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ABSTRACT

Researchers have found that gay and lesbian adolescents are at greater risk of isolation, rejection, harassment, violence, and suicide. In a similar way, lesbian and gay teachers face challenges unknown to their heterosexual colleagues. This resource guide is an attempt to outline some of the areas in which independent schools can address issues involved in making their schools more supportive for everyone. Areas in which schools can make changes that are discussed are: (1) policies; (2) workshops; (3) library holdings; (4) support services; (5) curricula; (6) extracurricular activities; and (7) role models. A discussion of each of these topics explores exactly how schools can implement changes, and this discussion is followed by a list of resources for schools. Not every school will be able to make changes in all these areas, but every school can make changes in some of the areas. Before looking at a specific action a school might take, it is important to get a sense of the prevailing attitudes in the school and to look at what has already been accomplished. A checklist and scale for assessing attitudes in the school are presented, followed by the discussions of areas for change. (Contains 49 references.) (SLD)

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BREAKING THE SILENCE: ADDRESSING GAY ISSUES IN INDEPENDENT SCHOOLS

A Resource Manual
Revised & Updated Edition

Bob Riddle

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**BREAKING THE SILENCE:
ADDRESSING GAY ISSUES
IN INDEPENDENT SCHOOLS**

A Resource Manual
Revised & Updated Edition

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Pearl Kane, Ronni McCaffrey, and Jim Van Amburg of Teachers College;
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and my partner, Charles Miller;
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Purpose of this Resource Manual: This guidebook has been written to provide independent school educators and administrators with practical suggestions and resources for implementing and institutionalizing changes in order to make their schools safer for and more supportive of their lesbian and gay students, teachers and parents. Schools using this manual are permitted to copy any and all sections and to distribute them within the school community. The manual will be updated periodically, and educators using it are encouraged to contact the author with feedback and suggestions for future revisions. Teachers are especially encouraged to share resources and ideas they have found helpful that are not included in this manual. For additional copies, more information, or to submit ideas or feedback, contact Bob Riddle, c/o Crossroads School, 1714 21st Street, Santa Monica, CA 90404-3994; (310) 829-7391.

*This resource manual is in partial fulfillment of the Esther A. and Joseph Klingenstein
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BREAKING THE SILENCE: ADDRESSING GAY ISSUES IN INDEPENDENT SCHOOLS

Rationale: Why We Need to Address Gay Issues in Our Schools

Much has been written in recent years about the problems and challenges faced by lesbian and gay youth. Researchers have found that these adolescents are at a greater risk to experience isolation, peer and family rejection, harassment, violence, and suicide (Hetrick and Martin, 1987). The suicide statistics alone are frightening, and the often-cited study by the U.S. Department of Health and Human Services found that:

- gay teens may be two to three times more likely to *attempt* suicide;
- gay youth comprise as much as thirty percent of the *actual* number of suicides; and
- suicide is the leading cause of death of young gay males and lesbians (Gibson, 1989).

Indeed, the study even pointed to the failure of schools to protect their gay and lesbian students from verbal and physical abuse as well as their lack of educational programs about homosexuality as risk factors that may actually contribute to the high rate of gay adolescent suicide attempts. Although this is considered by many to be a landmark study (with the imprimatur of the U.S. government), it is not the only one. Other studies showed similar high rates of suicide attempts by gay youth (Remafedi, Farrow & Deisher, 1991).

Yet suicide is not the only risk these adolescents face. Gay teens report feeling alone and isolated, unaware of any other adolescents who might have similar feelings, and even unaware of any gay adults who might serve as positive role models. They expend considerable energy hiding their secret from friends and family, out of fear of rejection--rejection that often results in being thrown out of the home and onto the streets (Herdt & Boxer, 1993; McManus et al., 1991). The overwhelming isolation, confusion, and fear of rejection unique to the development of gay teens may also put them at a higher risk than their heterosexual peers for drug and alcohol abuse, sexually transmitted diseases, verbal abuse, physical assaults, depression, prostitution, teen pregnancy, and academic failure (Boxer & Cohler, 1989; Sears, 1991; McManus et al., 1991). All of these are symptoms that are likely to appear in school settings. The threat of physical and psychological damage to the

developing gay teen is great, and our schools are seen as a source of the problem *and* a potential avenue for support and education.

Similarly, lesbian and gay teachers at our schools face challenges unknown to their heterosexual colleagues. The issue of whether or not to disclose their sexuality, and how to do it, is often a source of great anxiety (Griffin, 1992). Certainly non-gay teachers and administrators who regularly bring their spouses and dates to school functions do not think twice about how others might react, or whether they might lose their jobs for doing so. They do not worry about how to disclose their "heterosexual lifestyle" since most assume they are heterosexual. And they are not accused of bringing the intimate details of their bedrooms into the classroom--as gay teachers might be--when they mention their spouse in conversations to their students. A double standard exists for lesbian and gay teachers, forcing many of them to go to great lengths to keep their personal and professional lives separate (Griffin, 1992), particularly when they do not even know if they will remain employed once their orientation is revealed.

In addition to a concern about job security, there is often the same fear of rejection faced by gay adolescents. As one Los Angeles-based psychologist sees it, "being a high school teacher is like returning to the scene of the crime. High school is where the hurt and the hiding started for most" (Ziegler, 1992). When lesbian and gay teachers begin teaching, they are often reminded of the pain they experienced during their own high school years, and they may worry that they will experience the same kind of rejection from their students and even their colleagues. Knowing that their job is secure, then, is not enough for these teachers; they need to know that they will receive the same respect from their students and colleagues that they did before their disclosure, when it was assumed that they were heterosexual. A school climate free from homophobia,¹ heterosexism,² and harassment sends a message to these teachers that they will be supported and valued regardless of their sexual orientation.

For those teachers who do brave the waters and come out, they may then ask their schools for the same rights afforded others, such as health benefits for their partners or on-campus living arrangements in dormitories, posing legal questions schools are often unprepared to tackle. In one recent incident in Massachusetts, a lesbian teacher at a boarding school was prevented from living on campus with her companion, even though her school duties required her to live in the dormitories. In essence, the school forced her to choose between her job and her partner. The situation made the headlines in many Massachusetts

¹ Homophobia: "The fear, dislike or hatred of lesbians and gays, often resulting in acts of prejudice and discrimination" (Uribe, 1993, p. 55).

²Heterosexism: "The societal assumption and norm that the practices of heterosexuality are the only accepted and sanctioned expressions of human sexuality. Heterosexism presumes that everyone is or should be heterosexual." (Minnesota Department of Education, 1994, Appendix B).

papers, and was ultimately decided by the Massachusetts Commission Against Discrimination. Schools need to reassess their policies and benefits *before* challenges to them are made in the courts and in the press.

Students with lesbian or gay family members may also face issues of isolation or rejection. There are estimates that between six and fourteen million children come from households with lesbian or gay parents (Council for Women in Independent Schools, 1994). For those students with gay parents, they face a dilemma similar to the one faced by gay students and teachers: if, when, and how to disclose to their friends and their teachers that their family structure is different from the norm. As early as kindergarten these children--and their families--wrestle with this difficult decision, worrying about how their classmates will react to the disclosure. Lesbian and gay parents worry that their children will face rejection, harassment and abuse in their schools, and therefore may be afraid to share information about the family situation to their children's schools, and sometimes even to their children themselves. As a result, these families will often feel less involved and less connected with the school than most parents.

