battered Husbands," Time, March 20, 1978, p. 69.

[2]Del Martin, Battered Wives (New York: Pocket Books, 1977), p. 61.

[3]Elaine Hilberman, "On Battered Husbands: A Response to the Media," Chapel Hill, 1978, p. 4.

[4]John and Shirley McConahay, "A Cross-Cultural Study of Sexual Permissiveness, Sex-Role Rigidity and Violence," 1977, p. 25.

[5]Philip Nobile, "Langly: Most Wives Beat Mates Out of Revenge," News and Observer, Raleigh, N.C., March 26, 1978, p. 1.

[6]Ibid.

[7]"The Battered Husbands," p. 69.

[8]Ibid.

[9]Ibid.

Dr. Elaine Hilberman has identified several societal ramifications of family violence beyond the suffering of the individuals involved:[1]

1. Family violence culminates in serious injury or death. FBI figures show that one-fourth of all murders in the United States occur within the family; one-half of these are spouse killings.[2]

2. The family is the primary training ground for violence. Children who witness or receive abuse tend to use or expect violence as an accepted part of family life.

3. Surveys of homicidal adolescents and convicted murderers show that they were victimized by their families, usually as children. The general public is often victimized by the offspring of violent families.[3]

I. Conclusion

There are two deep and ugly principles underlying our relations between men and women:

1. That women can be bought and paid for.

2. That men and women are fundamentally alien (hence "the opposite sex") who quite naturally regard each other as the culprit when anything goes wrong.

Think back to the little boy in the first seminar who wailed in frustration "I hate girls!" Think of the girl who weeps because the boys won't let her play with them, and her teacher says, "Oh honey, you don't want to play with those knot-headed boys anyway." Sympathetically, the teacher has said, "I know they hate you, but it's OK. You get to hate back."

So many "cute" hostilities between the sexes have only one logical conclusion: Violence when the pressure is on.

Can we not teach our children to respect each other as partners from the beginning, rather than daily having to bridge a chasm of mistrust?

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[1] Elaine Hilberman, "On Battered Husbands: A Response to the Media," Chapel Hill, 1978, p. 4.

[2] Beverly Jacobson, "Battered Women: The Fight to End Wife-Beating," Civil Rights Digest, Summer 1977, p. 4.

[3] Hilberman, p. 4.

J. Evaluation Form - Session XIII

Please evaluate this session by circling a number according to
the following scale: 1 - very negative   5 - very positive

1. General overall impression   1   2   3   4   5

2.. Usefulness of subject matter
    for me professionally   1   2   3   4   5

3. Usefulness of subject matter
    for me personally   1   2   3   4   5

4. Were there any phrases or ideas that impressed you particularly
    favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which?
    Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the <u>method</u> of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a) I think the presenter should keep:

     b) I think the presenter should change:

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XIV. TWO CULTURES IN THE WORK PLACE

Presentation Notes

Even when men and women _try_ to work together equally, sometimes it doesn't work. Why not?

A. Parallel Cultures

1. Early socialization affects adult behavior
2. Two cultures:
   a) adult men
   b) women and children
3. Double standard of mental health
4. The dual system is not absolute
   a) some women absorb male culture
   b) some men not heavily macho
5. Patterns can be broken

B. Patterns Which Keep Men and Women from Working Together Effectively

1. Daddy knows best
   a) women and children - you have to know how to do something before you can take responsibility
   b) men - you can take responsibility and then learn how
   c) example - junior high principal's bus routes
   d) no one knows how to do something until they've "been there"

   Questions:
   a) what are the advantages of the male way of approaching unfamiliar situations? .
   b) what advantages are there to the female way?
   c) how would you help a woman who seems to believe that lack of knowledge automatically disqualifies her from a job?
   d) how do these patterns show up in school? Are girls sometimes more assertive in the school setting? Why?
   e) how can we help students of both sexes find an effective balance?

