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ABSTRACT

This guide presents a model and plan to expedite implementation of sex equity in vocational education through the elimination of sex stereotyping and sex bias. Aimed at vocational education administrators, the guide is organized into the four steps of the plan. Step 1 provides a rationale for the decision to implement a model sex equity program, including how to get help from administrators, state equity coordinator, local equity coordinator, instructors, and advisory committees. Step 2 explains why and how to conduct a needs assessment of instructional staff, students, and employers, while step 3 details the plan of action: training of school personnel, recruitment, and placement. Step 4 addresses evaluation of the sex equity program, including enrollment, completions, and job placement. Supplementary materials in the publication include survey forms, summary of vocational education legislation, key words, definitions, examples of language usage, guidelines for evaluating textbooks for sex bias, rating audiovisual aids, suggestions for maintaining sex equity in counseling, traditional and nontraditional vocational areas, affirmative action legislation, and sample news releases and public service announcements. (KC)

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"SEX EQUITY: IS IT FEASIBLE?"

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FOREWORD

I have worked with the Model Sex Equity Program over the past year with a great deal of uncertainty and hesitation. Oftentimes, I found myself asking, "What am I doing here?", for the feelings very often emerged that I was going against everything I had been brought up to believe. But I always came back to that original idea that we started with — everyone should have the right to choose whatever vocational training they want without being restricted by other people's biases and prejudices. Perhaps the name of our program should have been Job Training Equity, for that is what we are really dealing with.

In this guide, a change in the order of society is not advocated. Any intelligent person will recognize and admit that there are certain roles that men and women hold that should not be changed. Indeed, they cannot be changed, nor should anyone want them to be. However, when one looks at the way the work force has changed—the fact that more women are entering the work force and more men are expressing interest in non-traditional jobs—one must ask if society should place such rigid male and female roles on careers and jobs. The answer will come back that people should not be restricted in their job options because of the expectations of others. Everyone should be allowed to do what they want to do. Common sense says that not all women can be diesel mechanics, carpenters, nor welders; nor for that matter, can all men. If a man or woman wants to try a non-traditional vocation, they may fall on their face trying; but it should not be so because others have imposed their biases upon them.

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This matter should not be rushed into without first considering the implications. It must be assured that all people are treated fairly whether they are women or men.

This guide attempts to give a plan that will help to implement sex equity into vocational education. Approach it with intelligence and a mind for fairness, and the guide should prove to be very helpful. As you read this, please keep in mind that a change of the makeup of people and society is not advocated.

Georgia Shocklee
Georgia Shocklee

INTRODUCTION

Title II of the Education Amendments of 1976 has delivered a mandate to State and Federal vocational education programs to eliminate sex bias and sex role stereotyping.

Most educators have been aware of Title IX which prohibits sex discrimination since its passage in 1972. Most people are aware when sex discrimination exists and all fair-minded people are willing to take measures to correct this. However sex bias and sex stereotyping are harder to deal with. All people at some time or other are guilty of bias, and most people tend to categorize people according to sex or to group them according to sex stereotypes.

Because of socialization and learned behavior, many of us expect people to act and think in certain ways because they are members of a certain sex. Therefore, the mandate given us by Title II is much harder to comply with than that of Title IX.

We must first learn what sex bias and sex stereotype means and be able to identify and correct them. In this guide, a model and plan are presented that will expedite implementation of sex equity in vocational education.

The elimination of sex stereotyping and sex bias will not be accomplished overnight. It will be a long, slow process. The thinking and expectation of people will have to be changed. As educators, we will be most influential in this procedure.

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STEP ONE: DECISION TO IMPLEMENT MODEL SEX EQUITY PROGRAM

The first consideration in dealing with the Model Sex Equity Program is, of course, a decision as to whether to implement it or not, and who will be involved. Some may wonder at the need for such a program.

Federal law says that vocational educators must reduce sex bias and sex role stereotyping in vocational policies, programs, recruitment, and admissions, courses, teaching, and counseling. (Duffy; 1979)

How will you go about complying with these laws? All vocational educators know what the law requires, but many wonder what to do about it and what benefits will be accomplished from such laws.

A good sex equity program that encompasses administrators on the state and local levels, instructors, students, industry and the surrounding community, will prove helpful in complying with Federal laws.

Federal law should not be the only consideration in providing for a sex equity program. Increased opportunities for students, an atmosphere that exhibits more freedom to choose expanded careers, a staff that is more aware of bias and stereotyping and how to eliminate them, can all be advantages gained from the kind of program that is set forth in this manual.

These are some considerations that will be looked at when deciding whether or not to implement a sex equity program. But after making the decision to implement a sex equity program, to whom do you look for help?

ADMINISTRATION

Effective administrative support will facilitate any program in achieving its goals. This is especially true in a sex equity program. The director of the local vo-tech school is very important to the sex equity program. This person must be aware of what sex equity is and should take a leadership role in implementing sex equity in the local school.

As an administrator, there are several different people and groups of people to whom you can look for help in setting up an equity program.

STATE EQUITY COORDINATOR

The state equity coordinator should be the most knowledgeable person in the state on the question of sex equity. This person can give information on resources and on approaches to take in achieving sex equity.

LOCAL EQUITY COORDINATOR

Every school should designate someone as sex equity coordinator. This individual must be someone who is knowledgeable or interested in becoming knowledgeable about sex equity and about vocational education. The coordinator must be able to work well with people and must be someone who can lead and direct the program to the best advantage of the student population. Assistant directors could be very helpful in this capacity. Employability skills instructors or related instructors could perhaps be the ones to coordinate this effort.

INSTRUCTORS

Perhaps the most important people involved in a sex equity program are the instructors, as they have day to day contact with students. Many of them will hold traditional ideas about the role of men and women in work. Therefore, it is essential that they understand sex equity and its purpose in vocational education. The equity coordinator must be ready to guide instructors and give needed information and assistance. But the teachers themselves must be the ones who really incorporate the concepts of sex equity into the instructional program.

ADVISORY COMMITTEE

A good advisory committee will be particularly helpful in an effective sex equity program. The help of community leaders who are sympathetic to the program could be immense. Search out people who are in non-traditional roles themselves. Non-traditional workers would be valuable members of advisory committees as role models for students, teachers, and prospective employers. Leaders of civic organizations are helpful to the program in diffusing information and in scheduling speaking appointments about sex equity at civic meetings.

A separate advisory committee is not necessary for every sex equity program. General advisory committee members could be called upon for assistance and advice.

STEP TWO: NEEDS ASSESSMENT:

The decision to implement a sex equity program is the first step to be taken. Where do you go from there?

A sex equity program could proceed in a variety of different directions. Care should be taken to define certain objectives in providing equal opportunities for both men and women.

A needs assessment is the best avenue to determine what direction to take. The purpose of a needs assessment is to ascertain where certain people stand on sex equity issues and what actions need to be taken.

Instructors, students, and employers would be the groups you would need to survey to determine needs for a sex equity program in the local school. You need to make sure that the questions on the surveys would be such that, if a need were indicated, corrective action could be taken. It is easy to get opinions on a subject such as sex equity, but it is hard to really do anything to change opinions.

Sample surveys have been provided in the supplementary materials. You will find these on page S-1, S-2, and S-3. These are only ideas of what you could include on your surveys. An examination of each group is in order.

INSTRUCTIONAL STAFF

The instructor is an integral part of the plan for infusing sex equity into any program. You need to assess what instructors are doing in their classrooms and shops to assure equity. From this you can determine what they need to do.

A good time to survey the instructors would be during inservice workshops for sex equity. (The inservice workshop will be discussed in Step Three.) Have each instructor fill out the survey and determine from the results what needs to be done to assure equity as far as the instructors are concerned.

STUDENT SURVEY

A survey to assess the knowledge and needs of the student on sex equity will help to determine your sex equity plan.

Give the surveys to all students enrolled. The sex equity coordinator could visit each class, explain the purpose of the survey and have all students answer the survey questions. No names, please.