For those students who are aware and who have had their peers discover the secret about their parents, they may suffer from verbal harassment, peer rejection and even poor academic performance--particularly during adolescence--and yet will be reluctant to seek help from teachers or counselors because of their embarrassment or fear (Sears, 1994), or because of the silence around gay issues in their schools. One way to break this silence early on is to teach about lesbian, gay and bisexual families (and *all* non-traditional families) in elementary school; it is just one simple way to help these children feel included and their peers be supportive. The school, in being sensitive to and aware of the concerns these students face, can help make the disclosure easier, can help prevent these students from being harassed, and can make their parents feel welcome in the school community.

Given the generally accepted statistics regarding the proportion of gays in society (as much as ten percent of the population), every independent school in America has a significant number of lesbian and gay students, teachers, and parents as part of their community. For many schools, their gay population may be their largest minority group, although since most may choose to remain hidden, it may seem as if gays are virtually non-existent in the school community. Indeed, the fact that a school may seem to have no lesbian or gay students or teachers may be a sign of the repressive or hostile environment that exists at the school, preventing these individuals from feeling safe enough to come out. School officials often see no reason to address these issues, since they honestly believe there are no lesbians and gays in their schools (Treadway and Yoakam, 1992). Instead, what appears to be an almost

invisibility of gays in some of our schools should not be seen as an excuse to ignore their needs, but rather a sign that we are failing those individuals.

Gay and lesbian students may not remain invisible for long, however. Recent studies have shown that, although the age of awareness of one's homosexual orientation may not change (in one study, the mean age of first same-sex attractions was reported to be 9.7 and first homosexual activity to be 13.1 for males and 15.2 for females; Boxer et al., 1989), the age of disclosure, or coming out, has been decreasing over the last fifty years (Boxer et al., 1991). Indeed, there seems to be an emerging population of self-identified gay, lesbian and bisexual youth (Boxer et al., 1989), a population that is beginning to make itself known on school campuses.

Finally, much can be said about educating our heterosexual students, teachers and parents about sexual orientation issues. Learning about tolerance and respect for diversity in general can help free our children of prejudice and bigotry, and help reduce the violence against all minorities, including lesbians and gays (Lipkin, 1994). Teaching about homosexuality may open the door to teaching about sexuality and all of its complexities, a topic too often ignored in our schools (Fine, 1988). Understanding the homophobia in our society and the impact it has on our gender roles may help broaden all of our children's options in life by freeing them to choose non-traditional occupations and avocations (Blumenfeld, 1992). Indeed, one only need look at the number of boys enrolled in a school's dance class, or the number of girls in an advanced math class, to see how homophobia affects the choices we all make from an early age.

Strategies: What Schools Can Do

Since each of our schools has a significant gay population, since these students, teachers, and parents have needs and concerns that we have been ignoring for too long, and since everyone in our school community would benefit from increased awareness and education about homosexuality, what, then, can independent schools do to break the silence and make their schools safer and more supportive for everyone? Plenty. In just about every area of school life, changes can (and eventually should) occur--changes that require little effort, time, and money.

This resource guide is an attempt to list some of the areas in which independent schools can address these issues: policies, workshops, library holdings, support services, curricula, extra-curricular activities, and role models. Each topic will discuss exactly *how* schools can implement change, and will be followed by a list of resources for schools. Not every school will be able to make changes in every area--at least not right away--but *every school can and should make changes in one or more of these areas*. For some schools, it will be the first time they have addressed these issues, and they may need to start by providing their faculty with a workshop on homophobia in schools, or by adding a few books to their library collection that deal with gay issues. For schools that have already begun to address these issues, they may want to continue to become more nurturing by forming a support group for their lesbian, gay and bisexual students, or by making curricular changes that are more inclusive.

The good news is that many schools are making changes, and are beginning to become more sensitive to the issues facing lesbians and gays in their community. In the public sector, governor's commissions have been established in such states as Massachusetts and Minnesota to look at the problems faced by gay youth in schools. In Los Angeles and New York, public school outreach programs geared to gay adolescents have existed for almost ten years (Rofes, 1989), and similar support and education programs have recently been developed in other urban school systems (Celis, 1993). Most of these gained considerable media attention and some public outcry, yet most continue to exist with support from school boards and governments.

Independent schools have also begun to address these issues as well, often in conjunction with the efforts being made by their public school counterparts. Recent national conferences of the National Association of Independent Schools, the National Middle School Association, the Educational Records Bureau, and the Association for Supervision and Curriculum Development, among others, have had workshops dealing with gay issues in schools. The Pacific Northwest Association of Independent Schools held a day-long

conference in February, 1993, as part of their Project for Diversity in Education. And in the past few years, conferences sponsored by GLSTN--the Gay, Lesbian & Straight Teachers Network--have been held in schools throughout the country, often attracting more than 400 participants. GLSTN is an organization that originally started in 1990 as a network of independent school educators in the Boston area, and has since grown to become a national organization of educators committed to ending homophobia in schools. One of the strengths of GLSTN is that it now brings together teachers, administrators, counselors and other individuals from independent, public, and parochial schools at all levels (Pre-K through 12) who work together "to develop school climates where difference is valued for the positive contribution it makes in creating a more vibrant and diverse community" (GLSTN Mission Statement). The GLSTN conferences are perhaps the best example of their work.

Besides attending workshops and conferences to become aware of the needs of lesbian and gay students, many teachers at independent schools have been involved in implementing specific changes on their campuses. Gay/straight alliances and similar groups have been formed in schools across the country. Student newspapers are including articles about the problems faced by gay students at the school. Elective classes in lesbian and gay literature and history have recently been added to the course offerings at a few independent schools. And in-service days for teachers and assemblies for students have been held. A few schools, such as Crossroads School for Arts and Sciences in Santa Monica, California and the Cambridge Friends School in Cambridge, Massachusetts (an elementary school!) have taken a whole-school approach, incorporating gay issues into their curricula, their extra-curricular activities, their assemblies, their faculty and parent education programs, and other areas, from kindergarten through twelfth grade, with positive results. An overview of what they have been doing is included in this resource guide.

But still many schools shy away from addressing gay issues, perhaps because of the controversy that often surrounds it. Indeed, a recent survey found that 52% of Americans do not want homosexuality discussed in sex education classes (Shapiro, 1993); many more are likely to be opposed to addressing the issue outside those classes. Yet the literature and research described earlier points to the absolute necessity for schools to become more supportive of their lesbian and gay population. How can independent schools accomplish this with as little controversy as possible? Since *any* change is difficult, Bolman and Deal (1991), in looking at change through a multi-frame perspective, state that institutions must provide education about the change *and* a forum to discuss the conflict created by the change. This education and discussion must involve the entire school community: students, teachers, trustees, parents, administrators, and alumni. Parents especially need to be informed about the compelling need and rationale for such programs, and they need an opportunity to express

their concerns and fears. Without involving them in this change process, the emotionally charged controversy that sometimes surrounds it--usually as a result of being uninformed or misinformed--will threaten to destroy it. And our gay and lesbian adolescents will continue to suffer in silence.

The poet Adrienne Rich wrote, "When someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing." For too long our gay and lesbian students have looked into that mirror and saw nothing. As independent schools, we have an obligation to *all* of our students (and our teachers and our parents) to provide an education that allows them to reach their fullest potential--our mission statements surely say as much. By acknowledging the presence of lesbians and gays in our schools, and by making an effort--any effort--to address their needs, we will be making our schools a little more safe and supportive for all.

