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ABSTRACT

This newsletter contains six articles on issues of gender equity for Chicanas and other women. "Recognizing Chicana Contributions: Cultural History & Gender Equity on the Line" (Mikki Symonds) discusses the invisibility of Mexican Americans in general and of Chicanas in particular in U.S. history books, school curricula, and pop culture, and profiles 27 Chicanas who have contributed to U.S. political history, education, and the arts. "A Comprehensive Approach to Gender Equity" (Jose A. Cardenas) discusses three forms of inequitable treatment of female students (gender bias in the classroom, exclusion of females from traditionally male activities, and sexual harassment), and outlines 10 elements in a comprehensive school plan to provide equal educational opportunities to female students. "Mixed Messages: Gender Equity and My Teenager" (Sally Carter) reflects on the chasm between the upbeat gender-equitable slogans heard on television and the realities of gender bias experienced in the classroom and elsewhere. "Sexual Discrimination and Bias in Education: The Status of Women in the 1990s" (Linda Cantu) describes five areas of disparity in how males and females are treated in the classroom; lists facts depicting the status of females in elementary and secondary education, higher education, and employment; and suggests teacher strategies to eliminate gender bias in school. "Gender Equity in Math and Science Education" (Conchi Salas) suggests that, to improve female achievement and participation in math and science, four issues must be addressed: socialization into gender roles, cognitive style, teacher-student interactions, and curricular choices. "Combating Students' Peer-to-Peer Sexual Harassment: Creating Gender Equity in Schools" (Michaela Penny-Velazquez) defines sexual harassment, summarizes findings of a student survey on sexual harassment, and outlines proactive steps to prevent sexual harassment in schools. Includes lists of additional readings and resource organizations. (SV)

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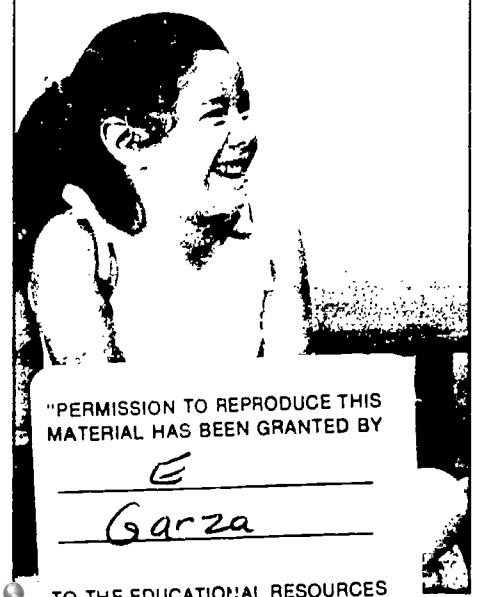
IDRA is an independent nonprofit advocacy organization dedicated to improving educational opportunity. Through research, materials development, training, technical assistance, evaluation, and information dissemination, we're helping to create schools that work for all children.



RECOGNIZING CHICANA CONTRIBUTIONS: CULTURAL HISTORY & GENDER EQUITY ON THE LINE

Mikki Symonds, M.A.

Over the past few decades, scholars have begun to write women back into history and educators have begun to integrate women's political, scientific, artistic, and social accomplishments into their curricula. Unfortunately, most of these attempts to create a more balanced view of our past, while important, have failed to recognize the important contributions of non-Anglo women. In particular, Chicanas have been excluded from popular renditions of women's history and even from more esoteric versions of feminist theory.

These oversights occur in anthologies, women's history books, popular expressive culture, and mainstream curricula. *Famous American Women: A Biographical Dictionary from Colonial Times to the Present*, which was published in 1980, features profiles of 1,035 women without mentioning a single Chicana. Of the three women with Spanish surnames, two of them acquired their surnames through marriage, and one Irish woman took a Spanish stage name, advertising herself as "Lola Montez, the Spanish dancer." Mainstream education also reflects this disregard for Chicanas. While in college, I had to choose academic classes that allowed me to create projects in which I could relate my family's relationship to the history of this nation because no common curricula discussed Mexican Americans as *part* of the U.S.

While mainstream academic and popular cultural "rewritings" have tended to ignore Chicanas, many Mexican American scholars have worked for decades to place Chicanas at the center of books and articles. Their work and focus result from rigorous research. Only by gathering oral histories, translating Spanish-language books and newspaper articles, and combing through the peripheries of books, legal texts, articles, and archives can a sufficient data base be produced.

Having a recognized place in their nation's history is not a luxury, but a necessity for all people. Ignoring any delineated group's role in history leads to incomplete geo-political knowledge. A vague or absent understanding of the saliency of Mexican Americans' lives - not Spaniards' lives - arguably affects the accuracy and depth of one's knowledge of the South, Southwest, and even Midwest. Even beyond these geographical areas, one cannot fully comprehend this country's labor and economic history without focusing on Mexican Americans.

All people, and children in particular, need culturally-relevant role models, proof that their ancestors played a part in their nation's development. When Spike Lee's movie X opened, a friend asked me, "Who was *our* Malcolm X?" Put in another way, when will someone make a film about César Chávez and Dolores Huerta? Mexican Americans have and have had great leaders; many of us have kept their accomplishments alive in local papers, oral histories, organizations, and personal goals. For many young Mexican Americans, however, these histories are so far outside their realm of academic experience as to be obscure, incomplete, or missing, affecting how they envision their own potentialities and civic responsibilities.

Finally, the specific Mexican Ameri-

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Popularized in the early 1970s by author Thomas Kuhn, "paradigms" are our models or patterns of reality, shaped by our understanding and experience into a system of rules and assumptions about the world around us. The call for restructuring in education, emerging from a profound sense that education is not working for all children, requires a transformation in how we see schools, students, and their families. If we are to find a new and equitable vision of what education can and should be, new lenses are required to change the way we look at schools and the populations in them - as demonstrated by our "Then" and "Now" thinkers below.

THAT IS THEN... THIS IS NOW...

"Women's liberationists operate as Typhoid Marys carrying a germ."
- Phyllis Schaffly, quoted in Susan Faludi's Backlash: The Undeclared War Against American Women, 1991

"Feminism is more than an illness. It is a philosophy of death."
- Beverly LaHaye, founder of the New Right's Concerned Women for America, 1991

"Men are hurting more than women - that is, men are, in many ways, more powerless than women...The women's movement has turned out not to be a movement for equality."
- Warren Farrell, author of Why Men Are the Way They Are in a 'men's issues' class at the University of California, 1990

"[W]omen just prefer to care for children more than men do."
- Michael Levin, author of Feminism and Freedom, an attempt to prove that traditional roles are genetically determined, 1990

"I don't want to be too smart [in school], because then I'll be a 'brainiac.' But you don't want to be too stupid either; you don't want to be like a dumb bimbo."
- Female middle school student, quoted by Myra and Davis Sadker, authors of Failing at Fairness: How America's Schools Cheat Girls, 1994

"A few more fat old bald men wouldn't hurt the place."
- Marlin Fitzwater, former Bush press secretary, on how he'd improve the Clinton White House, quoted in Newsweek, June 7, 1993

"We hold these truths to be self-evident: that all men and women are created equal."
- From the Declaration of Sentiments and Resolutions, The First Women's Rights Convention, 1884

"There will never be a new world order until women are a part of it."
- Alice Paul, Quaker feminist and author of the Equal Rights Amendment, quoted in The Washington Post, 1977

"Women offer new leadership in an uninspired time, a new supply of energy in a void of scarcity, and the power of our collective spirit in a time of apathy."
- Yvonne Burke, politician and first African American woman elected to the California State Assembly, quoted in And then she said..., 1989

"[T]he field of equity cannot continue to function as fragmented and isolated struggles, competing against each other for opportunities and resources...we can no longer afford to look at culture and sex equity through separate lenses."
- Marta I. Cruz-Janzen, elementary school principal, in "Gender Equity Through Diverse Lenses," NCSEE News, Winter 1992

"If people can learn to be racist, then they can learn to be anti-racist. If being a sexist isn't genetic, then, dad gum, people can learn about gender equality."
- Johnetta Betsch Cole, anthropologist and feminist, quoted in I Dream a World, 1989

A Comprehensive Approach to Gender Equity

José A. Cárdenas, Ed.D.

Editor's note: The following article was adapted by the author from his book, Multicultural Education: A Generation of Advocacy, due to be published by Ginn Publishing Company in 1994.

Introduction

The advent of gender equity in schools has not been much different or more successful than the advent of equality of educational opportunity for other atypical segments of the school population.

Although there are many forms of inequitable treatment of female students, there are three types which have been thoroughly researched and reported in the literature. These three common types of inequitable treatment are: (1) gender bias in all aspects of school activity; (2) the exclusion of female students from traditionally male curricular and co-curricular activities; and (3) sexual harassment. A recent study of gender bias in the classroom undertaken by the American Association of University Women (AAUW) indicated an extensive amount of gender bias occurs specifically in instructional activity.

Gender bias in the classroom takes many forms, some direct and some indirect. Examples include teachers calling on boys more often than girls, encouraging more assertive behavior in boys than in girls, evaluating boys' papers for creativity and girls' for neatness, and giving boys the time and assistance needed to solve problems, while "helping" girls along by simply telling them the answers (AAUW, 1991).

Girls, particularly who are members of the dominant cultural group, tend to do better in areas of education compatible with the historic role of women in our society. However, there are areas of education traditionally perceived as masculine in which the performance of girls leaves much to be desired. These areas include math, science, and technology, and the specific curriculum and career areas associated with them.

The performance of female students from atypical populations exemplifies the worst failure of our schools. Minority and disadvantaged girls are commonly the recipients of the worst forms of discrimination in school. They are discriminated against because of their minority or disadvantaged status, they are discriminated against within their own racial, ethnic and socio-economic groups, *and* they are discriminated against by predominantly male policy formulation.

Even when the performance of girls in our schools is exemplary, this successful performance comes about in spite of an unbelievable amount of sexual harassment. Recent research in gender equity has identified a high level of sexual harassment in schools. A majority of students (81%) say that they have experienced some form of sexual harassment during their school lives, with one quarter of the sexually-harassed girls specifying school staff as the perpetrators. It was also found that less than 10% of the harassment was reported to adults (AAUW, 1993). Harassment in schools is so common, girls tend to see it as an inevitable part of the educational process.

THE NEED TO PREPARE TOMORROW'S WOMEN FOR THEIR NEW ROLES IN A CHANGING SOCIAL AND ECONOMIC ENVIRONMENT CALLS FOR EXTENSIVE CHANGE IN THE WAY IN WHICH WE EDUCATE. IT IS UNLIKELY THAT EXTENSIVE AND SUCCESSFUL CHANGE WILL COME ABOUT IN THE NEAR FUTURE IN THE ABSENCE OF A COMPREHENSIVE PLAN.