2. A man to lean on
   a) women and children - dependence as valued trait
   b) may unconsciously give impression they need to be taken care of
   c) only ask for advice if you need it
   d) make it clear responsibility is still yours

   Questions:
   a) what are the advantages of the male attitude toward dependence? the disadvantages?
   b) what are the advantages of the female approach? disadvantages?
   c) how can girls and women be helped to be more self-reliant?
   d) how can boys and men be helped to ask freely for advice they need?

e) how can you tell if someone is feigning dependency?
f) how can a female find out that she is sending out falsely dependent signals?

3. Ladies first
   a) women - "You just don't go where you haven't been invited."
   b) men - uninvited doesn't mean unwanted--make your own decisions about where you have business
   c) example - new teacher and textbook committee
   d) jobs often go to those who have already assumed responsibility

   Questions:
   a) where is line between "barging in" and "making a contribution"?
   b) would the same behavior be perceived differently if done by a man or a woman? What do men and women have to learn from each other in this area?
   c) how could increased assertiveness on the part of women help the organization?
   d) how can girls learn to be more assertive?
   e) how can men learn to encourage assertiveness?
   f) how can men learn to work with assertive woman?

4. Nice little girls don't fight
   a) childhood
      (1) girls - learn to fear anger because women earn their living by being loved
      (2) men and boys - "go back and hit him again"
   b) working world
      (1) men express anger freely
      (2) women's tears a problem for men - may have been taught they should give in
      (3) example - "You've got to take some heat if you're going to get anything done"
   c) men's praise may be invisible to women - need to learn to recognize it to avoid feelings of "nobody appreciates me." Men need to give more praise
   d) women need to express own anger
      (1) so men can respect them
      (2) so they don't bottle it up too long
   e) minority women - more comfortable with anger than white women?

   Questions:
   a) why is it important to express anger? Is it equally important to diffuse it after it has been expressed?
   b) what are the advantages of male expression of anger? the disadvantages?
   c) what are the advantages of the female expression of anger? the disadvantages?
   d) try some role playing in an angry situation and imagine how the same crisis might be handled differently by a man or a woman. What are tha effective and ineffective aspects of each? How could you counsel a young woman who is excessively sensitive about anger? a young man who acts angry when he is really ex-hausted, afraid, or sad?

5. Ankles crossed and hands folded
    a) difficult to "get a handle" on people of the other sex because
        of lack of nonverbal signals
    b) sexual body language
    c) passive ("ladylike") body language
        (1) inspires little confidence
    d) need for <u>professional and female</u> body language

Questions:
    a) how can we find out what non-verbal signals we are sending?
    b) how can a woman be sure she has presented herself as being
        strong and reliable? What extra measures could she take?
    c) what additional steps might a male interviewer take to get a
        more accurate reading on a female applicant?
    d) what advice should we give students who are just embarking on
        the job interview circuit?
    e) how can children learn body language that reflects competence
        and self-confidence?

C. Conclusion

    The best of both worlds

D. Evaluation Form - Session XIV

XIV. TWO CULTURES IN THE WORK PLACE

> Section B of this session is divided into five parts;
> each is an informal lecture followed by discussion ques-
> tions. You may want to change the order of presentation.
> If you think time may be short, condense the first three
> parts, which deal with different kinds of assertiveness.

In this day of affirmative action, it may sometimes seem that there
are no barriers to keep women from rising to the top. Indeed, some people
suspect reverse discrimination in women's favor, but employment discrimina-
tion against women has not ended. However, there is another frustrating
phenomenon: sometimes, even in situations where all people--men and
women--really want women to advance to positions of authority, it still
just doesn't happen. Why not?

From the day a baby is wrapped in pink or blue, it is clear that the
sexes are treated differently. What is not clear is how early socializa-
tion affects adult behavior and operates as an instrument of social control.

A. Parallel Cultures

We are living in two parallel cultures, one for adult men and the
other for women and children. Members of each culture are only vaguely
aware of the existence of the other culture. When women and men try
to interact as equals, they treat each other with the rules of their
own cultures, which they assume are universal but which are actually
particular to their own sex.