Where to Begin: Evaluating the Acceptance Level in Our School

Before looking at specific actions that a school might take to increase awareness and to provide support, it is important to get a sense of the prevailing attitudes in the school, and to look at what has already been accomplished. To identify the latter, school officials may want to use the "Checklist for Assessing Homophobia and Heterosexism in the School" (on the following page). It may be helpful to give this assessment to more than one individual at the school, to look at how the homophobia and heterosexism are perceived by different individuals. After responding to each statement, look not only at the number of 'No' and 'Unsure' responses, but also at the discrepancies between individual responses, to identify areas in which some individuals feel that the school is inclusive and others do not. Then, the school may want to try to identify the overall climate or institutional attitude towards differences by using the "Riddle Scale" (on page 11), developed by Dorothy Riddle³, a psychologist. Certainly opinions may differ about whether the school climate is one of tolerance or acceptance, for example, but it is important to discover how different constituencies in the school community (gay and non-gay teachers, administrators, students, and parents) feel, to then look at where along the scale the school would like to be and, most importantly, to identify how it can move forward to get to that level on the scale. This scale, although developed with attitudes towards homosexuality in mind, can also be used to describe attitudes towards differences in general.

³No relation to the author.

Checklist for Assessing Homophobia & Heterosexism in the School*

For each of the following items, check the appropriate response:

<i>Yes</i>	<i>No</i>	<i>Unsure</i>	
—	—	—	1. Sexual orientation is included in our nondiscrimination clause for faculty and staff hiring.
—	—	—	2. Sexual orientation is listed in our admissions nondiscrimination policy.
—	—	—	3. The personnel policy includes paid emergency leave for death or illness of significant others.
—	—	—	4. Our school provides dependent coverage of medical and other benefits to domestic partners of the same gender.
—	—	—	5. We advertise job openings in the gay/lesbian media.
—	—	—	6. Gay/lesbian issues and policy are covered in new faculty orientation.
—	—	—	7. Our forms do not ask staff or parents for their 'marital status.'
—	—	—	8. Forms for student/parent completion take into account diversity of households, including partners of the same gender.
—	—	—	9. Administrators and staff use the terms 'partner' or 'significant other,' rather than 'spouse, husband, wife.'
—	—	—	10. Gay and lesbian students are listed in our brochure or statement of who we serve.
—	—	—	11. Our school has held workshops for teachers on lesbian/gay issues.
—	—	—	12. Our school has held workshops for administrators and trustees on lesbian/gay issues.
—	—	—	13. Our school has held workshops for parents on lesbian/gay issues.
—	—	—	14. Our school has held assemblies for students on lesbian/gay issues.
—	—	—	15. Articles about lesbian and gay issues have appeared in our student newspaper.

* Adapted from "Checklist for Assessing Workplace Homophobia/Heterosexism" in Minnesota Dept. of Ed. report, *Alone No More: Developing a School Support System for Gay, Lesbian and Bisexual Youth*, 1994.

<i>Yes</i>	<i>No</i>	<i>Unsure</i>	
—	—	—	16. Articles about lesbian and gay issues have appeared in our parent/community newsletters.
—	—	—	17. We have an anti-harassment policy that specifically forbids homophobic or heterosexist comments or harassment.
—	—	—	18. We have an extensive collection of books in our library dealing with lesbian/gay issues.
—	—	—	19. Our community service or outreach programs include gay/lesbian causes or organizations.
—	—	—	20. Administrators and teachers regularly use the words gay and lesbian where appropriate in public forums and situations.
—	—	—	21. Contributions of famous lesbians and gay men are mentioned in our classrooms.
			22. Our curriculum incorporates gay and lesbian issues in:
—	—	—	a) history and/or current events classes;
—	—	—	b) English literature classes;
—	—	—	c) biology classes;
—	—	—	d) health/human development/sexuality education classes;
—	—	—	e) primary/elementary classes.
—	—	—	23. If I were a lesbian, gay or bisexual student, or the child of gay parents, I would feel safe and supported enough to be open about it at this school.
—	—	—	24. There are or have been openly gay or lesbian students at my school.
—	—	—	25. If I were a lesbian or gay teacher, administrator or staff member, I would feel safe and supported enough to be open about my orientation.
—	—	—	26. There are or have been openly gay men and/or lesbians on our staff.
—	—	—	27. There are or have been openly gay men and/or lesbians in our parent association.

Attitudes Towards Differences: The Riddle Scale*

<u>Attitude</u>	<u>Characteristics</u>
Repulsion	People who are different are strange, sick, immoral, crazy or aversive. (Homosexuality seen as a 'crime against nature.')
Pity	People who are different are somehow born that way and that is pitiful. ('Heterosexual Chauvinism.')
Tolerance	Being different is just a phase of development that...most people 'grow out of.' Implies superiority. ("I have a very tolerant attitude towards homosexuals.")
Acceptance	Implies that one needs to make accommodations for another's differences; does not acknowledge that another's identity may be of the same value as own. ("I accept it as long as it's not flaunted or shoved in my face.")
Support	Works to safeguard the rights of those who are different. May be uncomfortable, but is aware of discomfort & unfairness in society. ('The ACLU approach.')
Admiration	Acknowledges that being different in our society takes strength. Willing to look at own attitudes to change them.
Appreciation	Values the diversity of people and is willing to confront insensitive attitudes, both in themselves and others.
Nurturance	Assumes the differences in people are indispensable in society. Views others with genuine affection & is willing to be an ally/advocate.

* Taken from *Alone No More: Developing a School Support System for Gay, Lesbian and Bisexual Youth*, 1994, Appendix A; developed by Dorothy Riddle, PhD, psychologist from Tucson, AZ.

Making Changes

Policy Statements

Independent schools can start by acknowledging the presence and contributions of their lesbian and gay students and teachers. One way to do this is by adding sexual orientation⁴ to the non-discrimination clauses in both hiring and admissions policies. As trivial as it may seem, it sends a powerful message to the community, and it lets lesbian and gay students and teachers know that they will not be dismissed if their sexual orientation is disclosed--voluntarily or involuntarily. Likewise an anti-harassment policy that prevents homophobic slurs or violence on campus lets everyone know where the school stands, and gives students or teachers who are harassed with anti-gay epithets (whether or not they are gay) an avenue for recourse. Schools can recognize verbal and physical abuse based on sexual orientation as a form of sexual harassment and then incorporate it into the sexual harassment policy for faculty and students alike.

Schools can also begin looking at the employee benefit packages (such as insurance benefits, maternity/paternity leave, bereavement leave and boarding privileges) to look for ways to provide equitable benefits to partners of their lesbian and gay staff members. The Cambridge Friends Elementary School in Massachusetts is one independent school that has begun offering such benefits. In addition, the Association of Independent Schools of New England (AISNE) now offers health coverage that includes domestic partner coverage to its member schools. More information can be obtained by writing to the business office of AISNE.

Many public and private schools, educational organizations, and even state boards of education have adopted resolutions, changed their mission statements, and incorporated sexual orientation into existing policies. Massachusetts recently became the first state to pass a law that prevents discrimination against lesbian and gay students in its public schools (Rimer, 1993), and a similar law has been introduced in California. A few sample policies that may be helpful models for schools wishing to make policy changes are listed below.

Crossroads School for Arts and Sciences, Santa Monica, California (Faculty Handbook)

Employment: Crossroads School does not discriminate on the basis of color, national or ethnic origin, religion or creed, sex, sexual orientation, marital status, physical or mental disability, or age.