An ideal way to find out if the sex equity program is helping any would be to give the student survey at the beginning of the year and then give it again toward the end of the school term to the same students.

EMPLOYER SURVEY

An awareness of where employers stand on sex equity is important. These people are prospective employers of your graduates. With answers to pertinent questions, you will know better how to approach these people when you are seeking placement.

A mail-out of these surveys will be necessary. The first list of people to survey could come from advisory committee members. Try to think of people with whom your students might be seeking employment. One method of finding names for your mailing list would be to use a random selection from the phone books.

Mail the surveys to area employers with a cover letter explaining the purpose of the survey. Provide self addressed, stamped envelopes in which the surveys can be mailed back to you.

SURVEY RESULTS

As has been mentioned earlier, the results of a needs assessment should indicate what actions need to be taken to assure equity. After all the surveys have been completed, evaluate them and see what your findings are. Then, based upon your findings, plan what you want to do to implement equity in your school.

STEP THREE: PLAN OF ACTION

The results of the needs assessment survey can give a good indication of what direction a sex equity program should go. Next, decide what specific areas you wish to concentrate on in implementing sex equity.

In working with this program, there are three phases which need to be included. Attention needs to be given to training of school personnel in sex equity concepts, recruitment of students, and placement of students after they complete their training.

TRAINING OF SCHOOL PERSONNEL

The attitude displayed by the instructors is critical in the training and development of the students. It is during this time that the student either turns into a professional, a highly trained individual, or possibly becomes a dropout and a loser. The attitude displayed by the instructors and other school personnel can determine how successful nontraditional training can be. But how do you go about ascertaining that instructors and staff have the right attitude toward nontraditional career training?

1. INSERVICE WORKSHOPS

Inservice workshops are a good means for helping instructors understand the need for nontraditional training. Listed below are some ideas that could be incorporated into a workshop.

Legislation—In the workshop, a good idea would be to dispense pertinent information about legislation relating to sex fairness in vocational education. Most people have heard about the different laws, but don't really know how these laws pertain to them.

Break down the requirements of Title IX and Title II into lay terms so that all people can understand what it is all about. You don't have to get technical; a brief explanation will do.

The pages entitled, 'Vocational Legislation', pages S-4 and S-5, give a brief explanation of these two laws and how they apply to vocational education. The two are compared, showing how they are different and how they complement each other. This could serve as a handout to give to workshop participants. Use it to further their understanding of how these laws apply to them specifically.

Define terms—Almost everyone has heard of sexism, sex stereotyping, expanded roles, etc., but not all people really comprehend how these terms apply to them. Take a good look at terms relating to sex equity and apply them to vocational technical training. A list of words and their definitions is supplied for you on pages S-6 and S-7. Give participants a copy of the words and definitions. Discuss them and have each instructor apply them to their teaching situations.

Sources of Biases and Stereotyping—Explore sources of our stereotypes and biased ideas. Many people accept the idea of men in the work force and women in the home doing housework without questions. It is hard to find good materials that show the facts about the sources of biases and stereotypes without a biased slant themselves, but it is possible.

Show films and filmstrips that explore bias and stereotypes. Sometimes these films may bring out feelings of resentment or disagreement. After viewing them, discuss if the content is correct and how it can be applied by each individual to their own situation.

Make reading material on non-traditional roles and sex equity available to the instructors. Most people are not going to want to sit down and read a lengthy manual on sex equity. Short booklets, case histories, and even a joke that brings home a point on non-traditional careers are often good to break the ice or to help a person understand sex equity more readily.

Quizzes and attitude assessments—An attitude assessment can be profitable in helping the workshop participants understand how they feel about certain subjects. Everyone has biased attitudes about something but often a person doesn't understand the extent of these biases until something is done to point them out. Attitude inventories can make people understand where they stand on certain subjects. The survey entitled, 'What Do You Think?' page S-8, is an example of such an attitude assessment. Have the participants answer these questions expressing how they feel, and then talk about them. It is often easier to understand an opinion when it is expressed in writing than when it is just voiced.

The quiz relating to the work force also included in the supplementary pages, S-9, serves to inform the participants about the roles that men and women fill in the work force. After taking the quiz, give the correct answers and explain how this is related to non-traditional training. For example, the fact that women make up almost half of the work force will force people to reevaluate the old ideas that a woman should not work, that there are only certain jobs they should do, or that they aren't seriously attached to the labor force.

Brainstorming—Divide into groups and try brainstorming about certain topics. The purpose of brainstorming is to come up with as many ideas in a short amount of time which has been specified, as possible. The ideas don't have to be good, but they might lead on to a good idea that can be used.

- Have the participants search for answers to such topics as how to eliminate stereotyping and sex bias in the classroom.
- Brainstorm about how to recruit people into non-traditional courses.

Seek answers as to how to obtain better placement for non traditional people

- Discuss how to achieve sex equity in the classroom.
- Brainstorm about how sex equity can increase career options for both men and women.

Not everything that comes from these brainstorming sessions will be worthwhile. But instructors, when they really think of it, can come up with some really good ideas.

Most instructors and school personnel will be surprised at how little they know about the subject of sex equity. Most people are open minded and want to be fair in their treatment of the students, but are often unaware of how biased they really are. Handled carefully and with the proper attitude, inservice workshops can produce people who are interested in looking into ways to further sex equity in vocational education training.

2. CURRICULUM EVALUATION AND ADJUSTMENT

Most instructional materials used in vocational education have a certain amount of sex bias and sex stereotyping content. When these materials are used in the classroom, they often display the subtle suggestion that persons in nontraditional roles are not welcome.

Instructors should be aware of biased content in the curriculum. It is a good idea to evaluate instructional materials to determine if they are sex fair in their content. There are certain criteria that need to be considered when evaluating materials for sex fair content.

Language—Some words are so much a part of the English language that most people don't consider them sexist. Such words as the generic pronoun 'he' applied to everyone, 'chairman', or 'policeman', are so common that they aren't often considered to be biased. However, when used in vocational textbooks and teaching materials, this sort of terminology could display the attitude that some people are not accepted in the class.

Illustrations—The language in a material could be sex fair, but illustrations could show sex bias. Use the supplementary materials starting on page S-10 to determine if illustrations in the curriculum are sex fair.

A. V. Materials—Just like textbooks, audio visual materials need to be sex fair. Check your A. V. materials against the checklist in the supplementary materials.

Test, handouts, study guides, etc.—Check any aids that you may use to be sure sex fair attitudes are displayed.

Evaluating your curriculum materials and identifying sex bias and stereotyping is only one step. Now what do you do about it? Because of expenses involved, throwing away existing materials would not be reasonable. Finding materials without biased content is not possible in some training areas. They don't exist.

Each individual instructor will have to determine how to deal with biased curriculum content. This may call for a certain amount of ingenuity and creativity. Answers to the problem can be found. You have been given some suggestions for using biased materials. These suggestions can be used as they are or adapted and expanded to include other ideas. Page S-10 through S-20 will help you in evaluating your materials for sex bias. Use these materials as they are, or adopt them to your situation.

3. SEX FAIR FACILITIES

For years, the acceptance of traditional and stereotypic attitudes toward vocational education training has determined to a large part how the facilities and school plant will be built. For example, because women were not traditionally trained in such shop areas as auto body, auto mechanics, etc., most shop areas just didn't have restrooms and washroom facilities for women. In reverse fashion, in such training departments as office occupations or nursing, these facilities were not provided for men.

Such things as furniture, work tables, tools, or equipment could display bias or stereotyping by their construction. These things are not often a problem. Take a stroll around the school. Try to envision non-traditional persons in each department and see if you can foresee any problems that might arise because of the way the facilities are set up.

A check list for evaluating facilities might be helpful. Use the following check list or something similar and try to determine if the school displays fairness in facilities and equipment.

Evaluating Facilities to Determine Equity

Answer the following questions with yes, no, or not applicable.