We hear the expression "separating the men from the boys" because
boys are expected to abandon childish ways to become men. Less often
do we hear "separating the women from the girls" because in our society
there is no clear division between girls and women. Even psychiatrists
and social workers (male and female) have a double standard of mental
health, with one concept for men and another for women. According to
the professionals in a 1970 study, a woman is healthier and more mature
if she is "more submissive, less independent, less adventurous, more
easily influenced, less aggressive, less competitive, more excitable in
minor crises, more susceptible to hurt feelings, more emotional, more
conceited about her appearance, less objective and more antagonistic
toward math and science."[1] The same description is used for an unhealthy,
immature man or an adult of unspecified sex; therefore a mature woman
is an immature adult. This concept places a woman in a dilemma: either
she enters the "adult" world and is strong enough to have her "femininity"
questioned or she remains with the "women and children," behaves in the
prescribed feminine manner, and accepts second-class status as an adult
and a professional.[2]

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[1] Sandra and Daryl Bem, Training the Woman to Know Her Place: The Social
Antecedents of Women in the World of Work, Pennsylvania Department of
Education, pp. 10-11.

[2] Ibid.

Most men operate in both worlds and unconsciously change channels when they switch from adult (business) to female (home or play).

In a leisurely business situation, men may continue to switch channels, as when a college advisor treats his female advisees differently from the males, only faintly aware that he is doing so. But in a high pressure situation, there is no time to make adjustments. Everybody's rough edges show. Women often do in fact get treated as equals, but because they don't know the signals, they don't give the expected responses and they consequently handicap themselves.

We need to learn each others' cultures, not only so that men and women can work together more effectively, but so that we can examine the advantages and disadvantages of each and all have the best of both worlds.

It is important to remember that the dual system is not absolute. As with any generalization, exceptions abound. There are many women (perhaps those with brothers and no sisters, or those who were the "son" their father never had) who absorbed much of the male culture. Many men were not given an extreme macho orientation and absorbed much of the female culture. These people will, no doubt, experience less conflict in the new world of women and men working together.

One shaft of light: Most of these patterns are startlingly easy for men and women to break. When women become aware that the assumptions on which they base their actions are culturally female rather than universal, many can make appropriate changes without years of psychoanalysis. As men stop expecting women to be either pseudo men or playmates, they can learn to both work with and evaluate women more effectively.

B. Patterns Which Keep Men and Women Separate

There are many patterns which keep men and women from effective working relationships. Five of the most important ones are:

1. Daddy knows best

Women and children believe that you have to know how to do something before you can try it, and someone (probably Daddy) knows what is going on. This leaves women dependent on a "daddy," a boss, or a cookbook for directions. On the other hand, men expect to learn how to do something while they are doing it, on the job. Men often believe that the only basic requirements for a job are a good brain and self-confidence. They may blunder the first time they try, but they take the resulting flack and they learn. Then they have the thing men trust most: not book learning (essentially female), but experience (essentially male).

Here's an example: A woman was selected as the assistant principal of a large junior high school. With a brief explanation, she was given the job of establishing bus routes for 1,000 students.

She sat at her desk thinking, "This is insane! I don't know how to do this! He didn't explain it at all!" She considered insisting on more help and wondered what her principal's reaction would be. Then she thought about the other applicants for her job, who were all men. Their experiences in teaching were similar to her own; they had never made bus schedules before. She faced the fact that she had as much intelligence and imagination as they did.

And then it came home: men don't know what they're doing any more than women do. They don't expect to know what they're doing--they just do it. And they are running the world this way. Actually no one knows until they've been there. There's nothing to rely on but good sense. When it comes right down to it, nobody has all the answers.

This is one of the major patterns that keep women out of the action. If there are six people available to do a project, and none of them has ever done it before, the chances are overwhelming that the job will go to a man. A woman will say, believing herself to be making a sensible and universal statement, "I can't do that, I don't know how." A man will say, "Sure, I'll do that. What does it involve?"