Policy on Sexual Harassment (excerpt): ...It is expected that every employee will treat every other staff member with respect, courtesy, supportiveness, and professionalism. It is also expected that no staff member will interfere with any other staff member's ability to work; this includes, but is not

⁴Most institutions use the term 'sexual orientation' rather than 'sexual preference.' The former is more appropriate, since the latter term implies that lesbians and gays *chose* their sexual orientation--a concept with which most sexual minorities will disagree. Sexual orientation is also used by state and city governments and private businesses in their policies.

limited to, racist behavior, homophobic prejudice, sexual harassment, physical abuse, and verbal abuse...Failure to meet this expectation is among grounds for dismissal.

Cambridge Friends School, Cambridge, Massachusetts (Elementary School - Mission Statement, excerpt)

...We are committed to social justice and are convinced that a diverse faculty and student body gives the richest educational experience. To achieve our goal of a multicultural, anti-racist, anti-homophobic community, the school seeks students from a diverse range of family structures and racial, cultural, socioeconomic, and religious backgrounds. Our children live in a world where racism, sexism, classism, heterosexism and other forms of discrimination exist; as a community of faith, we are challenged to empower them to change the world...

Los Angeles Board of Education (Resolution adopted October, 1988 - excerpt)

The Los Angeles Unified School District reaffirms its policy that students and adults in both schools and offices should treat all persons equally and respectfully and refrain from the willful or negligent use of slurs against any person on the basis of race, language spoken, color, sex, religion, handicap, national origin, immigration status, age, sexual orientation, or political belief...

The National Education Association (Adopted July, 1992)

Resolution C-26: The National Education Association believes that all persons, regardless of sexual orientation, should be afforded equal opportunity within the public education system. The Association further believes that every school district should provide counseling by trained personnel for students who are struggling with their sexual/gender orientation.

Resolution F-1: The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationships, gender, or sexual orientation.

Resolution I-40 (excerpt): The National Education Association deplores incidents of hate-motivated physical and verbal attacks against individuals or groups because of their race, color, national origin, religion, gender, sexual orientation, age, disability, marital status or economic condition. The Association urges its affiliates...to create an awareness of hate-motivated, violent activities and to develop programs to oppose them...

The National Middle School Association (Adopted Fall, 1993)

Whereas, the middle school's mission is to meet the needs and characteristics of all early adolescents, and Whereas, all youth have begun, or will begin, defining their sexual identity during early adolescence, and Whereas, gay, lesbian, and bisexual youth are at greater risk of suicide, substance abuse, violence, and school-related problems than the general population,

Therefore, be it resolved that the National Middle School Association gather information on school policies and programs addressing the needs and problems of gay, lesbian and bisexual young adolescents, and be it further resolved that NMSA encourage middle level schools to utilize that information to organize and conduct staff development initiatives designed to elevate staff awareness and sensitivity in order to ensure safe and equitable school environments for youth of every sexual orientation.

Workshops

Faculty workshops. Schools deciding to deal with homophobia and heterosexism or gay issues in general should probably start by conducting a workshop for faculty. For many teachers, this may be their first exposure to the subject of homosexuality, and it is unrealistic for any school to expect teachers to be comfortable with and adept at dealing with these issues without some basic knowledge and training first. The state of Massachusetts began offering a series of "Safe Schools Regional Workshops" to help teachers from public high schools understand the needs of gay youth; these workshops are a result of the adoption of a series of recommendations by the Governor's Commission on Gay and Lesbian Youth. The state Board of Education now requires public schools to provide services and support for gay students, and these workshops were designed as a way to prepare and train teachers and administrators as they began to provide these services (Governor's Commission on Gay and Lesbian Youth, 1993).

Workshops for teachers should perhaps have three main objectives:

1. to give teachers some general information about homosexuality,
2. to help them understand what it means to be lesbian or gay in today's society, and
3. to provide them with tools to deal with homophobia (such as anti-gay slurs) in their classrooms.

Other issues to address might include how to respond to and support a gay or lesbian student who confides in a teacher, how to deal with concerns and criticisms from parents, how to bring up such a sensitive issue in the classroom and deal with students' responses to it, how to support lesbian and gay teachers who either want to come out or who want to keep their orientation private, and how to reconcile religious beliefs and the need to support lesbian and gay youth (which is especially important for parochial schools). Incorporating a session on sexuality in general and its many components (sexual behavior, biological gender, gender identity, gender roles, affectional orientation, erotic orientation, and cultural aspects of sexuality) may be necessary, since much of our homophobia may stem from a lack of knowledge about the complexities of sexuality (Pawlowski, 1994). Schools may also find themselves reevaluating their policies and procedures in order to better support lesbian and gay teachers and students as a result of the heightened awareness that may come from the workshop.

Formats for these workshops can vary, but schools should give considerable time to the subject; a one-hour faculty meeting will not be enough time to give adequate exposure to the complexities of the issues, and it certainly will not be enough time for teachers to process their feelings and reactions to the subject. An in-service day, or a series of faculty meetings,

should be the minimum for an introduction to the issues. Of course, follow-up discussions or meetings are essential, to allow the dialogue to continue and to prevent the topic from become the "issue of the day" and then being ignored the rest of the year.

Schools can conduct these workshops themselves, or they can bring in outside speakers. For those choosing the first option, four excellent outlines of anti-homophobia workshops for teachers are available (listed below), and can be adapted to the needs of individual schools. Workshop coordinators must make an effort to create a comfortable, safe atmosphere for *all* participants. It is important for heterosexual teachers to feel comfortable enough to share their concerns and their biases, and equally important for gay teachers--those who are open and those who may be "closeted"--to feel safe enough to discuss their sexuality if they choose but at the same time not to feel pressured to do so. Shared, personal experiences can be very powerful and effective, and workshop leaders may want to check with their lesbian and gay faculty beforehand to see to what extent, if any, they would like to be involved in telling their stories. Confidentiality is a crucial and necessary criterion. If no gay teachers wish to share, openly gay speakers from outside the school should be brought in.

Parent Education. It is important for independent schools to also explore ways to educate their parents, not only to help those who may have lesbian or gay children, but also to dispel myths, rumors, and misinformation by letting parents know why the school is educating about homosexuality. By ignoring the parent body when it starts addressing an often controversial subject with its students, the school runs the risk of creating an unnecessary public outcry and subsequently defeating any possible changes. One of the problems in the recent "Children of the Rainbow" curriculum controversy in New York was that parents were not informed and educated about the reform, and rumors, innuendo, accusations, and misinformation became the focus of a debate that eventually destroyed any chances of implementation and contributed to the ouster of the schools chancellor. One author, in discussing educational reform, reminds us that "people will always misinterpret and misunderstand some aspect of the purpose or practice of something that is new to them" (Fullan, 1991, p. 199). To prevent such misunderstanding from sabotaging a move towards a more inclusive school, parent education is a necessity.

Many schools have parent education evenings, and although there may not be enough interest in the parent body for an evening on gay issues, schools can begin to raise awareness by incorporating the topic into presentations on such topics as sexuality issues for teenagers, curriculum changes in the school, or adolescents-at-risk, for example. The local chapter of Parents and Friends of Lesbians and Gays (P-FLAG) is one excellent source of speakers for parent education evenings. Parent education can also take the form of articles in the school/community newsletter, written by students, teachers, administrators, and/or parents.

Student Programs. Finally, assemblies, chapel talks, lectures or other forums can be used to begin educating students. Although small group or classroom presentations are more effective (see section on Curriculum), schools can supplement them by providing large group presentations. Such programs send a powerful message to the student body: that the school is committed to addressing the needs of lesbian and gay students, and it finds it important enough to discuss it openly with the entire school community. One note of caution, however: after such presentations, lesbian and gay students may feel encouraged that the environment of the school is now safe enough for them to come out. Coming out is a complicated process, and assembly presenters should caution students who might be gay to speak with a teacher or school counselor before deciding to disclose to their peers in the school. One assembly or chapel talk will not make the school climate much more accepting or even tolerant of lesbians and gays; it is only a beginning step.