Inequitable educational attitudes, policies and procedures for girls have been so institutionalized and school personnel are so insensitive to it, the adults in our schools often fail to understand the rationale or see a need for Title IX of the civil rights legislation that protects against sexual harassment. One school administrator's reaction to the implications of externally prescribed gender equity: "Does this mean that boys and girls will have to use the same restroom and shower facilities?"

The need for providing educational opportunities in keeping with the new, emerging roles of women in our society requires extensive change in the educational system. Unfortunately, as in the case of change in the education of minorities and disadvantaged students, school efforts usually have been only pressure-responsive and fragmented. Changes take place in the school as a reaction to the pressure exerted by individual and community complaints, state and national legislation, and court-ordered action following litigation, not as a result of a systematic plan adopted and implemented by the schools as a way of extending educational opportunities for girls. Nor is it likely that extensive and successful change will come about in the near future in the absence of such a comprehensive plan.

The development of a comprehensive plan for gender equity should not pose a difficult challenge for our school districts. Using the same blueprint which has served us well in the development of expanded educational opportunities for minority and disadvantaged populations, we can formulate a comprehensive plan for gender equity.

Changing Educational Paradigms

The need to prepare tomorrow's women for their new roles in a changing social and economic environment calls for extensive change in the way in which we educate. Unfortunately, reform measures have not always led to extensive change in our schools' performance. On the contrary, it is not unusual for reform measures to exacerbate school problems, with the target population performing worse after the implementation of the reform effort than before.

In an article by David Osborne, co-author of *Reinventing Government*, the greatest obstacle to innovation in government is identified as "the power of outdated ideas" (Osborne, 1993; Osborne, 1992).

"It's easy to dream up new approaches to problems," states Osborne. "People do it all the time. The hard part is selling them to those who still see the world through old lenses."

If the greatest obstacle to innovation in government is the power of outdated ideas, the greatest hope for innovation in government, and in schools, is the power of new ideas.

As described by Osborne, the word "paradigm" was popularized by Thomas Kuhn in *The Structure of Scientific Revolutions*. A paradigm, he says, is an accepted

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model or pattern with a set of assumptions about reality (Kuhn, 1970). Kuhn describes human behavior as consistent with a paradigm, seeing and conceptualizing not what is there, but what is expected to be seen in keeping with previous experience.

Kuhn's description can help us understand why it is so difficult to bring about gender equity in our schools. The behavior of the school is consistent with past paradigms; what educators see and conceptualize in the education of female students, while inconsistent with reality, is firmly grounded in expectations developed from previous perceptions.

Osborne's application of Kuhn's paradigm to government needs little transformation for application to the education of women in the schools. As in government, there is little hope for improvement in the education of girls unless we restructure our thinking about women, particularly our thinking about women in the reality of a new American social order.

The treatment and performance of female students will not change until such time as a new paradigm is developed, accepted and implemented. This new paradigm must prescribe educational practice through 'new lenses' that see *all* students of so-called atypical populations in a new and different context. The new, more powerful roles women and minorities are to play in a changing social order, rather than in the subservient roles of yesteryear, must be recognized and valued.

The old paradigm assumes that *some* children are valuable; the new paradigm insists that *all* children - male and female - are valuable and therefore must receive equitable treatment.

The New Paradigm

For a new educational paradigm to be successful, it must incorporate the three characteristics which have been so successful in previous school innovative programs: the valuing of all students; the provision of support services; and the establishment of new interrelationships among home, school and community.

The first characteristic, the valuing of students, is key to the attainment of the two other characteristics and, similarly, is key to the improvement of educational opportunities for female students.

While we would hope that our school would value all children because of their intrinsic worth, this has not been the case in the past and there is little reason to believe that it will be the case in the near future. If anything, demands upon the school for the provision of gender equity have resulted in increased resentment against this challenge to the performance of the school. Many schools and school personnel yearn for a return to the days when "women acted like women" and did not disrupt traditional educational practices.

AS IN THE EDUCATION OF MINORITY STUDENTS, THE KEY TO THE DEVELOPMENT OF AN EQUITABLE SYSTEM OF EDUCATION FOR YOUNG WOMEN RESTS IN THE ADAPTATION OF ALL ASPECTS OF SCHOOL OPERATION TO THE UNIQUE CHARACTERISTICS AND NEEDS OF FEMALE STUDENTS. SUCH A SYSTEM MUST BE BASED ON A NEW PERCEPTION OF WOMEN'S ROLES IN MODERN EDUCATIONAL PARADIGMS.

The difficulty in establishing gender equity in schools is further compounded by a lower value, or even negative value, given women in the larger society. Regardless of the shortcomings of the school, we must admit that the attitudes and prejudices of the school simply reflect the attitudes and prejudices of the larger society.

Therefore, the valuing of females should lead to the development and implementation of adequate support structures inside and outside of the school, support structures needed due to the many conditions in schools and in the larger society currently impeding the performance of female students. It is not necessarily the responsibility of the school to provide for all the needs of children and their families, but it is the responsibility of the school to communicate with the larger community and its service agencies to insure that obstacles affecting the school performance of female students are adequately addressed.

The third characteristic of a new gender equitable educational paradigm is the creation of new partnership relationships among the school, the home, and the larger community. These relationships are essential for creating mutual respect based on the assumption that each of the three entities has a vested interest in the successful schooling of girls. These relationships provide an opportunity for the clarification of the overlapping roles of the three entities, opening doors for extensive interaction and allowing for cooperative planning and participation by the three entities in making decisions that impact all students.

A Comprehensive Plan for Gender Equity

Rather than piece-meal responses to pressure situations, schools should develop a comprehensive approach to gender equity based on a gender equitable educational paradigm. The comprehensive approach outlined here is based on the ten elements developed by Blandina "Bambi" Cárdenas and myself in 1968 for *The Theory of Incompatibilities*, a work addressing the education of atypical children (Cárdenas and Cárdenas, 1973).

The affirmative steps provided in the following ten elements are not intended to be exhaustive. On the contrary, educators are urged to continue seeking ways in which the adaptability of the school can be extended to provide female students an equitable education.

I. **The school system adopts a philosophy of education conducive to gender equity** by the recognition that:
   - The role of females in our society has undergone extensive change in recent years.
   - It is the responsibility of the school to provide equitable learning opportunities for both boys and girls.
   - It is not the responsibility of the school to make decisions about curricular or career selection for female students, but to extend career options and provide female students the opportunity to make feasible personal choices from an unrestricted and wide variety of options.
   - Neither pregnancy nor parenthood are barriers to schooling.

II. **School governance provides equitable treatment** by insuring that:
   - Rules and regulations are equally fair for both male and female students.
   - Students from both sexes have equal opportunity for participation in all curricular and co-curricular activi-

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REFLECTIONS & COMMENTARY

MIXED MESSAGES: GENDER EQUITY AND MY TEENAGER

Sally Carter, M.A.

My daughter is growing up in a society addicted to slogans. Carefully thought-up, politically-correct messages conceived by "image" people bombard her from all directions. Successful young scholars, dedicated and committed athletes, commanding men and women in uniform serve as media-enhanced role models and act as conduits to channel gender-equitable messages directly to her consciousness. She is told encouragingly to "Just Do It," and to "Be All That You Can Be" by the newest stars from television's unending supply of multicultural, gender-balanced beautiful people. On the surface, it appears that the media messages my daughter absorbs daily reflect the attitudes and values of the society in which she lives. But do the slogans paint a realistic picture of her world?

Does my daughter, and do other girls like her, internalize the messages heard and read or do they simply filter them out along with other meaningless pop-culture jargon? Do the slogans reinforce their expectations of equitable treatment in school, on the playing field, and in the workplace? When I ask her, she tells me, "Yes." She truly believes what she has been told all her life: each of us can shape our own destinies and fulfill our wildest dreams if we are willing to work hard.

In the areas of academia, athletics, and the military, however, research shows that girls and women still struggle for acceptance and equality. Although my daughter believes her success will be measured by merit and not determined by gender or race, she also wonders aloud why her teachers post schedules of the boys' basketball games in their classrooms but neglect to post a girls' schedule. She shows me an article describing an all-male military school's attempts to bar a young woman from attending, under the guise of "tradition;" she asks me what the girl has done to make herself so unwanted. While watching the Olympics, my daughter questions the media's description of one popular female athlete as "the girl next door," and of her competitor, a young woman made to seem less worthy by a very different description: "a girl who fixes pick-up trucks."

There is a terrible chasm between what girls hear and what they experience in our society. While trying to reconcile this difference may not cause physical harm, it does have the potential to cause deep and lasting wounds to a girl's self-esteem. Perhaps most damaging is the experience of gender bias in the classroom, which, when present, occurs during crucial formative stages in a girl's emotional, social, and educational development.

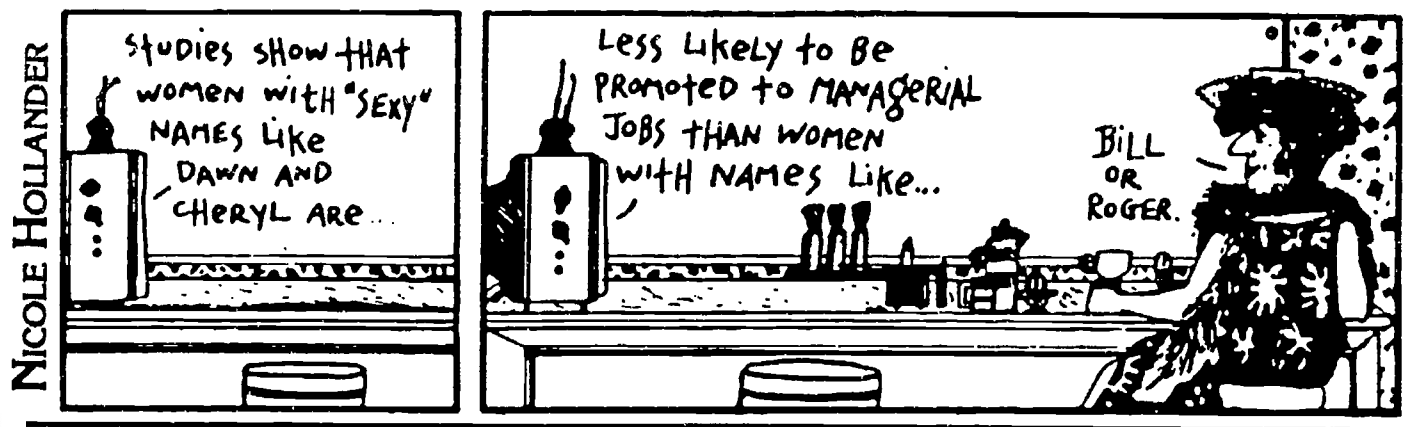
Early last semester, my daughter noticed a marked tendency on the part of one teacher toward the preferential treatment of the boys in her class, selectively calling on male students and indulging their out-of-turn responses during discussions. The teacher would leave her desk and approach the boys to offer them help, but would remain seated when girls asked questions, instructing them to "look it up" in the textbook. Some girls were penalized for "fancy and ornamental" handwriting, while boys' sloppy papers went unremarked.