1. Are bathrooms and washrooms provided for both men and women in all departments?
2. Are chairs, desks, etc., adaptable to larger or smaller persons?
3. Can work tables be adjusted for shorter or taller persons?
4. Can tools necessary for training be used by everyone? (This might be hard to determine, but consideration should be given to whether or not a person with reasonable strength could manage the tools.)
5. Are bulletin boards, posters, etc., balanced? Are both men and women shown in all areas of training?

4. GUIDANCE

Persons in guidance and counseling in a school can make or break a sex equity program. It is very important that a sex-fair attitude be exhibited when counseling people in career training. A person who holds to the idea of stereotyped roles of men and women in work will inevitably, perhaps unknowingly, steer the student into traditional job training. This is probably what a large percent of the people will want. But for that smaller number of people who are interested in a non-traditional career, it is unfair to steer them into a traditional job choice. An open-minded attitude and acceptance of a person's career wishes must be displayed regardless if they are traditional or non-traditional.

Instructors, at one time or another, will find themselves in the counseling capacity. Be careful how you guide the student. Make the student aware of non-traditional as well as traditional options in career training. Be aware of the special problems that a non-traditional student may face. Also, be aware of how the traditional students may feel toward the non-traditional ones.

Students who choose non-traditional career training will need a special interest and concern. Be aware of the problems the students will face. Understand that problems such as peer pressure, resentment from traditional students and misunderstanding from both the school personnel and prospective employers can arise. Be ready to lend an encouraging word, give pertinent information or just to listen to problems without trying to solve them for the person.

Suggestions that could be used when counseling to assure that equity is maintained has been included in the supplementary pages. Use these ideas or adapt them to your situation (pp. S-21).

5. SEX FAIR TEACHING

Perhaps the most important aspect of vocational education training is the relationship between the instructor and the student. An instructor will help the student prepare for the world of work and also the various social aspects of the work environment. Thus, a look at the attitudes displayed by the instructor to see if traditional sex role stereotyping is exhibited or if a student will be able to envision expanded opportunities in the world of work is needed.

Instructors, simply in their mannerisms and methods of speech, can display sex bias and sex stereotyping in their classrooms.

A knowledge of what constitutes sex bias and sex stereotyping, the results of it and how to combat it can help teachers to erase these negative actions from classrooms.

There is a list of some specific things, teachers might do to overcome sex bias and stereotyping in the supplementary material (S-22-23).

RECRUITMENT

A very critical area of reaching people with non-traditional career training information is recruitment. Most surveys indicate that the general population has very little knowledge of, or concern about, sex equity concepts.

A recruitment or general information campaign could be launched to increase awareness of the program and to make people more aware of expanded roles. This could be done in various ways, through newspapers, radio, T.V., etc. Newspapers are a very good way to disseminate information. Most area newspapers are happy to cooperate with a school in giving out information. Different approaches could be taken in this step.

1. INFORMATIONAL MATERIAL

Brochures—What do the brochures put out by the school look like? Are only men shown in male intensive programs? Do you show only women in pictures which portray your nursing, office occupations, or other female intensive programs? Such brochures are exclusive. They exclude one whole segment of the population. People who might be interested in a non-traditional course of study might feel that they don't belong because of the language or pictures which subtly display the attitude of the school and administration. By all means, make sure that you include the statement of assurance in all brochures.

Handbooks and catalogs—The same sort of thing can be said about handbooks and catalogs as has been said about brochures. Take a look at these items and determine if they are sex-fair.

You may wish to refer to the section in this unit on evaluation materials for equity on pages S-10 through S-20. These suggestions on language and illustrations could also serve as guides in eliminating sexist language and pictures from recruitment materials.

2. HIGH SCHOOLS

Many prospective vo-tech students come from high schools in the surrounding area. How can you reach these students with information about non-traditional careers? There is a possibility that some high school students may be considering non-traditional training. You need to make sure that they are made aware of the fact that all courses are open to everyone regardless of sex.

Visit the area high schools. Keep a list of high school counselors and administrators. When possible, set up appointments with counselors to discuss the prospect of non-traditional training for their students. Offer to visit in their classes to tell them about non-traditional career training. Many of these people will be happy to have someone visit their career orientation classes or possibly to visit with juniors and seniors.

Material that can be used when visiting with high school students is included in the supplementary materials, pages S-24 through S-32. It is designed to make students more aware of traditional and non-traditional roles.

First, use the exercise entitled "Traditional and Non-traditional". This will help the students to understand traditional vs. non-traditional and make them more aware of sex stereotyping. Expect a lot of discussion. This sort of material invites discussion, which is good if the students are guided in the direction of becoming more aware of career options open to them.

Next, use the Cinderella and Prince Charming exercise. Give the Cinderella to the girls and Prince Charming to the boys. Have them read the short story and then check off the items that apply to them. After doing this, lead the students in a discussion about how this story applies to them and their preparation for jobs and careers. Keep in mind that the purpose of this is to make the students more aware of their options in career training. **Don't let it become a discussion of politics or women's movements.**

This program can be used effectively to help prospective vo-tech students understand that they can enroll in non-traditional career training and be successful at it if they really want to. Stress the fact that a student should only choose that training that they are really interested in. They should not choose a course of training because of fear of peer pressure or out of rebellion to traditionally accepted ideas. Don't pressure a student into non-traditional training if they really aren't interested in it. If this is done, you will defeat the whole purpose of the sex equity program.

3. MEDIA

Good use of the media can help in recruitment efforts. This is the only way you will reach some people. Therefore, a concentrated effort aimed at the general public can help in recruiting non-traditional persons.

Newspapers—Have a feature article in the local newspaper at the very beginning of a sex equity program. Statistics could be included about men and women in the work force. The fact that traditional expectations of women's and men's working abilities limit people in their opportunities would be good to point out. Information about the opportunities for people in non-traditional roles and in non-traditional training could be included. This could focus attention of the community on the subject and open the door for further education.

Spotlight non-traditional people. This could be students who are doing particularly well in a non-traditional course. People who are successful in their non-traditional careers could also be focused upon as examples of people who have made it in spite of traditional expectations. Consider doing special articles or news releases about the prospect of non-traditional career training. Many people might not even be aware of the possibilities open to them. This would be only one way of reaching the general public with information about vo-tech training along with expanded careers. Two examples of newspaper articles about non-traditional students have been included for your examination. pp. S-33 and S-34

Radio and T.V.—Spots on radio and T.V. can be used to disperse information about non-traditional career training. If a special program is coming up, be sure to let the radio and T.V. put it on the news, with special note of the fact that it is open to all people regardless of sex. Also, you could expand on the suggestions given to newspapers for feature articles and spotlighting non-traditional people. This could really be effective in getting to people who might be interested in non-traditional training. Examples of radio and T.V. spots have been included that you can examine for your own use. pp. S-35 and S-36

PLACEMENT

When it is all said and done, no matter how careful you are in your recruitment, no matter how sex fair your training program, if the non-traditional student cannot find a job when training is completed, your sex equity program is a failure.

People in business and industry tend to hold very stereotyped ideas about jobs. How do you deal with this problem?

1. PUBLIC RELATIONS

A good public relations plan on the part of the sex equity coordinator is a must. Someone to visit prospective employers, promoting the hiring of non-traditional students is important. Explain the positive aspects of hiring non-traditional persons. Look for role models who are successful on the job. Point out the success of former non-traditional persons. Perhaps a newsletter published occasionally and sent out, pointing out the good things about non-traditional employees might work.

2. BUSINESS AND INDUSTRY

Affirmative Action and Government Contracts—Be aware of which companies have affirmative action plans. Most all larger businesses will have such. Find out how they comply with the plan. Offer to help them find the employees they need for compliance.

Be aware of all prospective employers who have government contracts. Everyone who holds a government contract must hire a percentage of non-traditional persons. Let these people know that you are willing to help them find those non-traditional employees.

The insert in the supplementary pages (S-37 & S-38) concerning Federal laws pertaining to EOE and Affirmative Action Plans could prove helpful. A knowledge of these laws can be helpful when trying to find placement for qualified students.