Workshop Guides

A Staff Development Manual for Anti-Homophobia Education in the Secondary Schools. Arthur Lipkin, Harvard Graduate School of Education, 210 Longfellow Hall, Cambridge, MA 02138 or (617) 495-3441. Cost: \$25.00

Affording Equal Opportunity to Gay and Lesbian Students Through Teaching and Counseling: A Training Handbook for Educators. National Education Association, Human and Civil Rights Division, 1201 16th Street NW, Washington, DC 20036 or (202)-232-8777.

Gay & Lesbian Students: Understanding Their Needs. Hilda F. Besner & Charlotte I. Spungin. Washington, DC: Taylor & Francis, 1995. Includes a detailed outline for a six-hour faculty workshop on homophobia.

Homophobia: How We All Pay the Price, Warren Blumenfeld (ed.), Boston: Beacon Press, 1992. Contains an appendix entitled "*Conducting Antiheterosexism Workshops: A Sample.*"

Organizations: Resources & Speakers

In addition to the organizations listed below, schools in urban areas may want to contact their local gay and lesbian community center for additional resources of speakers.

The Campaign to End Homophobia, P.O. Box 438316, Chicago, IL 60643-8316. Workshop and teaching materials (including their "Guide to Leading Introductory Workshops on Homophobia," \$15, and others), pamphlets and referral list of speakers available.

Equity Institute, 6400 Hollis Street, Suite 15, Emeryville, CA 94608; (415) 658-4577.

The Gay, Lesbian and Straight Teachers Network (GLSTN), Kevin Jennings, Executive Director, 122 W. 26th St., Suite 1100, New York, NY 10001; (212) 727-0135. Workshop guidelines and speakers available. A Publications Catalogue of resources is available, and many can be accessed through their web site: <http://www.glstn.org/freedom/>

Knox Turner Associates provides workshops and consultations specifically designed for independent schools in the New England area. Contact Knox Turner, Gulf Road, P.O. Box 172, Northwood, New Hampshire 03261-0172; (603) 463-5608 or (800) 514-2085.

- Massachusetts Safe Schools Program, Department of Education**, Jeff Perrotti, Program Director; 350 Main Street, Malden, MA 02148-5023; (617) 388-3300, extension 389. Information about workshops and speakers may be available.
- Parents and Friends of Lesbians and Gays (P-FLAG)**, 1011 14th Street NW, Suite 1030, Washington, DC 20005. (202) 638-4200. Check phone directory for local chapter.
- Planned Parenthood**, 1108 16th Street NW, Washington, DC 20036. The local chapter may have a collection of videos and other resources that deal with gay issues for schools to borrow.
- Sex Information and Education Council of the United States (SIECUS)**, 130 West 42nd Street, Suite 2500, New York, NY 10036. (212) 819-9770. Publications and "Fact sheets" are available that may be useful, including *Sexual Orientation Education and Homophobia Reduction Trainings* in SIECUS Report, February/March 1993.

Videos

- Both of My Moms' Names Are Judy*** (10 min.). This is a powerful and moving series of interviews with children (ages 6-11) who have gay or lesbian parents. Highly recommended. Training materials for "Overcoming Homophobia in the Elementary Classroom" are also available, from the Lesbian and Gay Parents Association, 6705 California St., #1, San Francisco, CA 94121; (415) 387-9886. Cost: \$50/institutions and \$25/individuals.
- Gay Youth*** (40 min.). One of the best videos made about lesbian and gay teens, it includes very poignant profiles of two adolescents: one who committed suicide, the other openly gay in high school. A curriculum guide for teachers is included. Highly recommended. Wolfe Video, P.O. Box 64, New Almaden, CA 95042; (408) 268-6782. Cost: \$60.00 plus \$6.00 s/h. Make checks payable to BANGLE (Bay Area Network of Gay and Lesbian Educators).
- Hate, Homophobia and Schools*** (60 min.). The most recent video from Northeastern Wisconsin In-School Telecommunications, it explores the issues facing lesbian and gay teens in our schools, particularly in terms of the hate that is often directed at them. NEWIST, 1110 IS Bldg., University of Wisconsin, Green Bay, WI 54301; (414) 465-2599. Rental: \$50; purchase: \$195.
- On Being Gay*** (80 min.). Lecture and interview with Brian McNaught, author and speaker on lesbian and gay issues; the video is broken into two 40-minute segments. Religious issues are included. TRB Productions, P.O. Box 2362, Boston, MA 02107. (617) 236-7800.
- Respect for All: Preventing Homophobia Among School-Age Children*** is a series of videos for elementary school-aged children and their teachers made by Academy Award-winning director Deborah Chasnoff. Topics include diversity of families, name-calling, and stereotypes and role models. Available summer, 1996, from Women's Educational Media, 2180 Bryant St., #203, San Francisco, CA 94110. (415) 641-4616.
- Sexual Orientation: Reading Between the Labels*** (30 min.) presents basic information about homosexuality (by defining 'sexual orientation,' 'coming out,' and other terms); the accompanying guide includes staff training suggestions and resources, many in the Midwest. Recommended for beginners. Northeastern Wisconsin In-School Telecommunications (NEWIST), 1110 IS Bldg., Univ. of Wisconsin, Green Bay, WI 54301; (414) 465-2599. Rental: \$50; purchase: \$195.
- Speaking for Ourselves: Portraits of Gay and Lesbian Youth*** (27 min.). Documentary profiles of five gay and lesbian youth in the Seattle area, made in conjunction with KCTS Television. Accompanying study guide is included. Available from Intermedia, 1300 Dexter Avenue North, Suite 220, Seattle, WA 98109; (800) 553-8336. \$219.

Straight from the Heart (24 min.) presents moving accounts of parents' struggles with homophobia upon learning that their child is lesbian or gay. Nominated for an Academy Award. Excellent for parent workshops. Woman Vision Productions, 3145 Geary Blvd., Box 421, San Francisco, CA 94118. Cost: \$39.95 plus \$10 s/h.

Who's Afraid of Project 10 (23 min.). Documentary about the Los Angeles public high school counseling program for gay and lesbian youth; includes interviews with its founder and some of its students, as well as comments from a politician and a minister opposed to the program. Friends of Project 10, 7850 Melrose Avenue, Los Angeles, CA 90046; (213) 651-5200 or (818) 441-3382.

Library

Many adult lesbians and gays will relate how, after first coming to an awareness of their sexual orientation, they went to the school or public library and looked up "Homosexuality" in the card catalogue. School libraries will often be the first source of information for the young gay adolescent, and it is crucial that these libraries have an extensive collection of books that will be helpful. Books that deal with homosexuality in general and the gay adolescent in particular are a start, but libraries should also include books that deal with homosexuality and history, politics, religion, sports, art, literature, film, and families, so that the collection is not 'ghettoized' in one area of the library, and so that all students are exposed to the books. Fiction books with gay characters, protagonists, and/or situations are also important.

There are many bibliographies of books for young adults that deal with lesbian and gay issues that would be excellent resources for librarians; a short list of these bibliographies follows. Since librarians may have to be concerned about censorship issues in connection with these books, there are two resources available to help librarians and teachers: The American Library Association's Office of Intellectual Freedom (312-280-4223) and the National Council of Teachers of English Intellectual Freedom Wing (217-328-3870).