The teacher was perplexed to see me in her classroom when I went to discuss the problem. After all, she said, my daughter was one of her "better" students. Her responses to my inquiries indicated she was not favoring the boys over the girls with any malicious intent, but out of simple ignorance. Her handwriting comments, she explained, were an exercise in encouraging girls to write more simply, cleaner. If boys tended to write sloppily, it's only to be expected; they can't help it, she seemed to say, it's part of their physiology. When asked why certain students were encouraged to dominate classroom discussions, the teacher explained (with arched eyebrows), "This is a difficult subject. Not all students understand what is going on. Some children just shouldn't be in this class, you know."

Unfortunately, I did know. I knew that she held high expectations of some students but not of others, that based on sex alone, she had strong preconceived notions about her pupils' capabilities and potential for success. I suspect my daughter was not the only girl in the classroom who felt invisible. Sadly, the teacher was teaching her students based not on demonstrated ability, but on negative assumptions about their gender.

As parents and educators, we cannot tolerate or ignore the mixed messages aimed at both girls and boys. Without real, no-strings-attached opportunities, the encouraging, up-beat media slogans have no meaning. Without action - with only pretty, empty words - the gender bias that has limited so many generations will continue.

Sally Carter is an IDRA Research Assistant.



SEXUAL DISCRIMINATION AND BIAS IN EDUCATION: THE STATUS OF WOMEN IN THE 1990S

Linda Cantu, M.A.

SEXUAL BIAS is an unconscious, well-intentioned behavior that doesn't hurt if it happens only once, but its continuous pattern can be very harmful.

If counselors or teachers advise female students not to take a particular course or enter a particular professional field - and if they do it continuously, but "unintentionally" - they are perpetrating sexual bias.

In high school, many more males than females are found in higher level math classes. Female students, having taken sufficient math to graduate from high school, are often advised not to take such classes. College-bound young women entering traditionally female fields (such as nursing or teaching) are often advised not to enroll in *any* math class not absolutely required for their degree plan. This well-intentioned, but misdirected advice is often given to minority female students who are stereotyped as family-oriented, highly religious home-makers, not primary breadwinners.

SEXUAL DISCRIMINATION is an act...so bad that it hurts when it happens only once; sex discrimination is prohibited by law.

Although it was once a common school policy not to allow female students into auto mechanics or shop classes, federal law now prohibits the exclusion of female students from these classes.

When counselors, teachers or administrators (1) advise against or discourage a female student from enrolling in a class, specifying that "it's a class for males," or (2) specifically deny a student an opportunity to enroll in a class based on the student's gender, they are guilty of sexual discrimination. If staff members do so willfully and consciously, they are breaking the law.

These examples of sexual bias and sexual discrimination may appear to be identical; they certainly have the same result for female students. The difference lies in that, in the first example, the staff members honestly feel their actions are in the best interests of the female students, whereas in the second, the staff members take *deliberate* biased action in counseling the girls.

How is sexual bias manifested in classroom interactions?

All of us as teachers have at sometime in our careers presented lessons or activities in the classroom that could be perceived as sexually biased. More than likely, we are not even aware of such oversights; it is important to remember that sexual bias is *unconscious* and *unintentional* behavior.

Do you generally send a male student when a stack of books, boxes or other bulky items need to be taken to the bookroom or somewhere else in the school? If you do, then you are fostering the gender stereotype that only males are strong enough or responsible enough to handle this classroom chore.

Running errands for the teacher fosters independence, responsibility, gives students recognition and often raises their self-esteem. Running errands can give a student respectability among peers and school staff members and is often used as a reward for good behavior, for finishing work on time, or for being dependable. Yet, many errands such as carrying books often are given exclusively to male students. While girls may be asked to complete simple housecleaning chores, it is the boys who are most often asked to perform the tasks that take students outside the classroom.

The way in which instructors assign classroom tasks or chores is one area in which sexual stereotypes are played out. There are many other ways in which sexual bias can be manifested in the classroom. In *Gender/Ethnic Expectations and Student Achievement*, Dolores A. Grayson and Mary Dahlberg Martin describe five areas of disparity in how males and females are treated in the classroom. Their research reveals differential treatment in the following areas:

I. Instructional Contact

Boys are given more opportunities to respond than girls, and more instructional time is spent on males than females. In particular, the teachers studied initiated more math contact with boys than with girls.

II. Grouping and Organization

Males are given tasks that involve more manual skills; females are more likely to water plants and conduct housekeeping or secretarial chores. Enrollment patterns traditionally indicated that males take shop, drafting and other subjects linked to the trades, industry and agriculture. Females enroll in classes related to health, home, and office work such as cooking, sewing and typing.

III. Classroom Management

The teachers studied rated students' behavior in grades 2 through 5 over a two year period and were observed in their classes. They consistently attributed more overt misbehavior to boys than to girls. High school teachers regularly send more male than females to administrators for disciplinary action.

IV. Enhancing Self-Esteem

Of the young women studied, most felt they had to work harder and rated their ability lower than that of the boys in their classes, even though their actual performance was generally better than that of the young men. Girls' perceptions of their own self-confidence has been directly correlated with their interest in taking science. Females are less likely than males to think of themselves as self-confident; without appropriate counseling, self-concept can be a barrier to girls enrolling in upper level math and science classes.

V. Evaluation of Student Performance

Teachers tend to ask boys questions that require intellectual knowledge and thought, test abstract notions, or necessitate student assimilation of material, rather than queries requiring the recall of specific information. Observations of fourth and fifth grade classrooms revealed that almost 90% of the praise given to males for their academic work focused on intellectual quality, while only 80% of the praise given to females was of similar content. The remaining 20% of the praise received by girls focused on neatness and the form/format of written work.

Discrimination and Bias - continued on page 7

Desegregation Assistance Center - South Central Collaborative (DAC-SCC). (1988). *Sex Stereotyping and Bias: Their Origin and Effects*. San Antonio, TX: Intercultural Development Research Association.

The Status of Women in Our Schools and Workplaces

Primary and Secondary Level Education

- Teachers are less likely to praise girls than boys for correct math responses and less willing to prompt girls who give wrong answers.
- As girls grow older, their self-esteem decreases considerably with the severest drop taking place in between elementary and middle school years.
- Adolescent girls are more likely to let low self-esteem impair their ambitions than are adolescent boys.
- Girls are taking almost the same number of math courses as boys (2.9 versus 3.0); girls, however, are less apt to take Trigonometry or Calculus.
- Boys still outnumber girls in upper-level math.
- Girls are more likely to perceive that they're neither "smart enough" nor "good enough" to attain their career aspirations.
- Only 15% of all high school girls say they are good at math.
- As of 1990, only 37% of all adult Latinas in the U.S. had completed high school.

Post-Secondary Education

- Test-makers' research indicates that even though girls' high school grades exceed boys', boys' SAT scores exceed girls' by an average of 53 points.
- An Education Testing Service study that examined SAT math scores concluded "women whose academic performance is comparable to men still score lower on the SAT."
- Women are consistently underrepresented in the awarding of college scholarships when undue emphasis is given to standardized test scores.
- The National Academy for Science, Space and Technology (NASST), a U.S. Department of Education tuition-aid program, awarded three quarters of their 2.2 million dollar scholarships to males. These scholarships were awarded according to ACT scores.
- Seventy-two percent (72%) of all Hispanic females raising children live in poverty; thirty-four (34%) of all Hispanic women have completed less than four years of high school.
- Only 16% of all science and engineering graduates at all degree levels are women; although they make up 45% of the total workforce.

Employment

- More than a third of families headed by women live below the poverty level.
- A woman with a college degree will typically earn less than a male who is a high school dropout.
- Women must work nine days to earn what men get paid for five days of work.
- The vast majority of women work not for extra income, but out of economic necessity.
- The typical working woman will earn 70 cents for every dollar earned by a male worker.
- A minority woman will earn even less, averaging just 50% of the wages earned by white males.
- Women make up 79% of all clerical workers, but only 5% of all craft workers.
- While education, including high school vocational education, positively affects earnings of both women and men, its effect is greater for men; the return in earnings from an additional year of any education is greater for men than women.

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Other Areas of Gender Bias

In addition to biases apparent in teacher/pupil interactions, gender bias can be found in a variety of educational resources. Textbook companies, for example, have become more aware of the need to show women and minorities in different roles within their instructional materials. Yet, in history and science textbooks the contributions made by women and minority group members are discussed in separate chapters. While it may appear that they are being given more visibility, separating these issues isolates them from the "real" science or history topic addressed. In many textbooks, minority and women's contributions are completely excluded.

In its formal usage, English traditionally uses "he" as the gender-neutral designation. With little or no understanding of the formal usage, the constant use of "he" biases students, leading them to believe that doctors, lawyers or other professionals are generally male. The use of "chairmen" or "policemen" in depicting certain positions implies that men commonly held these positions or that they still do. As adults, we know that both men and women hold those positions, but children often lack the experience and understanding to accept the gender-neutral "he" as non-literal.

In a California study, a group of first grade children were asked to draw pictures of "cavemen." The children drew what they heard; their pictures were all full of male figures. When the same children were asked to draw "cavepeople," they drew "people" - mothers and fathers, boys and girls. This is just one example of how language can affect children's perceptions (*Sex Stereotyping*, 1988).

Sexual bias in the classroom is a manifestation of a problem in our larger society. Both students and educators are surrounded by many deep-rooted stereotypes of men and women in society. As the doors close on the classroom, can they be expected suddenly and miraculously to ignore those stereotypes? Perpetrators of sexual bias include teachers, educators and administrators - professionals who are relatively enlightened about the issues of sexual and ethnic discrimination and bias. The challenge we face as educators is convincing ourselves that possibly we as enlightened educators can unconsciously continue sexually-biased practices.

We all have associations and interactions outside the classroom requiring us to be a spouse, a parent, a son or daughter, a brother or sister. We have specific familial roles that are defined, at least in part, by gender. To be able to separate our everyday activities from what we do in the classroom is difficult. Being cognizant of our attitudes

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and our behaviors will help us eliminate some of our sexual biases in our daily lives and, more importantly, in the daily lives of our students.

How is sexual bias or discrimination detrimental to women or female students?

Although women in higher math classes or professional science fields are no longer considered an oddity, the numbers of female students who pursue math and science careers is far smaller than the number of women who are part of the workforce. When young women are counseled away from higher level math and science courses, and when prevailing stereotypes are allowed to keep girls out of such classes, their career opportunities are automatically limited to traditional jobs that historically have kept working females at the lower end of the economic scale.

Although how females are treated in school and at work may be changing, vast areas of inequity still exist. The sidebar on page 7 identifies some of the areas in which women fall behind men in educational and professional achievement and wage rates.