Be sure to recommend your qualified non-traditional students when someone calls for a worker. Send them out for interviews. Persist and insist that prospective employers take a look at these nontraditional people.

Be aware that Federal law prohibits the school from sending students for interviews to people who discriminate. Make prospective employees know this and insist on compliance.

"If a recipient enters into a written agreement for the referral or assignment of students to an employer the agreement must contain an assurance from the employer that students will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex, or handicap." FEDERAL REGISTER, Vol. 44, no. 56, March 21, 1979, Section VII. (This is a direct quote from the Federal Guidelines.)

3. ADVISORY COMMITTEE MEMBERS

One of the best sources of placement for non-traditional students is the advisory committee. These people are an integral part of the school system. They are aware of the school's problems and are interested in them. Relate to them the need for a positive placement for non-traditional students. Oftentimes they might be able to provide placement for the students. If they can't hire the student, they have a link with the local business community. They could give ideas and help in finding placement.

Make sure that each Advisory Committee has both men and women represented. This would especially be helpful, because these non-traditional people could identify with the non-traditional students in seeking employment.

Section 104.111 (D) of the Amendments of 1976 states: "Each eligible recipient shall establish a local advisory council which has an appropriate representation of both sexes, and an appropriate representation of the racial and ethnic minorities found in the program areas schools, community or region which the local advisory council serves."

STEP FOUR: EVALUATION

The final part of the Model Guide for sex equity is evaluation. What indicators can you go by to determine if the plan for implementing sex equity is successful?

ENROLLMENT

Increased enrollment of non-traditional students should be a direct result of the recruitment efforts in a sex equity program. When people realize that they will be welcome in a non-traditional course, they will be more willing to pursue that course of interest. However, because of built-in fears and biases, don't be discouraged if non-traditional enrollment doesn't suddenly increase dramatically. It will take time to break down that old wall that has been built up for years.

COMPLETIONS

One of the best indicators of a successful plan would be that less non-traditional students drop out before completion of training.

People may venture into a non-traditional course, but drop out because of the problems they face. If your plan ensures sex fair treatment, courses, curriculum, and facilities, then some of these problems may be eliminated. If the non-traditional student realizes that the instructors and administrators are interested in their success, they may face their problems more courageously.

PLACEMENT

Take a look at your placement records. After all of the public relations and general information efforts, prospective employers should be more willing to hire the non-traditional people.

With a concentrated effort and the right information, a plan to implement sex equity can be successful in vocational technical schools. Such a plan will involve everyone from the student, the instructor, the administrator, to the employer. A change of attitude may be necessary for most people involved, but all can benefit from such a plan.

SUPPLEMENTARY MATERIALS

EMPLOYER SURVEY

	YES	NO	NO OPINION
1. Do you have an affirmative action plan that requires you to hire a certain number of non-traditional workers?	_____	_____	_____
2. When hiring an employee, do you consider both sexes equally if they possess similar skills?	_____	_____	_____
3. Would you hire a non-traditional worker?	_____	_____	_____
4. Is the same salary schedule used for both men and women employed in similar positions?	_____	_____	_____
5. Do you believe that women are capable of doing traditionally men's jobs, i.e. carpentry, auto mechanics, etc.?	_____	_____	_____
6. Do you believe that men are capable of doing traditionally women's jobs, i.e. secretarial, nursing, etc.?	_____	_____	_____

INSTRUCTIONAL STAFF

	YES	NO	NO OPINION
1. Do you have both males and females on your advisory committee?	_____	_____	_____
2. Do you have an understanding of what constitutes sex-fair language?	_____	_____	_____
3. If yes, does the textbook you use primarily have sex-fair language?	_____	_____	_____
4. Are males and females in your classroom evaluated the same?	_____	_____	_____
5. Do your promotional and recruiting methods include any information directed toward recruiting non-traditional students?	_____	_____	_____
6. Are restroom facilities available in or near your classroom for both sexes?	_____	_____	_____

STUDENT SURVEY

	YES	NO	NO OPINION
1. Are both sexes evaluated the same in your classroom?	_____	_____	_____
2. Does the language and illustrations in the textbooks used in your class give equal attention to both sexes?	_____	_____	_____
3. Do you understand the meaning of affirmative action plans?	_____	_____	_____
4. Are the same equipment and facilities available for males and females in the course you are taking?	_____	_____	_____
5. Does your instructor treat both sexes the same?	_____	_____	_____
6. When enrolling in the vocational-technical school, were you made aware that all vocational classes were open to both sexes?	_____	_____	_____

VOCATIONAL LEGISLATION

Vocational educators have been given a legal charge to reduce sex bias, sex discrimination, and sex-role stereotyping in vocational policies, programs, recruitment, admissions, courses, teaching, and counseling. Federal legislation related to the elimination of sex discrimination in education and employment includes Title IX of the Education Amendments of 1972 and Title II (Vocational Education) of the Education Amendments of 1976, P. L. 94-482.

Title IX addresses sex discrimination in all aspects of education while Title II addresses sex discrimination, sex bias, and sex stereotyping specifically in vocational education. Congressional intent is that these two pieces of legislation work together and complement each other. The following pages should provide a basic understanding of the intent and implication of both Title IX and Title II, with which all vocational educators should be familiar.

COMPARISON OF THE 1976 EDUCATION AMENDMENTS AND TITLE IX

The provisions of the Education Amendments of 1976 which pertain to sex discrimination and sex bias are similar to the requirements of Title IX (Education Amendments of 1972) in basic intent: both are directed to ensuring that equal opportunities are provided to females and males in vocational education programs. There are, however, several significant differences between Title IX and the Amendments:

Title IX addresses the issue of sex discrimination in education programs; it generally requires that persons may not be excluded from, denied participation in, or be treated differently in education programs. The Education Amendments not only address sex discrimination, which is defined as "any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex," but also sex bias, or "Behavior resulting from the assumption that one sex is superior to the other," and sex stereotyping, or "attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex."

The Title IX regulation applies directly to local education agencies and institutions; the Education Amendments of 1976 apply directly only to State and Federal vocational education programs. They affect local vocational education programs and institutions indirectly through their specification of priorities and procedures for State use of Federal vocational education monies, which in turn affect State funding of various local vocational education programs and institutions.

Title IX specifies a variety of 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, course completion and graduation requirements, student employment, marital or parental status, and employment of education personnel. The Education Amendments of 1976 complement the specific prohibitions of sex discrimination which are established by the Title IX regulation with a mandate for the development of programs to overcome sex bias, stereotyping, and discrimination in vocational education and an authorization to States to use Federal monies for this purpose.

Source: Dr. Nishma I. Duffy "Do You Know Your Anti-Discrimination Laws?" Concord, New Hampshire, Division of Vocational-Technical Education. New Hampshire State Department of Education. 1979.

KEY WORDS

Sex Discrimination:	Any action which denies opportunities to a person or group because of their sex.
Sex Stereotyping:	Believing that males and females should act in certain ways that are different from one another.
Sex Bias:	Behavior resulting from the belief that one sex is better than the other.
Sexism:	Treating people unfairly because of their sex.
Sex Equity:	Being fair to all people regardless of their sex.
Roles:	The way we act in different situations because that is the way we are expected to act. (For example, a 12-year-old boy may have the roles of student, brother, son, paperboy, class officer, club member, nephew.)
Expanded Roles:	Acting in a greater variety of ways than is usually expected of a person of your sex. (For example, a male works in an important job and cleans house; a female cleans house and works in an important job.)
Source:	Unknown

DEFINITIONS

Sex Roles:	Characteristics, behaviors, and functions assigned on the basis of gender.
Sexism:	Differential treatment and expectations of people based on sex beyond what is predetermined by biology.
Equity:	Fair and equal treatment of all people.
Sex Bias:	Behaviors resulting from the assumption that one sex is superior to the other.
Sex Stereotyping:	Attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of sex.
Sex Discrimination:	Any action which limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of sex.
Non-traditional Student:	A female enrolled in a male intensive program or a male enrolled in a female intensive program.
Traditional Student:	A female enrolled in a female intensive program or a male enrolled in a male intensive program.
Female Intensive Program:	A vocational education program with an enrollment of less than 25 per cent males by national statistics.
Male Intensive Program:	A vocational education program with an enrollment of less than 25 percent females by national statistics.
Source:	Unknown

WHAT DO YOU THINK?