Bibliographies for School Libraries

- American Library Association. *Gay and Lesbian Task Force Publications*. GLTF Clearinghouse, ALA Office for Outreach Services, 50 East Huron Street, Chicago, IL 60611. An 85-page list available on diskette that includes bibliographies, guidelines, and directories. A valuable resource for libraries. The task force also publishes a newsletter that reviews new releases of lesbian and gay books; a one-year subscription is \$5.
- Clyde, Laurel A. & Lobban, Marjorie (1992). *Out of the Closet and Into the Classroom: Homosexuality in books for young people*. Port Melbourne, Australia: D.W.Thorpe. This excellent compilation of summaries of over 120 books in print prior to 1992 would be a valuable resource for librarians; most of the books are appropriate for either middle or high school, although a few children's titles are also listed.
- Hetrick-Martin Institute (1993). *Bibliography for Gay and Lesbian Youth*. 2 Astor Place, New York, NY 10003. (212) 674-2400. This bibliography and others are available from Hetrick-Martin, free of charge.
- Jenkins, C. (1990). Being gay: gay/lesbian characters and concerns in young adult books. *Booklist*, September 1, 1990, pp. 39-41.
- Pharis, Tracy (1992). *Gay and Lesbian Issues in Education: a bibliography*. The Teachers' Group of Colorado, P.O. Box 280346, Lakewood, CO 80228-0346; (303-232-3789). This is a very thorough bibliography of books appropriate for elementary and secondary school libraries. It also includes lists of books for educators and parents, as well as films, videos, posters, and pamphlets available for schools. Cost: \$10.00.

A Recommended Collection of Books for Libraries

Compiling a short list was difficult, given the wealth of books available that would be appropriate for school libraries. This list should not be viewed as complete in any way, but rather should be used as a list of suggested titles to begin or expand a collection of books that deal with gay topics in a variety of areas. Most of the titles listed already appear in many independent school libraries, or have appeared on more than one bibliography of titles for young readers. Many of these books would also make valuable resources for teachers and parents.

There are quite a few books that have been and are being published for young adults that deal with lesbian and gay issues; books for young children, although rare, can also be found. While most publishers have at least a few titles aimed specifically at young adults, there are two publishers in particular who have an extensive collection of books on gay subjects. Alyson Publications in Boston specializes in titles with gay subject matters, including books for teens; their Alyson Wonderland division publishes children's books. Catalogues listing the titles aimed at children and adolescents are available. Chelsea House in New York publishes two different series of books covering gay and lesbian topics that are specifically written for adolescents. "Lives of Notable Gay Men and Lesbians" consists of 30 different biographies, including those of Jane Addams, Alvin Ailey, Federico Garcia Lorca, Elton John, T. E. Lawrence, Martina Navratilova, Bessie Smith, Andy Warhol, Walt Whitman and Tennessee Williams, among others. The second collection, a 25-volume series entitled "Issues in Gay and Lesbian Life," includes books about gay issues in religion, sports, politics, history, theater and film, and titles about African-American, Asian-American, and Latin-American gay cultures. For more information, write to:

Alyson Publications
40 Plimpton Street
Boston, MA 02118
(617) 542-5679 or
(800) 825-9766

Chelsea House Publishers
300 Park Avenue South
New York, NY 10010
(212) 677-4010 or
800-848-BOOK

Secondary Level: Non-fiction Titles

Books with * after their title are appropriate for both the middle and upper school level. All others are targeted for high school (9-12) students.

The Arts

- Gruen, John. *Keith Haring: The Authorized Biography*. New York: Prentice Hall, 1991.
Kushner, Tony. *Angels in America. Part One: Millennium Approaches and Part Two: Perestroika*. New York: Theatre Communications Group, 1993.
Russo, Vito. *The Celluloid Closet: Homosexuality in the Movies*. New York: Harper & Row, 1987.

Biographies

- Dew, Robb Forman. *The Family Heart: A Memoir of When Our Son Came Out*. New York: Adison-Wesley., 1994.
Escoffier, Jeffrey. *John Maynard Keynes*. New York: Chelsea House, 1994.
Fricke, Aaron. *Reflections of a Rock Lobster: The Story About Growing Up Gay*. Boston, MA: Alyson Publications, 1981.*
Fricke, Aaron & Walter. *Sudden Strangers: The Story of a Gay Son and His Father*. New York: St. Martin's Press, 1991.*
Kenan, Randall. *James Baldwin*. New York: Chelsea House, 1994.
Monette, Paul. *Becoming a Man: Half a Life Story*. New York: Harcourt Brace Jovanovich, 1992.
Nunokawa, Jeff. *Oscar Wilde*. New York: Chelsea House, 1994.
O'Brien, Sharon. *Willa Cather*. New York: Chelsea House, 1994.
Reid, John. *The Best Little Boy in the World*. New York: Ballantine, 1993.
Sherman, Phillip E., ed.. *Uncommon Heroes: A Celebration of Heroes and Role Models for Gay and Lesbian Americans*. New York: Fletcher Press, 1994.*
Shilts, Randy. *The Mayor of Castro Street: The Life and Times of Harvey Milk*. New York: St. Martin's Press, 1982.
Snyder, Jane McIntosh. *Sappho*. New York: Chelsea House, 1994.

Diversity

- Hemphill, Essex. *Brother to Brother: New Writings by Black Gay Men*. Boston: Alyson Publications, 1991.
Miller, Neil. *Out in the World: Gay and Lesbian Life from Buenos Aires to Bangkok*. New York: Random House, 1992.
Roscoe, Will, ed. *Living the Spirit: A Gay American Indian Anthology*. New York: St. Martin's Press, 1989.
Williams, Walter L. *The Spirit and the Flesh: Sexual Diversity in American Indian Culture*. Boston, MA: Beacon Press, 1986.

History

- Boswell, John. *Christianity, Social Tolerance, and Homosexuality: Gay People in Western Europe from the Beginning of the Christian Era to the Fourteenth Century*. Chicago: University of Chicago Press, 1980.
Cowan, Thomas Dale. *Gay Men and Women Who Enriched the World*. New York: William Mulvey, Inc., 1989.*
Faderman, Lillian. *Odd Girls and Twilight Lovers: A History of Lesbian Life in Twentieth-Century America*. New York: Penguin, 1981.

- Heger, Heinz. *The Men in the Pink Triangle*. Boston: Alyson Publications, 1983.*
- Jennings, Kevin. *Becoming Visible: A Reader in Gay and Lesbian History for High School and College Students*. Boston, MA: Alyson Publications, 1994.
- Katz, Jonathan Ned. *Gay American History: Lesbians and Gay Men in the U.S.A.* New York: Meridian, 1992.
- Katz, Jonathan Ned. *Gay/Lesbian Almanac - A New Documentary*. New York: Carroll & Graf, 1994.
- Marcus, Eric. *Making History: The Struggle for Gay and Lesbian Equal Rights, 1945-1990*. New York: Harper Perennial, 1992.
- Plant, Richard. *The Pink Triangle: The Nazi War Against Homosexuals*. New York: Henry Holt & Co., 1986.
- Seel, Pierre. *I, Pierre Seel, Deported Homosexual: A Memoir of Nazi Terror*. New York: Basic Books, 1995.