The biases found in the primary and secondary classrooms continue into colleges and universities. Female students experience similar gender biases as those found at the high school level, while female faculty are faced with unique barriers to professional success and tenure track advancement. These barriers often include: (1) challenges by male students and colleagues about the competence of female professors and faculty members; (2) failure of university personnel and students to recognize females' qualifications, calling them "Ms." or "Mrs." rather than "Professor" or "Doctor;" and (3) the expectation that female faculty members should be more forgiving of missed assignments, late papers and other unacceptable behaviors.

What can teachers do to avoid sexual bias in the classroom?

Educators can take the following steps to help eliminate gender bias in their classrooms:

- Recognize that despite your awareness of sexual bias, that as a teacher, you are capable of it.
- Understand and believe that as a teacher you are influencing students belief systems, and eliminating sexual bias in your classroom will help eliminate some of the disparate education and treatment women receive.
- "He" is not a gender neutral terms. Use "he" and "she" in describing presidents, chairpersons, congresspersons. Students are not aware of gender neutral terms.
- Use terminologies like chair*person*, police *officer*, or congress*woman* or *member of congress*.
- Be active in eliminating sexually biased curriculums. In the lower grades, it is sometimes easier to show a picture of a "policeman" because such images are so accessible, than to search for a picture of "policepeople." In the upper grades, look for examples of congresswomen, female senators, female lawyers and other professions that portray women in those fields.
- Be aware that in selecting students for classroom chores, we often stereotype those chores. Use your classroom roster to assign chores. Be rigid in assigning chores by your alphabetical roster so as not to fall into patterns of calling on the same students for classroom errands or stereotyped chores.
- Encourage female students to pursue math, and higher level math classes, such as trigonometry and calculus.
- Be aware of areas of instructional disparity. Encourage females to elaborate in responses. Use your roster to address questions to the class. Make sure that questions and phrasing of questions require that analytic feedback from both males and females.
- Eliminate the use of standardized test scores as the sole measure of placing students in advanced math and science classes.

Resources

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National Center for Research in Vocational Education. (November 1993). *The Gender Gap in Yearly Earnings: Can Vocational Education Help?* An Office of Special Populations Brief. Berkley, CA: University of California.

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PROJECTS AND ORGANIZATIONS AVAILABLE TO HELP...

Desegregation Assistance Centers

Available across the U.S. through federal support, the *Desegregation Assistance Centers (DACs)* provide training and technical assistance to public schools on topics of educational equity including gender-related issues. Write: DAC-South Central Collaborative, IDRA, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228-1190.

Resource Center on Sex Roles in Education

The National Foundation for the Improvement of Education (NFIE) sponsors this center to provide support to individuals and groups working to reduce sex discrimination in education. Write: NFIE, 1201 16th Street NW, Washington, DC 20036.

Girls and Science: Linkages for the Future

The American Association for the Advancement of Science (AAAS) sponsors projects for teachers including *Girls and Science*, a project created to better educate elementary teachers in science subjects and gender equity. Write to: *Girls and Science*, Directorate for Education and Human Resources Programs, AAAS, 1333 H Street NW, Washington, DC 20005.

Girls, Inc.

Creators and disseminators of Operation SMART (Science Math and Relevant Technology) provides training materials related to the teaching of girls. Write: *Girls, Inc.*, 30 East 33 Street, New York, NY 10016.

GENDER EQUITY IN MATH AND SCIENCE EDUCATION

Conchi Salas

In almost every daily news broadcast, newspaper or magazine these days, one finds a story about the global marketplace and a discussion about the United States' relative ability to compete in it. As we face the future, the media asks, "Can the U.S. generate a technologically and scientifically literate work force?" The answer, clearly, is yes - but only if we change our "mode of production," our educational system.

The U.S. workforce is changing. As women and ethnic minority individuals become the majority, we can no longer afford to concentrate the majority of our resources on creating a power elite based on gender and ethnicity. Instead, we must be prepared to educate *all* students if we intend to compete on the international level in the coming decades.

> "When demographic realities [and] national needs...are taken into account, it becomes clear that the nation can no longer ignore the science education of any students. To neglect the science education of any (as has happened too often to girls and minority students) is to...handicap them for life, and deprive the nation of talented workers and informed citizens" (Mathews, 1990).

The marketplace is becoming increasingly technological; but while the need for mathematics and science skills grows, our schools are failing to keep up. The Washington National Center for Education Statistics' *Second International Mathematics Study* found that U.S. eighth grade mathematics students ranked lower than the students of three major competitors: Japan, France, and Great Britain. Moreover, female and minority students in U.S. schools suffer the most from this lack of math skills, both during and after their schooling years. According to the National Association of State Boards of Education, "women of all racial and ethnic groups are greatly underrepresented among the ranks of [U.S.] scientists and engineers. This underrepresentation is a reflection of...their precollege education" (Mathews, 1991).

A survey conducted by the National Science Teachers Association (NSTA) of 24,000 high schools found math/science curricula sorely lacking. Over one quarter (29.6%) of the schools offered no physics courses and 17.5% offered no chemistry courses. Many teachers were not prepared to teach the science classes they had been assigned. The survey also found that teachers at the high school level lack confidence in their ability to adequately teach science and have little comprehension of science concepts. The survey indicated that on the average, science is taught for about fifteen minutes, directly from the textbook, to children from kindergarten through the sixth grade, with the majority of teachers (80%) waiting until the end of the day to give science instruction (Mathews, 1991).

Many problems still exist concerning stereotyping of students and the selection of courses by gender. The academic difficulties girls experience are often overlooked or brushed aside. As a result, many female students enroll in vocational classes rather than in higher level mathematics and science courses. Once tracked into a vocational program, a young woman's career options are narrowed and her ability to attain economic self-sufficiency may be severely limited.

Rather than accepting girls as "bad at math," educators must work proactively to help female students achieve. One way this may be accomplished is through schools' recognition of and responsiveness to girls' unique learning needs. Girls often have learning styles different from most boys'. The following issues must be addressed if we are to help young women achieve:

I. Socialization

The gender roles taught to students through formal and informal communication become of particular importance as students begin to define their adult values and interests. Stereotypically, girls are told to refine their personal skills and are not encouraged to seek professional careers, while boys are taught to be more aggressive and career-oriented. Schools must stop any staff and/or student behaviors that teach stereotypical expectations.

II. Cognitive Differences

The teaching structure utilized in many classrooms is likely to place female students at a disadvantage. The lecture format, which requires the instructor to recognize students before they speak and allows only for individual student responses, encourages the more aggressive boys to dominate. Girls generally feel more comfortable working in cooperation, rather than in competition, with others. Educators must create environments that value both competition and cooperation.

III. Teacher Interaction

Students in a single classroom often find themselves learning in two different environments. Because teachers are more likely to respond to boys than girls, male students may find the classroom a comfortable place to learn while their female counterparts find it uncomfortable. Since teachers are generally unaware of any bias they perpetrate, schools should provide training to help educators stop such harmful behaviors.

IV. Curricular Choices

In many schools, girls are expected to steer clear of mathematics, science, and computer courses. Counselors and teachers must encourage all students to enroll in such classes.

IDRA is working to reduce the gender bias in math and science education through the MIJA (Math Increases Job Aspirations) Program. MIJA provides an opportunity for middle school and high school girls between the ages of fourteen and sixteen to take part in and discover the world of mathematics and science through projects, field trips, guest speakers and special events.

For more information on gender equity issues or the MIJA Program, contact the IDRA Division of Educational Equity at (210) 684-8180.

References

Mathews, Christine M. (1991). *Science, Engineering, and Mathematics Precollege and College Education.* Washington, DC: Congressional Research Service.

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COMBATING STUDENTS' PEER-TO-PEER SEXUAL HARASSMENT: CREATING GENDER EQUITY IN SCHOOLS

Michaela Penny-Velázquez, M.A.

"It made me feel weird...stupid...upset" (13-year-old male).[1]

"The experience was unnerving. I was rattled. I felt insecure and vulnerable at school, which should be a safe place for learning" (18-year-old female).[2]

"I think my problem is being scared. I'm scared they're going to do something worse if I tell" (12-year-old female).[3]

"I feel that school administration needs to view this as a serious problem. In my particular case, [the sexual harassment] went on for over 6 months. After reporting this three times to the school administration, I was told that these boys were "flirting" and had a "crush" on me. I was disgusted with the actions of the administration. They told me they would give the boys a strict warning. The worse part of the whole thing is that they gave them the same "warning" on three different occasions. The harassing never stopped and I was humiliated; I'm scared. If you can't feel comfortable at school, how can you get a good education? Something has got to change" (14-year-old female).[4]

"I couldn't handle it anymore. I came home and said, "Mom, I'm sick of this. I'm sick of going to school every day and hearing this. I'm sick of getting no support from the school system" (17-year-old female).[5]

Comments like those at left have become commonplace on campuses across the nation. Sexual harassment is persistent in our nation's elementary and secondary schools, with students as both the victims and the harassers. For many students, experiencing unwelcome sexual advances has become not only widespread, but accepted as a norm of behavior. While the media has focused on incidences of sexual harassment in the workplace and in post-secondary schools, particularly among adults or adult-to-student, educators' attention is now being drawn to peer-to-peer harassment, a phenomenon which has been found to occur as early as the early elementary school levels.

When given the opportunity to speak out about their daily experiences, students inform us that sexual harassment has become an integral part of the daily fabric of school life. More often than not, sexual harassment is tolerated in schools and dismissed as "flirting," "part of adolescent behavior," just a case of "boys will be boys."

Regardless of the excuses given or the denial of its existence, sexual harassment is illegal. It is a form of sex discrimination and a violation of Title IX of the Educational Amendments of 1972, Title VII of the Civil Rights Act of 1964 as amended in 1972, and the equal protection clause of the fourteenth Amendment of the United States Constitution, as well as of various states' criminal and civil statutes. Most recently, in February 1992, the Supreme Court ruled that schools and school officials can be sued by student victims for sexual discrimination or harassment and, if successful, can collect monetary damages.

Today, numerous sexual harassment cases have been tried under this precedent: school districts have been sued and damages have been awarded to the victims of sexual harassment. Seven-year-old Cheltzie Hentz of Duluth, Minnesota (MN), for example, won a $15,000 settlement after filing complaints that the school did not take action when she was repeatedly subjected to lewd comments and unwanted touching on a school bus. The parents of a Petaluma, California, teenager won $20,000 in an out-of-court settlement when the school failed to take action when their daughter was repeatedly subjected to sexually graphic and negative verbal assaults by her male peers. Another young woman in Duluth, MN, was awarded a cash settlement of $15,000 from the high school for emotional damages resulting from sexual harassment. Her name had been appearing among sexually degrading graffiti on the boys' bathroom, and she had repeatedly been subjected to sexual comments and jokes in the hallways by her classmates; she and her parents filed charges after the school had failed to take action or even to remove the graffiti.