Women should not work unless they have to.

SA A N D SD

Men who want to be secretaries have something wrong with them.

Women have no place in jobs that are traditionally thought of as men's jobs.

Men should not have to share in child care.

Women working in men's jobs and men working in women's jobs could cause the break-up of marriages.

A person should be allowed to choose any career they wish regardless of their sex without censorship from anyone.

Women do not have the strength to do many jobs that are traditionally held by men.

With the proper background, a person can do just about any job regardless of sex. (Ex. men trained in household work could be good homemakers; women trained with proper use of tools could be mechanics).

Sex equity and nontraditional roles are only women's issues and don't have any relevance for men or vocational training.

Job equity is alright; sex equity is not.

In your own words, define sex equity and job equity:

- KEY:
- SA— Strongly Agree
 - A— Agree
 - N— Neutral
 - D— Disagree
 - SD— Strongly Disagree

Source: Unknown

WORK FORCE QUIZ

1. T Studies show that 9 out of 10 girls will work outside the home at some times in their lives.
2. T A majority of women work because of economic need.
3. F Women have a much higher absentee rate from their jobs.
4. F Recently, more women are leaving work for marriage and children.
5. T Job requirements are usually unrelated to sex.
6. F The sole supporter for the majority of families is male.
7. F The average woman worker is slightly less educated than the average man worker.
8. T Fully employed women who are high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.
9. T Today more than half of all women between 18 and 64 years of age are in the labor force.
10. F A majority of women who leave work to have children never return to their job.
11. F The single woman usually works less than 25 years in the labor force.
12. F Women have a much higher turnover rate in labor than men.
13. T Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women.
14. T Less women are offered positions of responsibility than men.
15. F The employment of mothers leads to juvenile delinquency.
16. T Most men who have worked for women supervisors do not complain about working for a woman.
17. F The number of working mothers who have children under 18 has not increased since 1940.
18. T The average woman worker earns less than three-fifths of what a man does, even when both work full-time.

Source: Unknown

EXAMPLES OF LANGUAGE USAGE

The following examples show the difference between **exclusionary and negative** language on the one hand, and **neutral** language on the other. Many examples come from the McGraw-Hill Book Company and Scott, Foreman and Company (2, 10).

Exclusionary Language

When man invented the wheel . . .
 The statesman spoke about . . .
 The average American drinks his coffee black.
 The lady lawyer delivered . . .
 The chairwoman sat down.

Neutral Language

When the wheel was invented . . .
 The public servant spoke about . . .
 The average American drinks black coffee.
 The lawyer delivered . . .
 The presiding officer sat down.

Negative "Female" Language

The old maid answered the . . .
 The girls in the office . . .
 The consumer should buy her . . .
 Jim Wiess allows his wife to work part-time.
 Al listened to the ladies chatter.
 Pioneers moved West, taking their wives and children with them.

Neutral Language

The woman answered the . . .
 The women in the office . . .
 Consumers should buy their . . .
 Judy Wiess works part-time.
 Al listened while the women talked.
 Pioneer families moved West.

Negative "Male" Language

His old man said, "No."
 The boys in the office . . .
 When the breadwinner gets his . . .
 Jim helps his wife do the housework.
 Hitting the nail instead of the thumb is a triumph for boys.
 Cutting out paper dolls is good for girls.

Neutral Language

His father said, "No."
 The men in the office . . .
 When wage earners get their . . .
 Jim shares the housework.
 For a child, hitting the nail of the thumb or cutting out recognizable shapes is a triumph.

Boys like action stories, and both boys and girls like animation and comedy. Girls will read stories that boys like, but boys will not enjoy "girlish" stories.

Most children like action; animation and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials.

Source:

Farris, Charlotte. EXPANDING ADOLESTENT ROLE EXPECTATIONS. Ithaca, New York: Cornell University, 1978

WHAT YOU CAN DO ABOUT BIASED TEXTBOOKS

"Level" with the students in your classroom. Point out sex bias of books or materials. Help them learn to identify sources of bias and important omissions in the materials.

Develop classroom activities around identifying bias found in television, textbooks, movies, library books, magazines, etc.

Identify or develop supplementary materials which can help "correct" some of the bias of available materials.

Design student research projects. These might include a study of their own textbook materials or their identification of supplementary materials.

When students have completed activities identifying bias, have them write letters and send reports to administrators, publishers, community groups, and organizations working to reduce bias in textbooks.

Invite local resource persons into your classroom to provide additional information and work with students on special projects and activities.

Ask students to rewrite materials, write their own materials on subjects omitted from the textbook, or rewrite the material from other persons' points of view.

Use bulletin boards, posters, pictures, magazines and other materials to expose students to information commonly excluded from traditional materials.

Study the meaning of "Bias" and "Stereotypes". Have students count pictures of males and females and look for pictures of males in stereotyped and expanded roles.

Ask students to bring in pictures of males and females in expanded roles which might be used to replace illustrations in the texts. The pictures might be displayed on a special bulletin board.

Have students compare bias and stereotyping in different textbooks. Ask them to rate the books according to the most and least stereotyped.

Have students analyze trade journals and other materials ordinarily used in class. Ask them to edit materials which are heavily biased and stereotyped, eliminating such language.

Source: Unknown

GUIDELINES FOR EVALUATING TEXTBOOKS FORMERLY FOR ONE SEX

The following checklist is designed to help teachers identify sex bias and stereotyping in textbooks on vocational subjects formerly taught to one sex. Now that these courses are open to both male and female students, the subject matter needs to be expanded to include both sexes. If certain items are omitted from the textbook, the teacher may consider incorporating the ideas below in order to expand and balance the image of both sexes.

- | | Yes | No |
|---|-------|-------|
| 1. Does the textbook make both female and male students feel comfortable in learning about subjects which were formerly for one sex? | _____ | _____ |
| 2. Does the textbook make a special effort to include pictures of male and female students, teachers and adults in nontraditional roles? | _____ | _____ |
| 3. Do learning activities and projects avoid sex stereotyping according to past traditional roles: | _____ | _____ |
| 4. When appropriate, are the historical and present-day accomplishments of both sexes included in the text? | _____ | _____ |
| 5. Does the textbook point out that employers in occupations which formerly hired one sex are now required by law to employ the best qualified candidate regardless of sex? | _____ | _____ |
| 6. When appropriate, does the textbook include the legal status of men and women, property law and the effect of marriage on property rights? | _____ | _____ |
| 7. Does the textbook dispel the myth that homemaking is only for females and outside employment only for males? | _____ | _____ |

Textbooks Formerly for Females:

- | | | |
|--|-------|-------|
| 8. Do textbooks for traditionally female occupations, such as health service or secretarial work, demonstrate that males have the right to pursue these occupations? | _____ | _____ |
| 9. Do textbooks on family relations, child care, housing, foods and nutrition, clothing selection, construction and design and management stress the personal needs of both males and females in adult life? | _____ | _____ |
| 10. Do textbooks on marriage and family portray a wide variety of life styles ranging from single adulthood, the traditional marriage relationship and the dual career marriage? | _____ | _____ |

Textbooks Formerly for Males:

Yes

No

11. Do textbooks on mechanical drawing, metals, plastics, electronics, woodworking, construction, machinery and agriculture point out to both males and females the advantages of acquiring training for the labor market and practical skills for daily living? _____
12. Do the textbooks dispel the myth that tools and power-driven machines are too dangerous for females to learn to use? _____
13. Do the textbooks demonstrate that females have the right to pursue activities or careers in nontraditional skills where physical strength is required? _____

Source: Farris, Charlotte. EXPANDING ADOLESCENT ROLE EXPECTATIONS. Ithaca, New York: Cornell University; 1978. Cost — \$2.25

TERMINOLOGY FOR USING AUDIO-VISUAL RATING SCALE

To evaluate A-V materials we look for sex bias and sex stereotypes. Bias determines whether media materials favor one sex over the other; stereotypes determine what roles males and females play. The terms used for bias are as follows:

Female Bias means that the media materials deal exclusively with females: the title refers to females; the narration is by females; the message is designed for females; the visuals and characters are predominantly females.