Homosexuality/Homophobia

- Blumenfeld, Warren J. & Raymond, Diane. *Looking at Gay and Lesbian Life*. Boston, MA: Beacon Press, 1993.
- Blumenfeld, Warren J. *Homophobia: How We All Pay the Price*. Boston: Beacon Press, 1992.
- Cohen, Susan & Daniel. *When Someone You Know Is Gay*. New York: Dell, 1989.*
- Marcus, Eric. *Is It A Choice: Answers to 300 of the Most Frequently Asked Questions About Gays and Lesbians*. San Francisco: Harper Collins, 1993.
- Miller, Deborah A. *Coping When a Parent is Gay*. New York: Rosen Publishing Group, 1993.*
- Rafkin, Louise, ed. *Different Mothers: Sons and Daughters of Lesbians Talk about Their Lives*. Pittsburgh: Cleis Press, 1987.

Issues for Lesbian & Gay Adolescents

- Barber, Karen & Holmes, Sarah, ed. *Testimonies: Lesbian Coming-Out Stories*. Boston, MA: Alyson Publications, 1994.
- Berzon, Betty, ed. *Positively Gay: New Approaches to Gay and Lesbian Life*. Berkeley, CA: Celestial Arts, 1992.
- Borhek, Mary V. *Coming Out to Parents: A Two-Way Survival Guide for Lesbians and Gay Men and Their Parents*. New York: Pilgrim Press, 1983.
- Due, Linnea. *Joining the Tribe: Growing Up Gay & Lesbian in the Nineties*. New York: Doubleday, 1995.
- Eichberg, Rob. *Coming Out: An Act of Love*. New York: Penguin Books, 1990.
- Ford, Michael Thomas. *100 Questions and Answers About AIDS*. New York: Beach Tree, 1993.
- Heron, Ann. *Two Teenagers in Twenty: Writings by Gay and Lesbian Youth*. Boston, MA: Alyson Publications, 1994.
- Kittredge, Mary. *Teens With AIDS Speak Out*. New York: Messner/Simon & Schuster, 1991.
- McNaught, Brian. *On Being Gay: Thoughts on Family, Faith and Love*. New York: St. Martin's Press, 1988.
- Pollack, Rachel & Cheryl Schwartz. *The Journey Out: A Guide for and about Lesbian, Gay and Bisexual Teens*. New York: Puffin Books, 1995.
- Saks, Adrien & Curtis, Wayne, ed. *Revelations: Gay Men's Coming-Out Stories*. Boston, MA: Alyson Publications, 1994.
- Sherrill, J.M. and Hardesty, C. *The Gay, Lesbian and Bisexual Students' Guide to Colleges, Universities, and Graduate Schools*. New York: New York University Press, 1994.
- Signorile, Michelangelo. *Outing Yourself*. New York: Random House, 1995.

Singer, B., ed. *Growing Up Gay/Growing Up Lesbian: A Literary Anthology*. New York: The New Press, 1993.*

For Parents

Bernstein, Robert A. *Straight Parents, Gay Children - Keeping Families Together*. New York: Thunder's Mouth Press (632 Broadway, 7th Floor, NY, NY 10012), 1995.

Corley, Rip. *The Final Closet: The Gay Parents' Guide for Coming Out to Their Children*. North Miami, FL: Editech Press (P.O. Box 611085, N. Miami, 33261), 1990.

Fairchild, Betty and Hayward, Nancy. *Now That You Know: What Every Parent Should Know About Homosexuality*. San Diego, CA: Harcourt Brace Jovanovich, 1989.

Griffin, Carolyn W., Wirth, Marian J. and Arthur G. *Beyond Acceptance: Parents of Lesbians and Gays Talk About Their Experiences*. New York: Prentice Hall, 1986.

Muller, Anne. *Parents Matter: Parents' Relationships with Lesbian Daughters and Gay Sons*. Tallahassee, FL: Naiad Press, 1987.

Rafkin, Louise, ed. *Different Daughters: A Book by Mothers of Lesbians*. Pittsburgh: Cleis Press, 1987.

Politics

Amnesty International U.S.A. *Breaking the Silence: Human Rights Violations Based on Sexual Orientation*. New York: Amnesty International Publications, 1994.*

Shilts, Randy. *And the Band Played On*. New York: Pilgrim Press, 1987.

Shilts, Randy. *Conduct Unbecoming: Lesbians and Gays in the U.S. Military*. New York: St. Martin's Press, 1993.

Steffan, Joseph. *Honor Bound: A Gay American Fights for the Right to Serve His Country*. New York: Villard Books, 1992.

Sullivan, Andrew. *Virtually Normal: An Argument About Homosexuality*. New York: Alfred A. Knopf, 1995.

Religion

Balka, Christie and Rose, Andy, ed. *Twice Blessed: On Being Lesbian or Gay and Jewish*. Boston: Beacon Press, 1989.

Helminiak, Daniel A. *What the Bible Really Says About Homosexuality*. San Francisco: Alamo Square Press, 1994.

McNeill, J. *The Church and the Homosexual*. Boston: Beacon Press, 1993.

Scanzoni, Letha & Mollencott, Virginia R. *Is the Homosexual My Neighbor? A Positive Christian Response*. San Francisco: Harper & Row, 1994.*

Spong, John Shelby. *Living in Sin?: A Bishop Rethinks Human Sexuality*. San Francisco: Harper Collins, 1988.

White, Mel. *Stranger at the Gate: To be Gay and Christian in America*. New York: Simon & Schuster, 1994.

Sports

Kopay, David & Young, Deane Perry. *The David Kopay Story*. New York: Primus, Donald I. Fine, Inc, 1988.

Louganis, Greg with Marcus, Eric. *Breaking the Surface*. New York: Random House, 1995.

Navratilova, Martina and Vecsey, George. *Martina*. New York: Fawcett Books, 1986.

Pallone, Dave. *Behind the Mask: My Double Life in Baseball*. New York: Viking Press, 1990.

Young, Perry Deane. *Lesbians & Gays and Sports*. New York: Chelsea House, 1995.

Secondary Level: Fiction

There are a wealth of fiction titles that include lesbian or gay characters, situations, and/or issues; this is only a partial list. The resources listed earlier contain more extensive lists.

- Baldwin, James. *Giovanni's Room*. New York: Dell Publishing, 1988.
- Bauer, Marion Dane, ed. *Am I Blue? Coming Out from the Silence*. New York: Harper Collins, 1994.*
- Brown, Rita Mae. *Rubyfruit Jungle*. New York: Bantam, 1988.
- Chambers, Aidan. *Dance on My Grave*. New York: Harper Trophy, 1995.
- Davis, Christopher. *Philadelphia*. New York: Bantam, 1994.*
- Donovan, Stacey. *Dive*. New York: Dutton, 1994.
- Forster, E.M. *Maurice*. New York: Norton, 1987.
- Fox, John. *The Boys on the Rock*. New York: St. Martin's Press, 1994.
- Futcher, Jane. *Crush*. Boston: Alyson Publications, 1995.
- Garden, Nancy. *Annie on my Mind*. New York: Farrar, Straus & Giroux, 1988.
- Garden, Nancy. *Lark in the Morning*. New York: Farrar, Straus & Giroux, 1991.
- Gleitzman, Morris. *Two Weeks with the Queen*. New York: Putnam, 1991.*
- Greene, Bette. *The Drowning of Stephan Jones*. New York: Bantam, 1991.
- Homes, A.M. *Jack*. New York: Macmillan, 1989.
- Kerr, M.E. *Night Kites*. New York: Harper & Row, 1986.*
- Kerr, M.E. *Deliver Us From Evie*. New York: Harper Trophy, 1994.
- Koertge, Ron. *The Arizona Kid*. Boston: Joy Street/Little Brown, 1988.*
- Miller, Isabel. *Patience and Sarah*. New York: Random House, 1985.
- Mullins, Hillary. *The Cat Came Back*. Tallahassee: Naiad, 1993.
- Salat, Cristina. *Living in Secret*. New York: Bantam, 1993.*
- Snyder, Anne. *The Truth About Alex*. New York: Signet, 1981.
- Walker, Alice. *The Color Purple*. New York: Pocket Books, 1983.
- Walker, Kate. *Peter*. New York: Houghton Mifflin, 1993.