What Qualifies as Sexual Harassment?

Sexual harassment is best defined by the person who is the target of the harassment or, as the saying goes, it's all "in the eye of the beholder." Sexual harassment is any form of unwanted or unwelcome sexual attention or behavior which interferes with the victim's life.

In 1986, the U.S. Supreme Court identified two forms of sexual harassment: "*quid pro quo*" and "hostile environment." *Quid pro quo* applies when a person in power or in a power position, such as a boss or supervisor, makes decisions or threatens to make decisions that affect an employee's job based on whether the worker complies with his or her sexual demands. A 'hostile environment' is one in which harassing behavior perpetrated by anyone in the workplace causes the workplace to become hostile, intimidating, or offensive.

Applied in the educational context, *quid pro quo* refers to an educational or employment benefit conditioned on sexual behavior such as sex for grades or for promotion. In schools, 'hostile environment' consists of sexually-oriented conduct or a sexually-oriented atmosphere that creates an abusive environment. More simply, hostile environment harassment refers to unwelcome, deliberate and/or repeated incidences of a physical or non-physical nature including, but not limited to:

- unwelcome touching or interference with movement;
- suggestive remarks or "come-ons;"
- sexual jokes, derogatory comments

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[1] AAUW Educational Foundation. (June 1993). *The AAUW Survey on Sexual Harassment in America's Schools*, p. 17.

[2] AAUW Educational Foundation. (June 1993). *The AAUW Survey on Sexual Harassment in America's Schools*, p. 17.

[3] Nan Stein, Nancy L. Marshall & Linda R. Trapp. (1993). *Secrets in Public: Sexual Harassment in Our Schools*. Published by the Center for Research in Women, Wellesby College, and NOW Legal Defense & Education Fund.

[4] Nan Stein, Nancy L. Marshall & Linda R. Trapp. (1993). *Secrets in Public: Sexual Harassment in Our Schools*. Published by the Center for Research in Women, Wellesby College, and NOW Legal Defense & Education Fund.

[5] S. Strauso & P. Espeland. (1992). *Sexual Harassment and Teens: A Program for Positive Change*. Published by Free Spirit Publishing Co.

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or slurs; and

- Sexually derogatory graffiti, cartoons, posters, or messages.

Students' Viewpoints on Sexual Harassment

While sexual harassment has been present in our classrooms for a very long time, it is now receiving more attention than ever. Books, articles, curricula and training programs are beginning to focus on the issue of sexual harassment in our nation's schools.

In May and June of 1993, two reports were released confirming the alarming existence of sexual harassment in our schools. The Wellesley College Center for Research on Women (CRW) and the NOW Legal Defense and Education Fund collaborated on a survey administered through *Seventeen* magazine that received responses from over 4,200 girls. Survey respondents were in grades 2 through 12 and ranged in age from 9 to 19 years. The results were published in *Secrets in Public: Sexual Harassment in Our Schools*, a report that expresses the startlingly severe psycho-emotional impact of sexual harassment on its victims and exposes what schools are and are not doing about this prevalent problem.

At about the same time, the American Association of University Women Educational Foundation (AAUW) released a landmark report, *Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools*. The report presents a nationally representative survey of adolescent sexual harassment in American public schools. More than 1600 public school students in grades 8 through 11 - male and female; African American, white, and Hispanic - were surveyed. Particularly notable is that while males have often been stereotyped as harassers, this study's findings reveal that significant numbers of males are also the targets of sexual harassment.

In the AAUW study, students were asked to respond to a questionnaire that included items related to fourteen types of harassment involving contacts of a physical and a non-physical nature that they may have experienced during school-related activities, including: (1) on school grounds; (2) before, during, and after school; and (3) at school-sponsored events away from the campus. For survey purposes, sexual harassment was operationally defined as *unwanted* and *unwelcome* sexual behavior that interferes with one's life and that is distinct from behaviors that one may *like* or *want* such as flirting.

The survey findings are shocking. Four in five students report they have experienced some form of sexual harassment during their schooling experience (85% of girls and 76% of boys). While more than half of the students (58%) report they have been sexually harassed "often" or "occasionally," the study reveals notable gender and racial/ethnic gaps exist in the frequency of sexual harassment. One in three girls compared to fewer than one in five boys experience unwanted advances "often." More White girls (87%) reported having experienced sexual harassment compared to African American (84%) and Hispanic (82%) girls. More African American boys (81%), however, report having experienced sexual harassment compared with White (75%) and Hispanic (69%) boys.

The findings clearly point out that sexual harassment in schools is not just an "adolescent thing" happening in secondary schools. Alarmingly, among the students who report they have been harassed, one in three recalls their first experience of sexual harassment as occurring in the sixth grade or earlier. Six percent (6%) of the harassed students report that their first experience happened before the third grade.

The emotional impact of sexual harassment seem to be more pronounced among girls than boys, with more girls reporting having suffered embarrassment and acute feelings of self-consciousness, of fear, and of being less confident in themselves and of their physical safety.

Similarly, girls are more likely to change their behavior than boys as a result of experiencing sexual harassment. More girls report avoiding the person who harassed them compared to boys, 69% and 27% respectively. To avoid sexual harassment, girls report staying away from particular places in the school or on the school grounds, changing their seats in classes, refusing to attend activities or participate in sports, and changing their routes to and from school.

Results of the study by the Wellesley College CRW and the NOW Legal Defense and Education Fund corroborate the findings from the AAUW study: the most common forms of sexual harassment are unwanted sexual comments, gestures, or looks, followed by touching, pinching, or grabbing. Astoundingly, nearly 40% of the CRW/NOW study respondents indicate that they have been harassed at school on a daily basis during the last school year. While girls are often hesitant to tell teachers or administrators about being sexually harassed, in those cases when girls did tell adults in the school nothing happened to the harasser in close to half (45%) of the incidents reported. In terms of girls' awareness of a school policy on sexual harassment, only 8% report that their schools have one and enforce it.

Respondents were asked what they think schools should do about sexual harassment. The most common reply: schools must adopt and enforce policies to prevent sexual harassment. Many students also indicated that they would like schools to take action against harassers. About half of the respondents recommend that schools provide awareness and education about sexual harassment for both students and school staff. Some respondents feel that schools should encourage discussions about harassment, provide counselors for students who have experienced sexual harassment, and form peer support groups.

Most importantly, students say they need to be heard. They want to feel supported and encouraged to speak out about sexual harassment and to tell adults. And when they do speak up, they want to be believed and not dismissed. They want to trust that the adults in their school, who are often present when these events occur, acknowledge the importance of what is happening and do something to stop it.

Of the fourteen forms of harassment contained in the survey, over three quarters of the girls (76%), but just over half of the boys (56%), report having been the targets of sexual comments, jokes, gestures, or looks, the most common form of harassment. The gender gap is also apparent in the second most commonly reported form of harassment, unwanted touching, grabbing, and/or pinching in a sexual way, with 65% of girls and 42% of boys reporting these actions.

Sexual harassment is occurring in public places in the school environment. The most commonly reported place that sexual harassment occurs is in the hallways (66%), followed by the classroom (55%). Clearly, these are places which adults generally consider "safe" as students are in the company

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of adults.

Students report that sexually harassing someone is a routine part of the school culture: as "just a part of school life," sexual harassment is "no big deal." As one 14-year-old boy commented,

> *"I don't care. People do this stuff every day. No one feels insulted by it. That's stupid. We just play around. I think 'sexual harassment' is normal."*[6]

This casual attitude toward sexual harassment is much more a part of boys' beliefs than of girls.' Perhaps this is because more girls than boys have suffered notable consequences as a result of sexual harassment.

The educational impact of sexual harassment, for example, is hardest felt by female students. One in four students say that they do not want to go to school as a result of having experienced sexual harassment. 33% of girls compared to just 12% of boys. More girls than boys also report not wanting to participate in class, finding it hard to pay attention in class, staying home from school or cutting classes, wanting to change schools, finding it hard to study, and making lower grades on test papers or in classes.

In trying to combat sexual harassment, students are more likely to tell a friend about an incident (63%) than reporting it to a teacher (7%). Of the 23% of students who don't tell anyone about the incident(s), boys are much more likely to not report harassment than are girls.

How Schools Can Prevent Sexual Harassment

Waiting for sexual harassment problems to escalate places the school in an inefficient and often ineffective reactive mode, costing districts legal fees and monetary damages and placing students at risk. Instead, schools need to become proactive in preventing sexual harassment. Districts must take a firm stand, clearly stating administrators' expectations regarding sexual harassment and outlining the consequences for infractions.

The following list includes some recommended actions for school districts seeking to promote and encourage healthy relationships between males and females.

- Form a task force or committee to create guidelines and procedures specifically related to sexual harassment;
- Conduct a survey of student perceptions and awareness of sexual harassment in the schools;
- Elicit input from students and staff for making schools safer learning environments;
- Establish and widely disseminate to school staff and students a district-wide policy stating that sexual harassment will not be tolerated;
- Train staff and students in sexual harassment and violence prevention and in gender bias awareness/prevention;
- Integrate curriculum that discusses respect for others, promotes healthy relationships among males and females, and raises awareness of the issues surrounding sexual harassment, in a developmentally-appropriate manner as early as first grade;
- Develop an anti-harassment plan of action, and follow through with monitoring and evaluation;
- Actively involve students in implementing the anti-harassment plan;
- Establish grievance procedures that protect all the parties involved;
- Designate a representative at the district or campus level to handle sexual harassment complaints or grievances; and
- Offer student services to victims of sexual harassment (i.e., peer support groups, referrals to agencies or other available services).

Clearly, the emotional and behavioral consequences of sexual harassment can interfere with victims' school experiences. Denying, dismissing, or simply failing to acknowledge the daily occurrences of sexual harassment in our schools sends our young people a mixed message: schools are supposed to be safe places in which to learn, yet dangerous behavior is ignored or even condoned. What is to prevent harassers from continuing the same behavior when they reach the adult workplace? Taking preventive action now can help reduce and eliminate not only future sexual harassment incidence in the workplace, but also learned patterns of gender bias that benefit neither sex.

Perhaps it's like Gloria Steinem once said, "The first problem for all of us, men *and* women, is not to learn but to unlearn." Throughout our society, the rules and the roles have changed. The sexual harassment too often considered to be commonplace by and among students in our schools must be combated through a comprehensive educational approach. Together, we can create gender equity - by "unlearning" today's students and teaching tomorrow's.

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[6] Nan Stein, Nancy L. Marshall & Linda R. Tropp. (1993). *Secrets in Public: Sexual Harassment in Our Schools*. Published by the Center for Research in Women, Wellesley College, and NOW Legal Defense & Education Fund.