Women have disqualified themselves from jobs they wanted and could have done as well as the inexperienced man who did them because they thought ignorance was an automatic disqualifier. It is not. No one is recommending that you pretend to know something you don't, just that you can take on any project and find out how to do it.

Questions:

a) What are the advantages of the male way of approaching unfamiliar situations?

b) What advantages are there to the female way?

c) How would you help a woman who seems to believe that lack of knowledge automatically disqualifies her from a job?

d) How do these patterns show up in school? Are girls sometimes more assertive in the school setting? Why?

e) How can we help students of both sexes find an effective balance?

2. A man to lean on

In the women and children world, dependence (or simulation of it) is a valued trait. In the adult male world it is not. A man may be delighted to have you lean on his strong right arm in private. On the job, he has other things to do with his right arm. Therefore, if a man is dealing with you as an equal member of the adult world, he does not want dependence, real or feigned.

"Women ask for advice they don't need." The speaker is a
male superintendent who is trying to analyze why he feels uneasy
about delegating authority for an important committee to a woman.
In discussing the assignment with her, she asks him so many
questions that he is left with the feeling, "Oh-oh, this is
someone I'm going to have to take care of." He, like most managers,
is looking for someone to take the ball and run with it, someone to
assume responsibility for completing a job, not someone to follow
orders to the letter. This woman is capable of doing just that
and has no idea that her style is undercutting her. If she is
conscious of her behavior at all, she is probably performing a
charade because she thinks she must to get the job.

Instead, she may be nearly cut out entirely. She may not
actually think that "Daddy knows best," but she behaves as though
she does and, paradoxically, destroys his confidence in her as an
independent person. Playing games such as making a man feel that
your ideas were his can be counterproductive in a work situation.

The point is not that you should never ask for advice, but
rather that you should do so only when you need it. There is no
need to ride around lost for an hour because you hate to stop and
ask for directions. And most important, don't shift responsibility.
Most men are delighted to help you out, either sincerely or because
they're flattered. Men help other men. But they don't want to
find themselves saddled with your problems. The project is still
yours--you are simply using them as a valuable resource. They want
to know that by hook or by crook, <u>if you take it on, you'll get it
done</u>.

Questions:

a)   What are the advantages of the male attitude toward dependence?
     the disadvantages?

b)   What are the advantages of the female approach? the disadvan-
     tages?

c)   How can girls and women be helped to be more self-reliant?

d)   How can boys and men be helped to ask freely for advice they
     need?

e)   How can you tell if someone is feigning dependence?

f)   How can a female find out if she is sending out false dependence
     signals?

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3. Ladies first

As the gallant gentleman holds the door, saying, "After you, my dear," he is not merely showing his good manners, or his appreciation of the honor due to fair womanhood. He is also giving his permission to go through the door. The charming gesture is the velvet glove on an iron hand of exclusion that has convinced women they may go only where someone in authority has invited them. "One just doesn't go barging in where one isn't wanted." But adult males do not equate being uninvited with being unwanted. They do not hesitate to enter any situation where they know they have legitimate business, and they neither wait for nor expect an invitation.

The ability to make your own decisions about where you have business can cut you in or out of power. Take the case of the woman who had just been transferred to a new school. One day she was in the library where the textbook selection committee was meeting. Her previous school had just gone through the same selection procedure the spring before. She was very familiar with all the proposed texts because she had chaired the committee. Most of the people in the group were men. She could have pulled up a chair and said, "I've been through the selection procedure. May I join you?" Or someone might have said "Hey, Sally, weren't you the chair of the textbook committee at your other school? Can you give us some advice?" But it didn't happen, so she hovered around the card catalogue, worrying. Her opinions were lost, and the decisions were made without her. Those present believed she knew little about it, assuming that if she had known she would have joined the group. Someone else was chosen chairman, and she was left out, with no one even knowing it had happened. She had lost her chance to be a policy maker.

Taking responsibility is important. Not all responsibility follows the organization chart. Promotions frequently go to those who have already assumed a job informally, but only if those in power know of one's interest or expertise. In a large organization with many overlapping sections it is easy to get lost in the shuffle. Don't hide your light under a bushel.