Male bias means that the media materials deal exclusively with males in regard to title, narration, message, visuals, and characters.

When A-V materials are free of bias, they are balanced as follows:

Balanced means the media materials deal with **both** male and female sexes in an equivalent way; the title refers to both males and females or neither; the narration is by both male and female voices; the characters are both male and female; the message is for both male and females.

The terms used for stereotyping are as follows:

Female stereotypes portray females as weak, dependent, noncompetitive and sexy; as homemakers, child caretakers, and do-gooders; as interested in literature, languages and the arts and uninterested in math, science and technical skills; as followers, supporters and assistants in business, education, law, medicine and other occupations; as preoccupied with looks, marriage and homemaking to the exclusion of careers or studies.

Male stereotypes portray males as strong, independent, aggressive, muscular and good-looking; as heads of households, wage earners and providers; as creators, builders and leaders in professions ranging from education, scientific research, engineering, medicine, business and the trades; as career-oriented, excelling in math, science, shop, sports and leadership.

When A-V materials are free of stereotyping, they are expanded as follows:

Expanded means the media materials portray both males and females as free to assume roles traditionally limited to one sex; males and females are seen facing common decisions, options and activities, both males and females are sensitive, nurturing and supportive, active, intelligent decision makers and leaders; males and females are partners in family life, sharing the childcare and household chores, working as equals or co-workers in all professions; males and females in school are seen as caring individuals, equally capable in studies, vocational preparation, athletics and activities.

Terminology—Page 2

By using these terms and the following rating scale, part A for bias and part B for stereotypes, A-V materials can be described as male biased, female biased or balanced, and stereotyped, expanded or mixed. The idea is for media to be balanced and expanded.

Source: Farris, Charlotte, EXPANDING ADOLESCENT ROLE EXPECTATIONS. Ithaca, New York: Cornell University; 1978. Cost—\$2.25

RATING SCALE FOR A-V MATERIALS

Part A: Sex Bias

To evaluate sex bias, check each item for Male or Female. If it applies to both, check both columns; if not observed, leave blank.

	Male	Female
1. Does TITLE have male or female connotation?	_____	_____
2. Is NARRATION by male or female voices or both?	_____	_____
3. Does AUDIO (MESSAGE) reflect male or female bias? Male bias means mainly reference to males or famous men, negative remarks about women and women's movement; female bias means mainly reference to females or women's movement or negative remarks about traditional life styles; if neither predominates, check both	_____	_____
4. Do VISUALS portray males more often than females? or females more often than males? If equal, check both	_____	_____
5. Are MAIN CHARACTERS male or female? If equal, check both	_____	_____
6. Are SUPPORTING CHARACTERS male or female? If equal check both	_____	_____
7. In HOME SETTINGS, are adults seen predominantly male or female? If equal, check both	_____	_____
8. In OCCUPATIONAL SETTINGS, are adults seen predominant male or female? If equal, check both	_____	_____
9. In COMMUNITY SETTINGS, are adults seen predominantly male or female? If equal, check both	_____	_____
10. In SCHOOL SETTINGS, are students seen predominantly male or female? If equal, check both	_____	_____
11. In RECREATIONAL SETTINGS, are participants seen predominantly male or female? If equal, check both	_____	_____
12. Are characters cast in INDEPENDENT ROLES (making decisions, acting autonomously) predominantly male or female? If equal, check both	_____	_____

Rating Scale—Page 2

	Male	Female
13. Are characters cast in NURTURING ROLES (giving care and being sensitive to others) predominantly male or female? If equal, check both	_____	_____
14. Are characters cast in AGGRESSIVE ROLES (being dominating, competitive or leading) predominantly male or female? If equal, check both	_____	_____
15. Are characters cast in SUBORDINATE ROLES (being passive or acting under another's influence predominantly male or female? If equal, check both	_____	_____

Evaluation Results. For a percentage score, total the checks for each column add the male and female totals for a grand total, and then compute percentages for male and female.

Interpret percentages as follows:

- If % males equals 50%, the film is balanced.
- If % males is greater than 50%, the film is male biased.
- If % females is greater than 50%, the film is female biased.

Part B: Sex Stereotyping

To evaluate sex stereotypes, check each item Yes or No; if not observed leave blank.

	Yes	No
1. Does TITLE have stereotyped connotation?	_____	_____
2. Is NARRATION predominantly by male voices?	_____	_____
3. Does AUDIO (MESSAGE) contain frequent reference to males and negative remarks about the women's movement, or frequent quotations, sayings or songs which are male-oriented?	_____	_____
4. Do VISUALS portray males as good-looking and muscular, and females as pretty, slim and sexy? Are males dressed in formal dark attire and females in pastel dresses or skirts?	_____	_____
5. Are MAIN CHARACTERS cast predominantly in stereotyped roles?	_____	_____
6. Are SUPPORTING CHARACTERS cast predominantly in stereotyped roles?	_____	_____
7. In HOME SETTINGS, are males seen predominantly as breadwinners and females as homemakers and child providers?	_____	_____
8. In OCCUPATIONAL SETTINGS, are males seen predominantly as leaders or politicians, and females as followers and volunteers?	_____	_____
10. In SCHOOL SETTINGS, are boys engaged in math, science, sports, student government, career preparation, and girls in languages, home economics, the arts? Are girls preoccupied with looks, boys, marriage and popularity?	_____	_____
11. In RECREATIONAL SETTINGS, are males competitive, and females noncompetitive?	_____	_____
12. Are characters cast in INDEPENDENT ROLES predominantly male?	_____	_____
13. Are characters cast in NURTURING ROLES predominantly female?	_____	_____
14. Are characters cast in AGGRESSIVE ROLES predominantly male?	_____	_____
15. Are characters cast in SUBORDINATE ROLES predominantly female?	_____	_____



Sex Stereotyping—Page 2

Evaluation Results. For a percentage score, total the checks for each column, add the yes and no totals for a grand total, and then compute percentages for yes and no.

Interpret Percentages as Follows:

- If % yes equals 50%, the roles in the media are mixed.
- If % yes is greater than 50%, the roles are stereotyped.
- If % no is greater than 50%, the roles are expanded.

Source: Farris, Charlotte. EXPANDING ADOLESCENT ROLE EXPECTATIONS. Ithaca, New York: Cornell University; 1978. Cost—\$2.25

SUGGESTIONS TO BE USED TO ASSURE THAT EQUITY IS MAINTAINED IN COUNSELING

Develop slide presentations and scripts for programs offered in vocational education, bias free.

Provide counseling services to students and parents concerning non-traditional career opportunities.

Help to design tours enabling students to visit vocational facilities.

Administer, when possible, testing devices which would show aptitudes and job interest.

Represent to students a broad spectrum of educational and career opportunities, both traditional and non traditional. Sex should not be considered a limiting factor in career determination.

All career materials should be free of sex bias and encourage the consideration of all careers by both sexes.

Don't stereotype students by attributing behaviors, abilities, interests, values, and/or roles to a person or group of persons on the basis of their sex.

Provide specific support to students to choose not to conform to stereotyped programs and/or career choices.

Students should not be advised to enroll in courses on the basis of their sex.

Job placement for all students should be undertaken in non-traditional as well as traditional occupational areas.