Training Manuals Educate School Staff About Sexual Harassment and Gender Equity

IDRA offers the following modules, created by the Desegregation Assistance Center - South Central Collaborative, to teach education personnel about gender issues in schools. Each is a complete training session, including transparency and hand out masters, and may be obtained for $8.50 from the IDRA Communications Manager. Call: (210) 684-8180.

Sex Stereotyping and Bias: Their Origins and Effects

This module explores and debunks common gender-based assumptions about students. Participants examine teaching materials and practices to uncover biases and learn ways to prevent inequity in the classroom.

Modeling Equitable Behavior in the Classroom

This module discusses adults roles in promoting gender equity in the classroom. Participants learn to identify and practice language patterns that are free of gender bias and stereotyping.

Equity in Counseling and Advising Student: Keeping Options Open

This module covers gender-based barriers to successful counseling and how school staff can overcome them. Through a clear definition of the counselor's role in career education and guidance of minority and female students, it provides specific approaches appropriate for both new and experienced counselors.

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can lacuna in U.S. history both derives from and sustains popular misconceptions about Chicanas. Despite proof to the contrary,[1] the common stereotype of Chicanas is that they are passive, docile, and submissive women who are ruled by their men and the Catholic church. These stereotypes sometimes fuel uninformed and unfair actions. For example, employers may not consider Chicanas for tenure-track positions or partnerships in legal firms because the stereotype of passivity contradicts aggressive intellectuality. Similarly, few want a docile person in a business management or creative position. Such images affect the opportunities, advancements, and responsibilities afforded Chicanas in all spheres of social life; replacing stereotypes with a real knowledge base reveals such seemingly logical decisions as unjust and short-sighted.

In an effort to spotlight Mexican American women and their many contributions, this article will briefly profile some Chicanas who have been noted for their political and artistic achievements. However, as Alma García argues in her article "Studying Chicanas: Bringing Women into the Frame of Chicano Studies," acknowledging the accomplishments of a few prominent Chicanas, while important, often fails to depict the lives and qualities of their lesser known contemporaries. To address this problem, the final section of this article provides a glimpse of history that indicates the strength that many everyday Chicanas demonstrate and draw upon in order to ensure their families' survival.

Chicanas in Political History

Before discussing the written histories of the following Chicanas, I want to emphasize two points. First, many articles and books highlight the following women largely for their community involvement efforts. That the Chicanas who have received most of the little attention afforded them in literature have been associated with community movements does not necessarily reflect the wide range of accomplishment these and other individuals have realized. Rather, this focus merely indicates the area of interest scholars have considered important heretofore. Second, several of these women acknowledged the role their families played in supporting and encouraging them, as well as in exposing them to the situations and people that made their work possible.

Manuela Solís Sager was born in Laredo, Texas. She began organizing unions and strikes among garment and agricultural workers in 1932 and 1933. In 1934, the *Asociación de Jornaleros* awarded her a year-long scholarship to attend a highly respected labor school in Mexico City, *La Universidad Obrera*. A year later, she attended a state-wide conference in Corpus Christi, Texas, where she established the South Texas Agricultural Workers' Union.

With this union, Solís Sager first traveled to the Rio Grande Valley. There she organized unions with over 1,000 workers, but "recalcitrant bosses made it almost impossible to translate labor organizing success into gains at the workplace" (Cálderon and Zamora, 1992). After her work in the valley, Solís Sager moved to San Antonio, Texas, where she became part of the labor strike among pecan shellers, the majority of whom were women. Solís Sager remained politically active in San Antonio where she participated in the Chicano movement, the women's movement, immigration rights, electoral politics, and opposition to U.S. interventionist foreign policy.

Emma Tenayuca was raised in San Antonio, Texas. Tenayuca began her involvement in labor movements at the age of 16 when she read about the 1932 and 1933 strikes against the Finck Cigar Company of San Antonio; joining in with ardor, Tenayuca spent time in jail for participating. In 1934 and 1935 she played a prominent role in the formation of two local chapters of the International Ladies' Garment Workers Union. In 1937, she became a member of the Executive Committee of the Workers' Alliance of America (WAA), a national federation of unemployed workers. Tenayuca held the position of general secretary of at least ten WAA chapters in San Antonio, groups affiliated with local unions of laborers in cigar, garment, and pecan shelling companies. When 2,000 pecan shellers held a strike in January of 1938, they asked Tenayuca to be a strike representative. She earned the nickname *"la Pasionaria"*[2] that year for her efforts. Forced to leave Texas during the McCarthy era, Tenayuca later returned to San Antonio as a certified teacher and continued to substitute teach after her retirement.

Dolores Huerta was raised in the San Joaquin Valley in California, where her family lived as farmworkers. She attended the University of Pacific in Stockton, California, for three years, then left to pursue community work. In 1964, César Chávez began organizing the United Farmworkers Organizing Committee, and Huerta soon became known as his co-coordinator. Huerta eventually became vice-president of the United Farmworkers Union; she played a major role in the first negotiations around the signing of the grape contracts in Kern and San Joaquin counties. The farmworkers' organizations Huerta helped found were sorely needed,[3] and many consider Huerta the most dynamic speaker for the farmworkers' cause of the 1960s. Today, Huerta continues to work for the political and economic advancement of farmworkers and Mexican Americans.

María Hernández of Lytle, Texas founded with her husband the *Orden Caballeros de América* in 1929. This organization worked for civic and civil rights for Mexican Americans. Hernández published *México y Los Cuatro Poderes que Dirigen al Pueblo* in 1945. While this book centers on Mexico, Martha Cotera argues that her views on society, politics, business, economic development, labor and religion reflect the ideals she holds for Mexican Americans. In 1934, Hernández helped organize the *Liga de Defensa Escolar* in San Antonio, Texas, to address segregation, physical facilities, and quality teachers and textbooks in relation to the Mexican American community. Hernández also helped form the *La Raza Unida*/The United Race political party in 1970. In addition to organizational efforts, Hernández made hundreds of eloquent speeches advocating justice for Mexican Americans. Hernández and her husband actively worked in this arena through the 1970s.

Many other Chicanas have achieved successes for the political, social, and economic advancement of Mexican Americans; however, the following highlights only a few of our deserving heroes. Part of the brevity of the following profiles results from the paucity of information on Chicana political figures. Unfortunately, even in books about Chicano politics and history, often only a passing sentence or phrase pays tribute to the Chicanas who worked long hours in organizations and on the job, often while

Chicana Contributions - continued on page 14

[1] Two of the many sources that counter Chicana stereotypes are, Alfredo Mirandé's 1977 article "The Chicano Family: A Reanalysis of Conflicting Views," in the *Journal of Marriage and Family*, vol. 39, and *La Chicana: The Mexican American Woman*, which he co-authored with Evangelina Enriquez.

[2] A reference to the communist "passion flower" of the Spanish Civil War, Dolores Ibarrot.

[3] In 1965, San Joaquin Valley farmworkers' strike demands included a wage of $1.40 an hour or 25¢ a box. Farmworkers had to pay for transportation, food, lodging, and medical care on far less than minimum wage.

Chicana Contributions - continued from page 13

raising children and running households. A notable exception is Martha Cotera's *Diosa y Hembra: The History and Heritage of Chicanas in the U.S.*, from which the following profiles have been excerpted.

- Although born in Johnson County, Texas, ***Lucia Eldine González*** worked in the labor movement in Chicago from the mid-1800s to the early 1900s. González and her husband Albert Parsons founded a newspaper, *The Alarm*, to which she contributed her writing and editing skills. González took particular interest in organizing women garment workers; she traveled across the country speaking and fund-raising in support of their cause.
- From 1900 to 1910, women played an important role in the philosophy and operation of the *Partido Liberal Mexicano* (PLM), founded by ***Enrique Flores Magón*** and her husband Ricardo. ***María Talavera***, ***Francisca Mendoza***, ***Ethel Duffy Turner***, and ***Elizabeth Trowbridge*** numbered among the most important supporters of the party in California. In Texas, ***María González*** from San Antonio helped raise funds for the party, while ***Andrea Villareal*** and her sister ***Teresa*** published the paper *La Mujer Moderna*, which covered organized efforts.
- ***Jovita Idar*** wrote for her father Nicasio Idar's newspaper *La Crónica* and helped organize *El Primer Congreso Mexicanista* in Laredo in 1911. This congress featured workshops and general assemblies on criminal justice, workers' unions, language and culture, and educational equity; women helped plan and run the sessions. ***Hortencia Moncaya***, for example, spoke about criminal justice with particular reference to the frequent lynchings of Chicanos. Another speaker, ***Soledad Peña*** addressed educating Chicanas and helping children develop intellectually with pride in their heritage.
- ***Isabel Malagrán Gonzales*** organized and led the first strike by pea workers in New Mexico. In 1930, Gonzales moved to Denver, Colorado, where she worked for the Colorado Tuberculosis Society. Gonzales spoke and wrote eloquently for farmworkers' and women's rights as well as on topics such as welfare, health, and education reform. She died at the age of 39 in New Mexico, where she taught school.
- ***Virginia Musquiz*** was one of the founders of the *La Raza Unida* party in Texas. In Crystal City, Texas, she worked hard to successfully organize Mexican Americans to gain local city council positions in 1963. In 1972, the Texas Secretary of State's office recognized her as an expert in election law; just two short years later, she won the post of Zavala County Clerk. Musquiz also helped found and support the *Mujeres Pro-Raza Unida*/Women for the United Race organization in Texas. In 1969, she helped orchestrate the Crystal City school walkouts that led to more equalized conditions for Mexican American students.

A number of these women acknowledged the strength and support of their families in their own work and the Mexican American community's progress. Both Solí Sager and Tenayuca discussed their families' support of their work and education as a key to their success. Tenayuca noted that her parents exposed her to many people whose ideas provided a foundation for her own intellectual development. María Hernández cited family unity, as well as men and women working together, as driving forces behind all the advancements Mexican Americans have achieved.

Chicanas in the Arts

The last section focused on Chicanas whose work spans from the late 1800s to the 1980s; this section will primarily discuss Chicana contributions from the 1970s to the present. Lest this lead one to believe that Chicanas had no artistic impact before the age of disco, however, I will address a few women who worked prior to the 1970s.

In 1991, Arhoolie released a number of Tejano music compilations in "Tejano Roots: The Women," a compilation of music from the 1940s to the 1960s by 13 different women's groups, as well as a booklet detailing the artists' and the record labels' histories. ***Lydia Mendoza***, indisputably, was the first female star of Mexican American music. Born in Houston, Texas, in 1916, she performed [illegible]n 1927 to 1988.

Another important artist, popular in the 1920s and 1930s, is the writer and academician ***Jovita González*** from Roma, Texas. She was one of the first Chicanas to write in English about Mexican American culture and life. A prolific writer for the Texas Folklore Society, González served as the first Mexican American president of that organization.