Questions:

a) Where is the line between "barging in" and "making a contribution"?

b) Would the same behavior be perceived differently if done by a man or a woman? What do men and women have to learn from each other in this area?

c) How could increased assertiveness on the part of women help the organization?

d) How can girls learn to be more assertive?

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e) How can men learn to encourage assertiveness?

f) How can men learn to work with assertive women?

4. Nice little girls don't fight

In traditional society, women earn their living by being loved. This dependence produces the logical corollary that little girls are taught to fear anger above all and are taught nothing about how to handle it, except by placating or crying. Boys are taught to handle anger easily, indeed many welcome it subconsciously as a sign of achievement or an opportunity for victory. For boys, anger is an accepted part of life: "Go back and hit him again." For girls: "Nice little girls don't fight."

In any organization there will be times when people are over-worked, tired, worried and in a hurry. Anger levels run high. Many men thrive on this, finding it stimulating and self-affirming. Many women are seriously upset by anger, and tears are an inappropriate way of handling their feelings in a professional setting. Actually, the prospect of tears is a major reason why some men don't want to work with women, for men have been taught that they must be helpless before a woman's tears, a situation they obviously want to avoid in a power struggle. If women realize that, right or wrong, anger is an accepted part of the male culture, they can at least keep from being thrown off balance or taking it too personally. At the same time, men may need to examine their emotional work styles, which can be counterproductive.

A conversation was heard one day in which a woman was apologizing to her boss for something that had made him angry. The response she wanted was, "I realize it's not your fault; I'm not mad." The answer she got was, "Look, it's part of your job to push for things. Sure, sometimes somebody will get mad, but that's because you're doing your job. You've got to take some heat if you're going to get anything done." Those words took her a giant step toward libera-tion. If he had said, "No, dear, I'm not mad," he would have reassured her temporarily, but he would have confirmed her feeling that his anger was crucial. As it was, he freed her from her total dependence on his mood.

Because of this fear of anger, one aspect of the female culture is ample doses of praise, compliments and reassurance. Men don't "gush," to use a pejorative. Women need to learn to recognize the subliminal ways that men convey approval to each other, so that they will know when a man who takes them seriously is telling them they've done a good job. One competent, well-paid professional woman quit a challenging job because she felt no one appreciated her. She worked very hard, and was respected by the men who worked with her; they couldn't understand why she was leaving. They had given her the same kind of reinforcement they gave each other, and then some. In fact, many men may be incapable of giving the amount

of praise she needed, in a working context, though they can do so when they have switched channels to "women and children." If she had understood the culture she was working in, she would have realized that the lack of overt praise was no reflection on her. She would have recognized the praise she really was getting. She would have kept her job, which was good for her, good for the organization and good for women. As it was, once again the child-female culture pushed a woman away from power.

Fear of anger is closely related to the feminine attitude of dependence discussed earlier. One male executive sang the praises of a colleague: "It's such a relief to work with a woman who doesn't need to be reassured all the time." Many women constantly ask, "Is this what you wanted? Did I do it right?" What they do not realize is that far from gaining points for being obliging or obedient, they are irritating the manager, who has no time to hold their hands, and are undermining his confidence in them.

Women can also be undercut by a failure to express their own anger. Men respect anger, properly expressed. Without it, they may think you don't care or are too weak to co nt. One woman was fired because she had bottled up her resentment at being treated menially, letting no one guess she was upset. Eventually the cork popped, and she came screaming out of her corner in an hysterical rage. Her boss really didn't know what had happened to her--she had :   · seemed so calm and unflappable. If she had resisted soon.   .e might have been promoted instead of fired.

There is some indication that minority women are able to deal with pressures of work and anger, as well as expressing their own anger, better than many white women. It may be that fewer minority women are rendered helpless because they weren't brought up as "china dolls." Minority women often say that they were taught to stick up for themselves, and that this has had advantages.

You may want to take a poll of your group, by both sex and race, asking members if they were encouraged to fight or to defend themselves. A discussion of childhood memories compared with present reactions might follow.