Source: Unknown

SUGGESTED ACTIONS OF LOCAL VOCATIONAL PERSONNEL FOR OVERCOMING SEX BIAS AND STEREOTYPING

1. Develop and implement an awareness program to inform special target populations of negative effects of stereotyping.
2. Plan field trips to include viewing of non-traditional employment situations as well as traditional employment situations.
3. Provide a thorough explanation and exploration of career information and vocational courses to students of both sexes.
4. Publicize stories of students and/or employees who are finding success pursuing non-traditional roles.
5. Provide staff inservice programs in the area of expanding roles for students.
6. Assist administration in writing and/or disseminating policy statements regarding the elimination of sex bias.
7. Insure an appropriate representation of both sexes on local advisory committees and councils.
8. Develop plans for placement of students in cooperative programs without regard for sex.
9. Evaluate the preparation and/or dissemination of recruitment or informational materials.
10. Review commercially and professionally prepared classroom materials for sex-fair language, text content, and pictures, as well as for those materials which promote the exploration of non-traditional roles by students.
11. Provide supplementary materials to offset sex-biased textbooks and materials.
12. Encourage continued involvement in vocational student organization activities by both males and females, especially in the case of leadership opportunities.
13. Provide equipment and facilities on an equal basis for both sexes.
14. Assist counselor with information and explanation of new emphasis in vocational education of expanding roles for students, and enlist support.
15. Evaluate vocational inventory test to determine if separate norms are being used for females and males.

16. Eliminate biased language and assumptions or expectations of behavior from classroom practices including student activities, individualized instruction, assignments, negative and positive reinforcement, and lesson plans.
17. Involve persons employed in non traditional roles as resource persons for classroom activities.
18. Utilize equal evaluation criteria for both females and males enrolled in the same program.
19. Accept professional responsibility of learning more about the negative affects of sex-role stereotyping on students and offer to provide information to staff informally or as inservice program in the area of expanding roles for students

Source: Unknown

TRADITIONAL AND NON-TRADITIONAL

Listed below are the subjects taught at Black River Vo-Tech. Which of these courses do you think would be a traditionally female course? Which are traditionally male? Indicate by putting "M" for male and "F" for female beside the name of the course.

- _____ AUTO BODY
- _____ AUTO TECHNOLOGY
- _____ DIESEL MECHANICS
- _____ INDUSTRIAL ELECTRICITY
- _____ LICENSED PRACTICAL NURSING
- _____ MACHINE SHOP
- _____ OFFICE OCCUPATIONS
- _____ RESIDENTIAL CARPENTRY
- _____ WELDING
- _____ TRUCK DRIVING

Now that you have decided which should be traditionally male and traditionally female subjects, ask yourself: "Why is this particular subject limited only to males or to females?" Is there a valid cause or is it because of sex stereotyping?

TERMS DEFINED:

NON-TRADITIONAL STUDENT: A female enrolled in a male intensive program or a male enrolled in a female intensive program.

TRADITIONAL STUDENT: A female enrolled in a female intensive program or a male enrolled in a male intensive program.

BLACK RIVER VO-TECH ACCEPTS PERSONS OF EITHER SEX IN ALL AREAS OF TRAINING. WE ENCOURAGE PERSONS INTERESTED IN A NON-TRADITIONAL FIELD TO PURSUE THAT INTEREST IF THAT IS REALLY WHAT THEY WANT TO DO.

CINDERELLA

Once upon a time there was a fair young maiden named Cinderella. She lived with her stepsisters and stepmother and was responsible for all of the cooking, cleaning, and other chores around their home. Cinderella had very little time to think about her future. She always did as she was told and never questioned her stepsisters or stepmother. Then she was miraculously discovered by Prince Charming and went to live with him in the castle. She ran the castle and raised their children, never thinking about working in the local sword repair shop or castle construction company. Prince Charming never abandoned her except for occasional trips to Crusader conventions. They never thought about divorce because that was not allowed. If things got too bad, Cinderella spent a few days in the local convent. For the most part, Prince Charming and Cinderella lived together happily—which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Things are quite different today. The number of available Prince Charmings has decreased tremendously and many women must now work outside the "castle".

To find out if you are better prepared for Cinderellahood than for modern womanhood, check all the items in the following two lists which apply to you.

Cinderella: Check (v) each item that applies to you.

- _____ 1. I can cook.
- _____ 2. I think a woman's place is in the home.
- _____ 3. I cannot manage money.
- _____ 4. I prefer love stories and movie magazines.
- _____ 5. I do not worry about the future.
- _____ 6. I expect to marry and have my husband support me.
- _____ 7. I have no career plans.
- _____ 8. I can raise children.
- _____ 9. I can sew.
- _____ 10. I can dance.
- _____ 11. I have not had any job training.
- _____ 12. I talk to mice.
- _____ 13. I can give a party.
- _____ 14. I have no job skills.
- _____ 15. I am looking for Prince Charming

Today's Woman: Check (✓) the items that apply to you.

- _____ 1. I plan to work for 20 years.
- _____ 2. I am not afraid to be the only girl in any class.
- _____ 3. I have career plans.
- _____ 4. I have investigated all high school job training courses including auto mechanics and electronics.
- _____ 5. I know about apprenticeship programs.
- _____ 6. I plan to have a skill before marriage so that I can always get a job.
- _____ 7. I think I can do any job a man can do, as long as I receive the proper training.
- _____ 8. I have talked to a counselor about my future job plans.
- _____ 9. I have investigated training programs available in community colleges.
- _____ 10. I am aware of the salary difference between secretaries and auto mechanics.
- _____ 11. I know how much money it takes to feed a family of 4 for a week.
- _____ 12. I am aware of Title IX.
- _____ 13. I will graduate from high school.
- _____ 14. I have thought about my future.
- _____ 15. I can list 20 different jobs open to women. Prove it.

Cinderella Scoring: Total the number of checks on each checklist.

Cinderella Total Greater Than Today's Woman Total: The Glass Slipper fits and you are in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will work in the future (9 out of 10 high school girls will work). You need to start giving serious thoughts to job training available to you in high school. Unless you start training now for a good-paying job, you may not be a very employable person.

Cinderella Total Equals Today's Woman Total: You have thought about your future but not enough. While you are probably very capable of managing a home, you do not think you will have to work once you are married. The truth is, you will probably work about 20 years of your life. You are not quite aware of what it takes to get a good paying job. You have probably explored the traditional female job training courses but none of the others. Be sure to explore all options—get all the information.

Today's Woman Total Greater Than Cinderella Total: Hooray for you! You are ready to take on the world. You can manage a home and a job. You realize you will probably work in the future and have made some plans toward your career. You know what kind of job you will need to earn the money to meet today's cost of living expenses.

PRINCE CHARMING

Once upon a time there lived a fine young man named Prince Charming. He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming," he never did any "castlehold" tasks such as cooking and sewing. Each morning Prince Charming would ride off to fight dragons. He was handsome, adventurous, and brave. When the Queen felt Prince Charming should have his own castle, he set out to find the woman of his dreams. He fell madly in love with Cinderella. She was not only sweet and beautiful; she also knew how to cook, clean, sew, and take care of a castle. Prince Charming continued to go off and fight dragons while Cinderella stayed in the castle and raised the kids. He never expected her to get a job in the local sword repair shop because that was a job for men, and they were never divorced because that was not allowed. For the most part, Prince Charming and Cinderella lived together happily—which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Things are quite different today. Many women must now work outside the "castle," and men must now share household chores.

To find out if you are better prepared for Princehood than for modern manhood, check all the items in the following two lists which apply to you.

Prince Charming: Check (y) each item that applies to you.

- _____ 1. I expect to be the sole breadwinner of my family.
- _____ 2. I feel financial matters are best handled by a man.
- _____ 3. I feel women belong in the home.
- _____ 4. I want to have a wife who will stay home and take care of me.
- _____ 5. I do not think a man should clean house.
- _____ 6. I do not think a man should sew.
- _____ 7. I feel women should raise children.
- _____ 8. I do not think boys should play with dolls.
- _____ 9. I do not think men should cry.
- _____ 10. I feel there are "men's jobs" and "women's jobs."
- _____ 11. I cannot prepare a nutritionally balanced dinner.
- _____ 12. I can slay dragons.
- _____ 13. I would not consider being a secretary.
- _____ 14. I do not think a man should be a househusband.
- _____ 15. I am looking for Cinderella.