A Chicana vocalist who has enjoyed success in popular U.S. music is ***Florencia Vicenta de Casillas Martínez Cardona***, popularly known as "Vikki Carr." Born in El Paso, Texas, Carr's family moved to Los Angeles, where she began her singing career. Carr produced many albums, some of which have songs in Spanish. In addition to affirming her heritage by singing in Spanish, Carr sang "Chicana," the lyrics of which mock stereotypes of Mexican Americans and celebrate Chicano strength and culture. In addition to her commercial work, Carr worked with the Bay Area Bilingual Education League to highlight the need to teach children in two languages. In 1972, her efforts with this organization were instrumental in the adoption of bilingual education legislation in California. Carr also created a college scholarship fund for Mexican American students.

As one of the earliest Chicanas to produce songs in Spanish that have received airplay on English-language radio stations, Carr helped opened the music market to other Chicanas. After Carr, ***Linda Rondstadt*** broke into English-language radio with "*Canciónes de mi padre*." So avid was she about the value of Spanish-language music, Rondstadt offered to take a cut in her commission to convince Time Warner to produce the all-Spanish album in 1987. Her success with this album might have convinced Capitol/EMI to start its Latin label in 1989; Sony Discos and Polygram responded soon afterward. As a result, Tejana singers such as ***Selena*** and ***Laura Canales*** have been picked up by major labels and have enjoyed airplay on the increasing number of Spanish-language FM radio stations. In addition, spanish-language or "Latin" top forty charts now exist, and *Billboard* runs a bi-monthly "*Latin Notas*," column. (Interestingly, though, music vendors often place Tejano artists in the "International" bins; apparently U.S. airplay and dollars do not translate for Chicano/a musicians into recognition as an "American" artist.)

One of the better known Chicana writers and scholars is ***Gloria Anzaldúa***. She wrote *Borderlands/La Frontera: The New Mestiza* and co-edited *This Bridge Called My Back: Writings by Radical Women of Color*, the Before Columbus Foundation American Book Award winner for 1986.

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Chicana Contributions - continued from page 14

Anzaldúa has worked in academia through writing, lecturing and conducting creative writing workshops around the country, and teaching creative writing, feminist studies, and Chicano Studies. In addition to academic work, Anzaldúa has been active in the migrant farmworkers movement.

Perhaps the most famous living female Mexican American fiction writer is ***Sandra Cisneros***, a Chicago native. Cisneros' *The House on Mango Street* won the 1985 Before Columbus Foundation Book Award. She has also written *Woman Hollering Creek*. She presently lives in San Antonio and is very active in the Chicano arts scene.

Lucha Corpi, born in 1945, wrote a book of poetry, *Palabras de Mediodía/Noon Words*, and a novel, *Delia's Song*. The National Endowment for the Arts awarded her a creative writing fellowship in 1979. Corpi has also taught adult education in Oakland California.

Ana Castillo writes poetry and prose, edits, and translates. Anthologies in the United States, Mexico, and Europe feature her writings, which have been translated into German, French, and Bengali. Castillo has authored two collections of poetry, *Women Are Not Roses* and *My Father Was a Toltec*. Castillo wrote her first novel, *The Mixquiahuala Letters*, in epistolary form, and it received the Before Columbus Foundation's American Book Award in 1987. Castillo has taught creative writing and lectured in the United States and abroad.

A Common History

History texts often portray revolutions as the logical outcome of political events in which "the people" fight for freedom and rights against a tyrannical leadership. Depending on the country and revolution, "the people" appear to be acting on a sense of justice, rational thought, or a country's (or race's) perceived martial inclinations. Few texts, especially those used at the primary and secondary school levels, include descriptions of "the hell of war" outside chronologically enumerating battles, bullets, bayonets, and bombs. Texts infrequently discuss what women and children must do in order to survive a country's political upheaval. This section discusses the strength and perseverance shown by *Mexicanas* during the war-torn years of the Mexican Revolution.

The Mexican Revolution disrupted families in a variety of ways. Women lost their husbands, parents, and children during the revolution. Others were abandoned by their families when resources became too scarce. In losing familial support and shelter, a number of women decided to move to the United States in search of a safer place.

During the war, women were considered "spoils of war," property to be lost, taken, or repossessed. When soldiers entered a town, they frequently abused and raped the women. Some parents tried to hide their daughters so the soldiers would not see them; few were successful.

A number of women and children undertook journeys of over 500 miles without burros to ride or even much clothing on their backs. In addition to owning few possessions, many women were not able to protect themselves, their nieces, or their daughters from being raped by roaming bands of soldiers or border patrols. Some women and their children traveled farther than from Guanajuato City only to be turned away.

Nevertheless, the message that this narrative and alternative ones convey about *Mexicanas* ought not to be one only of hardship faced. Instead, such narratives should provide an understanding of these women as possessors of great strength, ingenuity, and intelligence, devoted family members who fostered and instilled their outstanding qualities in their children, and valuable members of our budding society. Such narratives should strive to create a cultural history, based in gender equity, that provides all of us with an understanding of the Chicano role in the creation of our country, a common history we can be proud to share.

A Common Future

Many Chicanas have illustrious, if too rarely noted, accomplishments and personal histories. Many more have less visible, but no less remarkable, lives. It is important to discuss more frequently Chicanas' role in history. At the same time, we need to know more about our contemporaries' contributions.

In 1930, for example, 20% of Chicanas were farm laborers, 45% were domestic and personal service workers, 5% were saleswomen, and the rest worked in the textile and food processing/packing industries (Calderón and Zamora, 1992). Today, Chicanas contribute in many fields. Of the over 3.5 million Hispanic women[4] working in the U.S. today, many continue working in blue-collar jobs, supporting themselves and their families. A growing number of Hispanic women are working in professional positions, with the number increasing each year as over a million[5] Mexican American students enroll in college annually (De La Rosa & Maw, 1990).

Building a future for our country in the global marketplace will take the efforts of all our people - female and male, minority and majority - working together. By moving *Mexicana* history out of individuals' memories and into our collective consciousness, we as a national community can begin to appreciate the unique and valuable contributions Hispanic women have made - and will make - to our success.

Resources

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Michael "Mikki" Symonds is a Research Assistant in IDRA's Division of Research and Evaluation. Ms. Symonds was awarded a year-long scholarship to participate in this year's San Antonio Community Education Leadership Program funded by The Charles Stewart Mott Foundation.

[4] The Census Bureau placed the number of working Hispanic women over the age of 16 at 3,669,186 in 1990

[5] Although Hispanic enrollment in institutions of higher education has increased slightly over the past decade, Hispanics are still seriously underrepresented in universities nationwide.

Comprehensive Approach - continued from page 4

ties of the school.
- The school creates policies and procedures to prevent the sexual harassment of students.
- Incidents of sexual harassment are treated as unacceptable behavior in staff and students, and are dealt with by disciplinary action comparable to other forms of unacceptable behavior.

III. **The school program is broad in scope and taught in sequence:**
- Gender equity is developmentally integrated in all areas of the curriculum.
- Gender equity is age-appropriate at all grade levels.

IV. **The development and implementation of the school curriculum is multi-featured**, including:
- All curriculum materials reflect equitable treatment of males and females.
- Instructional materials are void of sexual stereotypes and discriminatory language.
- Instructional programs enhance the self-esteem of females through visible inclusion and an equitable balance of male and female source materials.
- Instructional methodologies provide equitable attention, treatment and support for male and female students.
- The instructional program develops understanding and respect for members of the opposite sex.

V. **Gender equity is enforced in co-curricular activities** as evidenced by the following:
- The school takes responsibility for providing and encouraging student participation in a wide range of choices in physical education, sports, organizations, clubs and other co-curricular activities.
- The school encourages and facilitates female participation in co-curricular activity historically precluding young women's participation.
- Equitable financial, personnel and other resources are provided for co-curricular activities of special interest to members of each gender.

VI. **School staffing reflects the school's commitment to gender equity**, adhering to the following guidelines:
- The school provides student accessibility to both female and male role models.
- The school system reviews hiring and promotion practices to insure that employment opportunity is not denied due to gender, marital status, or parenthood.
- The school is especially sensitive to the need for female personnel in non-traditional staff positions.
- School staff is sensitive and receptive to gender equity in all aspects of schooling.
- Appropriate training conducive to gender equity is provided to school staff.

VII. **Student personnel services are characterized by gender equity practices**, including the following:
- Guidance and discipline are equitable for both sexes.
- Male and female students have access to counseling personnel of their respective gender.
- Career guidance for students includes the discussion of non-traditional options.
- Schools prevent the tracking of students on the basis of gender.

VIII. **The non-instructional needs of students are met**, including:
- The school assists students in meeting personal needs which may be unique for each gender.
- Schools provide support services for victims of sexual harassment, acts of violence and rape.
- Schools provide information and support services for the prevention of unwanted pregnancy and sexually transmitted diseases.
- Schools provide information and services for girls that are pregnant and students who are parents.

IX. **Parents are involved in the school in meaningful ways**, including:
- The school provides for the extensive involvement parents of students of both sexes.
- The school makes an extra effort to involve parents from non-traditional families such as teen parents, single parents, step-parents and extended family members.
- Parents are encouraged to accept their children's pursuit of non-traditional educational and career choices.

X. **School evaluation is equitable:**
- The school disaggregates performance data to compare the performance of students from both sexes.
- Evaluation techniques are varied to prevent sex bias.
- Test items are analyzed for inherent sex bias.

Conclusion

Schools have been no more enamored of affirmative action programs than other entrenched institutions. Bringing change to our schools in order to provide for the equitable treatment of students of both genders will be slow in developing unless a comprehensive program is systematically adopted. Such a program must be based on a new and different perception of women's roles in modern educational and societal paradigms.

Procedures followed for the development of comprehensive equitable programs for other atypical school populations can be adapted to provide a systematic approach to gender equity. As in the education of minority students, the key to the development of an equitable system of education for young women rests in the adaptation of all aspects of school operation to the unique characteristics and needs of female students.

Resources

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Dr. José A. Cárdenas is the founder and Director Emeritus of IDRA.

IMPORTANT EVENTS COMING IN APRIL FROM IDRA

THE FOURTH ANNUAL COCA-COLA VALUED YOUTH NATIONAL TRAINING SEMINAR AND VALUED YOUTH CONFERENCE

Whether you are already involved in this successful cross-age tutoring program or are simply interested in how it might be implemented in your school, make plans now to attend the Fourth Annual Coca-Cola Valued Youth National Training Seminar on ***April 7-9, 1994 in San Antonio****, Texas. Special events and presentations planned include:*

- ***Panels and individual speakers*** *will detail the Coca-Cola Valued Youth Program components and explain how tutoring can help your school retain students who are at risk of dropping out.*
- *Valued Youth* ***student participants from each of the active Coca-Cola Valued Youth Program campuses*** *will display their work and be available to answer questions.* ***Valued Youth parents*** *will also be on hand to discuss their experiences with the program with seminar participants.*
- ***Separate workshops*** *with the IDRA site coordinators will provide specific information for those new to the program as well as additional program review and planning time for current program participants.*
- *Complimentary tutor recognition luncheon will be held to recognize the outstanding students who make the program work.*

Plus..