Questions:

a) Why is it important to express anger? Is it equally important to defuse it after it has been expressed?

b) What are the advantages of male expression of anger? the disadvantages?

c) What are the advantages of the female expression of anger? the disadvantages?

d) Try some role playing of an angry situation and imagine how
the same crisis might be handled differently by a man or a
woman. What are the effective and ineffective aspects of
each? How could you counsel a young woman who is excessively
sensitive about anger? a young man who acts angry when he is
really exhausted, afraid or sad?

5. Ankles crossed and hands folded

Body language: The great mystery. Ankles crossed and hands
in the lap may be the right way for Emily Post to sit, but suppose
you're applying for a job as something like Regional Director of
Occupational Education?

If two men are having a conversation about dividing the respon-
sibilities in a project, by the end of the conversation each will
have concluded whether he can or cannot count on the other. Each
will have made judgments on such intangibles as how easy it is to
push the other around, whether he is lazy or ambitious, or whether
he is persistent or gives up easily, yet none of this will have
been discussed. It is not clear to them or to others what their
exact signals are.

A woman who has never absorbed these signals because she has
not patterned her body behavior on the men she admires may fail to
reassure the man she is talking with that he can count on her. He
doesn't know what's missing; he just has a vague feeling of uncer-
tainty. But if he interviews a man for the same job, the man has
an unspoken advantage because he's easier to "get a handle on."
This is one reason why degrees and credentials are so important for
women. Men feel unable to judge women's abilities by their usual
subconscious means, but they can justify a promotion if she has
credentials. "She has a law degree, she must be okay."

Traditionally a woman's identity is sexual. Much emphasis is
placed on being attractive to a man or men. Therefore, women are
taught a specifically sexual body language. Many teenaged girls do
not realize how sexy their signals are, which can lead to much
outrage on blind dates. Men are apt to downplay sensual body lan-
guage for fear of seeming effeminate. They develop a professional
body language appropriate to their specific profession--quite
different for a doctor, a salesman or a lumberjack--and use sexual
signals only in specifically sexual situations, if at all.

Most (but not all) women who take their work seriously tone down
or cut out the sexual body language while they are on the job. But
they are often at a loss as to what to replace it with.

The passive, "ladylike" body language may undercut women even
more than overt sexuality. Perhaps a woman sits back quietly when
a man would be leaning forward gesturing. Perhaps she drops her
eyes when he would maintain a steady look. We each have to work

out our own way. Whatever the specific signals turn out to be, women must find a way of conveying their competence by their mannerisms as well as their resumés, because the failure to do so is costing them.

Questions:

a) How can we find out what non-verbal signals we are sending?

b) How can a woman be sure she has presented herself as being strong and reliable? What extra measures could she take?

c) What additional steps might a male interviewer take to get a more accurate reading on a female applicant?

d) What advice should we give students who are just embarking on the job interview circuit?

e) How can children learn body language that reflects competence and self-confidence?

C. Conclusion

Clearly, then, we must all learn to speak each other's language if we are serious about inhabiting the same planet. In a real sense we have not done that until now.

And if we do speak the same language? The first obvious result is that women will have removed a major barrier to their own professional success, and in terms of human freedom that's important.

But there is a greater long-term impact. One of the great contributions of the feminist movement is its insistence that it's okay to be a woman. There is a parallel in the Black movement. Twenty years ago, for a Black man to be successful, he had to appear white. Now, Black is beautiful and he no longer needs to straighten his hair to be accepted. Similarly, a woman who wanted to succeed in a man's world had to become masculine. No longer. We are learning to stop apologizing for being female.

As women insist on success, as they learn the language of the male world, choosing those parts that are human and rejecting or modifying the rest, and as they refuse to become "masculine" as the price for being successful, their own characteristics will become associated with success. Young people will absorb the methods their female bosses use, and will see when they are more effective than parallel modes used by their male bosses. They will adopt methods because they are effective, not because they are male or female. Not only will women cease to feel ambition is dangerous, but men will no longer feel that sensitivity is shameful or that compassion leads to failure. Strength need no longer be confused with brutality. The insult "effeminate" may drop from the language; women's success will make the so-called "feminine" respectable, and the day may come when no part of the human character is off limits to anyone.