Today's Man: Check (v) the items that apply to you.

1. I would teach my daughter how to work on a car.
2. I would allow my son to play with dolls.
3. I can sew.
4. I am not afraid to be the only guy in any class.
5. I plan to learn to take care of myself even if I marry.
6. I feel women have as much of a need and right to a career as men do.
7. I feel it is ok for guys to cry and show emotions.
8. I can clean house.
9. I know how to care for a baby.
10. I know how much money it takes to feed a family of 4 for a week.
11. I have investigated all high school job training courses including child care and food preparation.
12. I am aware of Title IX.
13. I will graduate from High School.
14. I would encourage my wife to seek a career.
15. I plan on learning how to take care of a house and sharing responsibilities with my wife.

Prince Charming Scoring: Total the number of checks on each checklist.

Prince Charming Total Greater Than Today's Man Total: You are expecting to slip the glass slipper on a woman's foot someday and live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by. You seem unaware that 9 out of 10 high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself.

Prince Charming Total Equals Today's Man: You do not believe in Cinderella and Never Never Land. You realize that women have as much need for a career as men, so who will do the cooking and cleaning? You have probably explored the traditional male job training courses but none of the others. Explore all career options and do what you want to do.

Today's Man Total Greater Than Prince Charming Total: Hooray for you! You are ready to take on the world. You can manage a home and a job. You know what it costs to live, and you know what kinds of jobs will enable you to earn the necessary salary. You are man enough to enroll in any course—even if you are the only male in the class.
Congratulations.

Source for pages S-24 through S-32: Farris, Charlotte, EXPANDING ADOLESCENT ROLE EXPECTATIONS. Ithaca, New York: Cornell University; 1979. cost \$2.50.

News Release

BLACK RIVER VOCATIONAL TECHNICAL SCHOOL

P.O. Box 468

Pocahontas, Arkansas, 72455

NON-TRADITIONAL STUDENTS

Non-traditional. What does it mean? This is a term that people are beginning to hear more of lately. But a lot of people don't know or understand what "non-traditional" means in terms of career training and jobs.

Non traditional refers to a male in a female intensive program or a female in a male intensive program. Persons are considered non-traditional if there are 25% or less of members of their sex by national statistics in their particular field.

People at Black River Vo-Tech in Pocahontas not only know what non-traditional means, but they are seeing it first hand. Mr. Richard Gaines, Director of Black River Vo Tech, points out the fact that there are eight non-traditional students at Black River Vo-Tech. Three non-traditional students have recently graduated.

There are three women students in Residential Carpentry, two women in Auto Technology, two women in Electricity and one in Welding.

Black River Vo-Tech accepts persons of either sex in all areas of training. All persons are treated equally regardless of their sex.

Nine courses are taught at BRVTS including Auto body, Auto Technology, Diesel Mechanics, Industrial Electricity, Licensed Practical Nursing, Machine Shop, Office Occupations, Residential Carpentry and Welding. Located on Highway 304 approximately one-half mile from Pocahontas, BRVTS has students that come from as far away as Jonesboro, Hardy, Paragould and towns in between.

NON-TRADITIONAL CARPENTERS DOING WELL

A woman carpenter? Ask that question of Linda Jordan of Success and Kathy Copeland of Paragould and you will get a resounding "Yes." Linda and Kathy are enrolled in the Residential Carpentry program at Black River Vo-Tech School in Pocahontas.

Recently, Linda, Kathy, Richard Judd, George Blann, and Mike Causey built a cabinet for the administrative office of the school. A picture of what was needed in the office was given to the group along with some dimensions. They went to work and turned out an attractive and workable piece of furniture.

Tools such as the table saw, skill saw, and rip saw were used in the construction of the cabinet. After completion of the carpentry work, the cabinet was stained, sealed sanded and varnished.

Don Dalton, instructor, informed us the class is in the process of building a residence in the Ridgecrest Addition in Pocahontas. A lot has been purchased and the foundation for the house laid. Construction will soon be underway.

The class has an enrollment of twenty students, two of which are women. "These girls are good," stated Mr. Dalton. "They are serious students, good workers and not afraid of asking questions." Mr. Dalton has not encountered any problems by having females in the class, nor does he feel the females have had any problems. He says the class operates with the attitude of "we" or "us"—not "they" and that he is proud of all of them.

Linda, when asked about the class, says she loves it. Her husband is in this line of work and she hopes to be able to work with him when she graduates. Linda enjoys sewing and compares carpentry with it. She says, "Carpentry is along the same line. You take a flat piece of material and create something useful."

Kathy wanted to enter Office Occupations when she first came to BRVTS. The class was full and she could not get enrolled. She then heard about the Residential Carpentry program and decided to take it instead. Kathy says she is glad now. She hopes to open a hobby shop when she finishes the course.

Both Kathy and Linda were concerned about being in a class that is traditionally all male, but have found that they have been well accepted. They do not receive preferential treatment— all are expected to do equal work. "The guys even brag on us sometimes," they say.

Black River Vo-Tech accepts persons of either sex in all areas of training. Linda and Kathy are showing that non-traditional students can be successful if they really are sincere in their chosen profession.

RADIO ANNOUNCEMENTS

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(Radio and T.V. spots adapted from VOCATIONAL EDUCATION WEEK PR GUIDE,
American Vocational Association, 1981.)

AFFIRMATIVE ACTION

Executive Order 11246, issued by President Johnson, prohibits Federal contractors and subcontractors from employment discrimination based on race, color, sex, religion, or national origin. The order also requires that employers take affirmative action to hire and promote underrepresented groups.

Among those covered by the executive order are contractors and subcontractors who do over \$10,000 in government business, have government bills of lading in any amount, serve as Federal depositories, or act as issuing and paying agents for U.S. Savings Bonds and Notes.

Employers all over the country sign contracts with the Federal government guaranteeing nondiscrimination and equal opportunity in all their employment practices.

In these contracts employers also agree to make special efforts—known as affirmative action—to hire and promote workers who traditionally have been discriminated against in the job market.

In their contracts a special clause makes equal job opportunity and affirmative action an integral part of their agreements with the government. Under two statutes and one Presidential order, minorities, women, members of religious and ethnic groups, handicapped persons, Vietnam era veterans, and disabled veterans of all wars are protected by the EEO and affirmative action requirements.

EEO and affirmative action requirements of contract compliance now cover all aspects of employment, including recruitment, hiring, training, pay, promotion, seniority, and even benefits.

In all employment areas, Federal contractors and subcontractors must ensure that qualified minorities, women, members of religious and ethnic groups, handicapped persons, and veterans are not discriminated against. And they must further guarantee positive actions to hire and promote members of underrepresented groups.

Affirmative Action helps the traditional victims of job discrimination—minorities, women, those of various religious and ethnic groups, handicapped persons, and veterans—catch up with the rest of society.

Affirmative Action is not preferential treatment. Nor does it mean that unqualified persons should be hired or promoted over other people. What affirmative action does mean is that positive steps must be taken to provide equal opportunity for those who have been discriminated against.

Large contractors and subcontractors, those with \$50,000 or more in government business and with 50 or more employees, must prepare and implement written affirmative action programs.

Affirmative Action, con't.

Affirmative action programs set forth ways in which employers expect to improve employment opportunities.

In job areas where minorities or women are underrepresented, employers must establish goals and timetables for hirings and promotion.

Affirmative action programs may also include new training opportunities, targeted out-reach efforts, seminars, cooperative activities with local interest groups, job restructuring, and other special attempts, to bring underrepresented groups into the workforce.

Through an executive order issued by former President Jimmy Carter, the Office of Federal Contract Compliance Programs (OFCCP) now has all enforcement as well as administrative and policymaking authority for the entire contract compliance program.

Source: "OFCCP: Making EEO and Affirmative Action Work", U.S. Department of Labor, Employment Standards Administration, Washington, D.C., June, 1979.