- ***School site visits*** *will provide seminar participants the unique opportunity of seeing some of San Antonio's Valued Youth tutors in action.*

Call 210/684-8180 to request a materials packet.
Mark these dates on your calendar now -
you won't want to miss this informative event!

The Coca-Cola Valued Youth Program (VYP) is a cross-age tutoring program that places middle school students labeled "at-risk" of dropping out of school in positions of responsibility as academic tutors of elementary pupils. As Valued Youth tutors, students learn the worth of the special contributions each has to offer, begin to see themselves as successful in the academic setting, and stay in school. With over ten years of successful implementation, VYP has been endorsed by the National Diffusion Network for replication as a program that works.

IDRA REGIONAL WORKSHOPS FOR EDUCATORS

presents

WORKSHOP ON WORKSHOPS

April 13-14, 1994

THE CENTER
at IDRA
5835 Callaghan Road, Suite 350
San Antonio, TX 78228

IDRA is pleased to offer an exclusive two-day regional ***Workshop On Workshops (WOW)*** to help trainers become more affective presenters. Each workshop will feature two day-long, focused sessions on the *WOW* approach to training and its application in your district.

The *WOW* is a participatory seminar aimed at providing presenters of all experience levels the tools they need to succeed. The most current, research-based principles and theory are presented, then participants work together exploring a variety of real-life techniques. The *WOW* focuses on the practical and pragmatic, directly addressing participants' needs and challenges. During the *WOW*, participants:

- analyze the entire process of planning and conducting workshops;
- contrast a variety of needs assessment approaches;
- evaluate and refine objective-setting techniques;
- design innovative activities;
- practice and expand their facilitation skills;
- give and receive feedback from the instructor and their peers; and
- network with other professionals.

The *WOW* is facilitated by Aurelio Montemayor, M.Ed., Lead Trainer in IDRA's Division of Training and creator of *Workshop on Workshops*. With 25 years of professional training experience, he can teach your staff the techniques every trainer needs to conduct meaningful workshops!

Cost per participant is $150 and includes all training materials plus personalized instruction, plus a copy of the WOW Workbook (a $25 value).

To register or for more information about this or other IDRA training, contact *The Center* at (210) 684-8180.

RESOURCES ON BILINGUAL EDUCATION

ADDITIONAL READINGS AND INFORMATION

MAN BIGOT
THE MAN WHO IS A BIGOT
IS THE WORST THING
GOD HAS GOT,
EXCEPT HIS MATCH,
HIS WOMAN,
WHO REALLY IS MS. BEGOT.
- Maya Angelou
Activist , educator and poet

I NEVER NOTICE
WHAT HAS BEEN DONE,
I ONLY SEE
WHAT HAS TO BE DONE.
- Madam Curie
Polish-french pysicist, the first female Nobel Prize winner

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Robbins, Debra J. **"Gender Equity in Vocational Education."** *IDRA Newsletter.* February 1993, p. 2.

Sosa, Alicia Salinas. **"MIJA - Aiming for Higher Ground."** *IDRA Newsletter.* September 1992, pp. 7-12.

Stein, Nan P. **"It Happens Here, Too: Sexual Harassment in the Schools"** *IDRA Newsletter.* January 1992, pp. 12-14.

Texas Athletic Equity Project. **"Will Our Daughters Have Career Opportunities in Sports?"** *IDRA Newsletter.* March 1988, p. 7.

Titles in bold are available from IDRA at no cost.
Contact IDRA's Communications Manager to obtain reprints. Thank you.

WORKSHOPS AVAILABLE FROM IDRA

To request further information on these or other training topics, please contact IDRA at (210) 684-8180.

WORKSHOPS FOR TEACHERS

Creating a Sex Fair/Multicultural Environment

This workshop provides participants with positive images of both men and women from diverse ethnic, racial, and cultural backgrounds. Activities include screening curricular materials for forms of bias and discussions of the impact of bias on both male and female students. Practical teaching suggestions for dealing with biased materials in a non-biased manner are also provided.

Other Voices, Other Lives: Affirming the History of Women and Minorities

Designed to raise teachers' awareness of the treatment of women and ethnic minorities in textbooks and other curricular materials, this workshop examines issues of stereotyping and omission of these groups in existing materials. Participants learn how to use oral histories gathered by students as a powerful teaching tool in their own classrooms and acquire additional strategies for reclaiming the history of women and minority groups.

Valuing the Uniqueness of Each Student

Each student is unique. In this workshop, participants become familiar with individual differences - including gender - and how teachers can be more accepting of them. The activities assist participants in understanding the world view of their students - their family, friends, and cultural influences, their strengths and difficulties. Inner circle activities are used to emphasize culturally relevant teaching, counseling, and administrative practices.

WORKSHOPS FOR COMMUNITIES

Civil Rights Compliance: An Equity Update

Equitable educational opportunity is constantly redefined due to local, state, and federal governmental activity. School personnel, parents, and community members must continually renew and update their knowledge if students are to be adequately and appropriately served in public schools. An overview is presented highlighting the laws and litigation defining the current decisions about educational equity. Participants also receive updates on emerging trends in these topics, as well as strategies for responding appropriately at the district and campus levels.

SCHEDULE OF IDRA TRAINING AND WORKSHOP ACTIVITIES

MARCH 1 - MARCH 31, 1994

DATE	SCHOOL DISTRICT/AGENCY	TOPIC
Mar. 1	Dallas ISD	Coca-Cola Valued Youth Program (VYP)
	Rio Grande City Consolidated Independent School District (CISD)	Bilingual Reading
	San Antonio	Early Childhood Education (ECE)
	Santa Monica, California	Coca-Cola VYP
	Uvalde Independent School District (ISD)	Early Childhood Education
	Waco ISD	Sheltered English
Mar. 2	Education Service Center (ESC) XV	Whole Language
	Kingsville ISD	Technology Demonstration
Mar. 3	Edinburg ISD	Coca-Cola VYP
	Uvalde ISD	ECE
Mar. 3-4	Illinois Resource Center, Spring Bilingual Conference	Portfolios: Portraits of Student Performance
Mar. 3-5	Texas State Reading Association (TSRA) Conference	Writing Process and the Bilingual Child
Mar. 4	Brownsville ISD	Coca-Cola VYP
	Hidalgo ISD	Higher Order Thinking Skills
	Oklahoma State Education Agency (SEA)	Science Through Literature
Mar. 5	Eagle Pass ISD	Life and Career Planning
	Edcouch-Elsa ISD	Student Learning Strategies
	Presidio ISD	Whole Language Techniques
Mar. 7-8	Southside ISD	Needs Assessment
Mar. 8	San Antonio Districts	ECE
	San Antonio ISD	The *Descubrimiento* Model
Mar. 9	Rio Grande City CISD	Project STARS (Students/Teachers Academic and Reading Success)
	Southside ISD	Coca-Cola VYP
Mar. 10	Harlandale ISD	Student Learning Strategies
	Harlingen ISD	Discipline and Classroom Management
	Rio Grande City CISD	ECE
Mar. 10-11	Miami, Florida	Coca-Cola VYP
Mar. 11	Edinburg ISD	Coca-Cola VYP
	Harlandale ISD	Role of the Teacher Aide in the Instructional Program
	Texas A & M University	Evaluation Assessment
	United ISD	Developing Metacognitive Skills
	United ISD	Student Learning Strategies
	United ISD	ESC Secondary Techniques
	Uvalde ISD	ECE
Mar. 12	Eagle Pass ISD	Hands-On Mathematics
	Harlandale ISD	Family Fair
	Uvalde ISD	ECE
Mar. 14	Harlandale ISD	Parents As Language Learners (PALL) Observations
	Rio Grande City CISD	The Reading Project
	Southwest ISD	Coca-Cola VYP
Mar. 14-16	Multicultural Association for Bilingual Education (MABE) Conference	Assessment of LEP/Multicultural Populations
Mar. 15	Harlandale ISD	PALL Observations
	San Antonio Districts	ECE
	Socorro ISD	Student Learning Strategies: Acquiring Meaning from Text
Mar. 16	San Antonio Literacy Council	PALL Observations
	Southside ISD	ECE
Mar. 17	Harlandale ISD	PALL Observations
	Uvalde Head Start	ECE
Mar. 18	Crystal City ISD	ECE
	Harlandale ISD	PALL Observations
Mar. 21	Kingsville ISD	Whole Language Techniques
Mar. 22	Devine ISD	Parents Making a Difference
	Jefferson Parish	Reading Strategies
	Rio Grande City CISD	Coca-Cola VYP

SCHEDULE OF IDRA TRAINING AND WORKSHOP ACTIVITIES

MARCH 1 - MARCH 31, 1994

DATE	SCHOOL DISTRICT/AGENCY	TOPIC
	Sabinal ISD	Whole Language Techniques
	San Antonio Districts	PALL Observations
	Southside ISD	Classroom Management
	Southside ISD	ECE
Mar. 23	Uvalde ISD	ECE
Mar. 24	Brownsville ISD	Coca-Cola VYP
	Edinburg ISD	Coca-Cola VYP
	Rio Grande City CISD	Project STRIKE
	Uvalde ISD-Child Care Management Systems	ECE
Mar. 25	Billings, Montana	Coca-Cola VYP
	Rio Grande City CISD	Demonstration: Lessons in the Classroom
	Sam Houston State University	Native Language Assessment
	Waco ISD	Texas Assessment of Academic Skills (TAAS) Reading
Mar. 26	Oklahoma, SEA	Encouraging Your Child to Succeed
	Presidio ISD	TAAS Reading-Pathways Module
Mar. 28	ESC Region I	Developing Metacognitive Skills
	ESC-Region III	Learning Styles
	Hidalgo ISD	ECE
	Lasara ISD	Higher Order Thinking Skills
Mar. 29	San Antonio Districts	ECE
	Sharyland ISD	Student Learning Strategies to Acquire Meaning from Text
	Southside ISD	Technical Assistance
	Southwest ISD	Coca-Cola VYP
Mar. 30	El Paso ISD	Staff Development Needs Assessment
	Lyford ISD	Parents Preserving Traditions
	San Antonio ISD	The *Descubrimiento* Model
	Uvalde ISD	Coca-Cola VYP
	Uvalde ISD	ECE
Mar. 30-31	Eagle Pass ISD	Classroom Modeling (Math)
Mar. 31	El Paso ISD	Portfolio Assessment
	Sam Houston State University	Regional Session on Authentic Assessment
	San Antonio ISD	The *Descubrimiento* Model
	San Felipe del Rio ISD	ECE
	Southside ISD	Coca-Cola VYP

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