Note: Most of the material in the preceding session is based
on an article entitled "Roads Away From Power" by Amanda
J. Smith, High School Journal, Fall 1975.

D. Evaluation Form - Session XIV

Please evaluate this session by circling a number according to
the following scale: 1 - very negative   5 - very positive

1. General overall impression   1   2   3   4   5

2. Usefulness of subject matter
    for me professionally   1   2   3   4   5

3. Usefulness of subject matter
    for me personally   1   2   3   4   5

4. Were there any phrases or ideas that impressed you particularly
    favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which?
    Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the method of presentation:

8. What was the general manner or overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a) I think the presenter should keep:

     b) I think the presenter should change:

FINAL NOTE TO THE TRAINER ON USING THE TEACHER'S PLANNING GUIDE

Well, you made it! Session XIV should have been interesting for you, pulling together the implications of early childhood influences and the subsequent adult behaviors that shape our lives every day.

You're ready now for the final evaluations. First is the attitude questionnaire--it's identical to the one conducted in Session I. This will give you a chance to measure overall change of attitudes and, if you wish, to break the results down demographically. We have never matched the Session I questionnaire results with the final questionnaire results of each individual; this can be done anonymously by having participants pull code numbers out of a hat with which to identify their two question-naires. (20 minutes)

Second, the final letter. Have participants write another letter. Ask them to tell you how they feel personally and professionally now that it's over. These letters will probably be shorter than the first ones, but they should show if you were able to meet the concerns expressed earlier, and whether or not the participants ended the program happily. Most likely they will prove to be satisfying reading. (10 minutes)

Now go put your feet up. You've earned a rest!

New Pioneers Questionnaire

Key: 1 - Strongly agree
      2 - Mildly agree
      3 - Neutral or don't know
      4 - Mildly disagree
      5 - Strongly disagree

1. Everyone in my school is sex biased.   1.___

2. A careful division of sex roles makes boys and girls
    more sure of themselves.   2.___

3. Men and women behave differently because of biological
    differences.   3.___

4. If boys play with girls too much, or play with dolls,
    they are likely to grow up to be homosexual.   4.___

5. Strict sex roles are important in preventing sexual
    promiscuity.   5.___

6. If I had to work on a job with a man who had very
    feminine mannerisms, it would make me uncomfortable.   6.___

7. Sex bias is mostly a problem for white middle-class
    women and has little relevance for minorities.   7.___

8. Even though not everyone is lucky enough to achieve
    it, the ideal type of family is one in which father
    works and mother stays home with the children.   8.___

9. The high rate of juvenile delinquency would probably
    go down if more mothers stayed home instead of going
    to work.   9.___

10. Many men find their wives sexier and more attractive
    when they start working outside the home.   10.___

11. Teenagers tend to be less stereotyped in their
    thinking than people in their forties or fifties.   11.___

12. It is realistic for boys to prepare mostly for
    careers and girls to prepare mostly for motherhood.   12.___

13. Low-income girls prepare for wage earning more
    realistically than middle-income girls.   13.___

14. I would be reluctant to enroll girls in an all-boys
    vocational class, bec⁀   it might cause discipline
    problems.   14.___

Key: 1 - Strongly agree
2 - Mildly agree
3 - Neutral or don't know
4 - Mildly disagree
5 - Strongly disagree

15. It is unfair to train girls for jobs in which they
will face sex discrimination in the job market.   15.____

16. I would be happy if my daughter wanted to marry a
kindergarten teacher.   16.____

17. I don't believe that working as a plumber or mechan-
ic would cause a woman to lose her femininity.   17.____

18. I would be suspicious of a boy who wanted to be a
nurse or a ballet dancer.   18.____

19. Bothering about little things in the English language,
like "chairman," is nitpicking and a waste of time.   19.____

20. I try to be unbiased in my teaching, but it would be
inappropriate to discuss sex bias directly with
children.   20.____

21. It is polite and flattering to call a woman over 40
a "girl."   21.____

22. Schools with female principals have fewer discipline
problems.   22.____

23. A good way to punish a second-grade boy is to make
him sit with the girls.   23.____

24. It encourages healthy competition to sometimes let
children play girls against boys.   24.____

25. I want my son to learn the values of toughness and
competition which he can get in athletics.   25.____

26. I want my daughter to learn the values of toughness
and competition which she can get in athletics.   26.____

27. Athletics is one of the best ways for a disadvantaged
boy to succeed in this world.   27.____

28. In high school, boys have more definite opinions
than girls.   28.____

29. A woman should turn down a job if it pays a salary
higher than her husband's.   29.____

30. An employer should be willing to grant a man paternity
leave when his baby is born.   30.____

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Key: 1 - Strongly agree
      2 - Mildly agree
      3 - Neutral or don't know
      4 - Mildly disagree
      5 - Strongly disagree

31. Women should stop complaining, because men have it
    even tougher.   31.____

32. It would be a good idea to pass the Equal Rights
    Amendment (ERA).   32.____

33. If women want equal opportunity, they should be
    willing to take equal responsibility, such as being
    drafted.   33.____

34. The absence of men in the lives of young children is
    an important cause of many problems in America today. 34.____

35. Boys learn to read more slowly than girls because
    they develop more slowly physically.   35.____

36. Boys should make sure they have plenty of sexual
    experience before they get married.   36.____

37. Girls should make sure they have plenty of sexual
    experience before they get married.   37.____

38. A high percentage of rape victims are dressed reveal-
    ingly, or are in some other way provocative.   38.____

39. Girls should learn to be good sports about whistles
    and catcalls.   39.____

40. It is all right for a boy to hit another boy his own
    size, but he should never hit girls.   40.____

41. Letting your husband make all the decisions, and
    occasionally wearing nothing but an apron and black
    net stockings when he comes home from work, is probably
    the best way of getting what you want from him.   41.____

42. Societies with strict sex roles have less violence.   42.____

43. I would be more likely to try to break up a fight
    between two men than between a husband and wife.   43'.____

44. There is no harm in separating boys and girls some-
    times, as in separate lines for the lunch room.   44.____

45. Most adult women have trouble handling other people's
    anger.   45.____

Key: 1 - Strongly agree
     2 - Mildly agree
     3 - Neutral or don't know
     4 - Mildly disagree
     5 - Strongly disagree

46. The best way for a woman to get along with a man in a professional situation is to ask his advice often and to make sure she knows what he wants before she starts something new. 46.___

47. Black women are better off economically than Black men. 47.___

48. People should not take responsibility for something they don't know anything about. 48.___

49. An employer is justified in being reluctant to give a job to a woman who has small children at home. 49.___

50. If their wives work, men should do half of the housework and child care. 50.___

51. Women should do their share of unpleasant school duties, such as bus patrol. 51.___

52. Our society's definitions of manhood may be an important cause of juvenile delinquency. 52.___

53. Coed physical education and athletics would be a healthy thing for most boys and girls. 53.___

54. Women have a lot of freedoms that are denied to men. 54.___

55. Black women should not be pressing for their own rights, since the rights of Black men have historically been denied. 55.___

56. Women are too emotional for some jobs. 56.___

57. Changing family needs are changing the nature of work. 57.___

58. What is your sex? 1 - Male   2 - Female   58.___

59. What is your race? 1 - Black   3 - White
                       2 - American Indian 4 - Other   59.___

60. What is your marital status?
    1 - Single   4 - Divorced or separated
    2 - Living with a member 5 - Remarried
        of the other sex   6 - Widowed
    3 - Married   7 - Other   60.___

61. Where did you live most of the time while you were growing up? 1 - Farm   4 - Suburbs
                                                                    2 - Small town 5 - Moved a lot
                                                                    3 - City   61.___

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