Secondary: Periodicals

The following are national magazines that would be appropriate for a high school library. There are many local periodicals published as well; librarians might want to check with the local lesbian and gay bookstore or community center for information on others.

- The Advocate: The National Gay and Lesbian Newsmagazine*. Liberation Publications, P.O. Box 541, Mount Morris, IL 61054-0541. (800) 827-0561. Published biweekly.
- Out*. Box 15307, North Hollywood, CA 91615-9852. (800) 876-1199. Ten issues/year.
- OutYouth Newsmagazine*. Center Youth Enrichment Services, 208 West 13th Street, New York, NY 10011. (212) 620-7310. Published for gay youth by the Lesbian and Gay Community Services Center of New York.
- Y.O.U.T.H. (Young Outspoken Ubiquitous Thinking Homo's Magazine)*. P.O. Box 34215, Washington, DC 20043. (202) 234-3562. Published by and for gay youth bi-monthly.

Elementary Level

Although there are fewer books published for young children that deal with gay topics--topics such as families with gay parents--there are books available that can be a part of an elementary school library. Unfortunately, elementary school librarians must use caution in choosing these books: a few of these titles (such as *Daddy's Roommate*) are among the most censored books in the country, and caused much of the controversy in the New York City School's "Children of the Rainbow"--first grade curriculum, where they were listed as recommended titles (New York City Board of Education, 1991). These books do *not* discuss sex but rather for the most part focus on families that are different. Again, titles that would also be appropriate for middle school are indicated with an *.

- DePaola, Tomi. *Oliver Button is a Sissy*. San Diego: Harcourt, Brace Jovanovich, 1979. A story about a young boy who is teased because he prefers reading, drawing and jumping rope to sports.
- Elwin, Rosamund and Paulse, Michele. *Asha's Mums*. Toronto: Women's Press, 1990. Asha and her teacher help her class understand why she has two mothers.
- Heron, Ann and Maran, Heredith. *How Would You Feel If Your Dad Was Gay?* Boston: Alyson Publications, 1991. Two African-American children struggle with how to tell their classmates about their gay father.*
- Jeness, Aylette. *Families: A Celebration of Diversity, Commitment and Love*. Houghton Mifflin, 1990. First person accounts of different families, including those with gay and lesbian parents. Non-fiction.*
- Jordan, Mary Kate. *Losing Uncle Tim*. Morton Grove, IL: Albert Whitman & Co, 1989. A young boy deals with the death of his uncle from AIDS. Does not specifically deal with homosexuality.
- Leaf, Munro. *The Story of Ferdinand*. New York: Puffin Books, 1936. This classic children's tale about a bull who would rather sniff the flowers than fight in the ring can lead to terrific discussions about being different and choosing non-traditional roles in life.
- Newman, Leslea. *Gloria Goes to Gay Pride*. Boston: Alyson Wonderland, 1991. Gloria and her two mothers celebrate a "special day."
- Newman, Leslea & Michael Willhoite. *Belinda's Bouquet*. Boston: Alyson Wonderland, 1991.
- Newman, Leslea. *Too Far Away to Touch*. New York: Clarioin Books, 1995.
- Shannon, Margaret. *Elvira*. New York: Ticknor & Fields, 1993. A story about being different--very similar to *The Story of Ferdinand*--involving a dragon who prefers making dresses to eating princesses. Does not specifically deal with homosexuality.
- Skutch, Robert. *Who's in a Family*. California: Tricycle, 1995.
- Vallentine, Johnny. *The Duke Who Outlawed Jelly Beans and other stories*. Boston: Alyson Publications, 1991. A collection of children's stories with 'alternative' families.
- Vigna, Judith. *My Two Uncles*. Chicago: Albert Whitman and Company, 1995.
- Wickens, Elaine. *Anna Day and the O-Ring*. Boston: Alyson Publications, 1994. A story for very young children about a young boy, his two mothers, his dog Anna Day, and a missing piece to his tent.
- Wiener, Lori S. *Be a Friend: Children Who Live with HIV Speak*. Chicago: Albert Whitman & Co, 1994. A collection of art and stories from over 35 children with AIDS.
- Willhoite, Michael. *Daddy's Roommate*. Boston: Alyson Publications, 1990. An excellent picture book that deals with a young boy, his father, and his father's partner.

Support Services

Obviously school counselors need to be aware of the special needs of gay teens, and should make it known in the school that they are safe and supportive persons in whom any adolescent questioning her or his sexuality can confide. Likewise school nurses need to be educated, since they may be the first person in whom an adolescent confides. Counselors and nurses unfamiliar or uncomfortable with lesbian and gay youth and their needs should receive training to better prepare them to help these teens. In addition, they should be familiar with youth agencies and other referrals who specialize in working with gay teens. The local lesbian and gay community center can put counselors in touch with appropriate agencies. In addition, the national directory of gay youth social service agencies, *You Are Not Alone*, is available from the Hetrick-Martin Institute in New York. Counselors can combat the overwhelming social isolation felt by gay and lesbian youth by connecting them with other adolescents struggling with similar issues through pen pal programs, youth centers, help lines, and on-line youth networks that are designed specifically for lesbian and gay teens.

In addition to the counseling staff, other support personnel need to be educated and aware as well. Admissions directors should be sensitive to gay parents that may be interviewing with their children, and can avoid assuming the heterosexuality of any parent simply by changing the terms on the admissions application from 'Mother/Father' to 'Parent/Parent.' College counselors need to help steer the high school senior who might be gay to universities with active gay student organizations, or at the very least away from schools that may not be able to provide a supportive atmosphere. *The Gay, Lesbian and Bisexual Students' Guide to Colleges, Universities and Graduate Schools* is just one resource that should be a part of every college guidance office. College guidance offices should also be aware of the many scholarships that are now available to lesbian and gay students from local organizations, and should provide information about them to their students. Finally, large schools may want to follow the lead of Phillips Academy in Andover, Massachusetts: they have recently created the part-time position of "Advisor for Gay, Lesbian and Bisexual Issues" as part of their Office of Community Affairs and Multicultural Department.

Organizational Resources for Youth and Counselors:

Association for Gay, Lesbian, and Bisexual Issues in Counseling, P.O. Box 216, Jenkintown, PA 19046.

Gay & Lesbian Youth National Hotline: (800) 347-TEEN (Hours: 7:00pm-10:00pm EST, Sunday through Thursday, and 7:00pm-12:00am, Friday and Saturday).

Gay & Lesbian Youth Pen Pal Programs:

Alyson Publications, Letter Exchange, 40 Plympton Street, Boston, MA 02118.

Indianapolis Youth Group, P.O. Box 20716, Indianapolis, IN 46220. (317) 541-8726.

Lambda Youth Network, P.O. Box 7911, Culver City, CA 90233. (310) 216-1316.

Hetrick-Martin Institute, 2 Astor Place, New York, NY 10003. (212) 674-2400. Hetrick-Martin is a social service, education and advocacy organization for lesbian, gay and bisexual youth. They publish a national directory of lesbian, gay and bisexual youth organizations, *You Are Not Alone*; a must-have resource for youth care-providers, it is available for five dollars. In addition, they have a resource catalogue of materials, many of which are free of charge. Among other things, they publish a series of comic books for teens entitled *Tales of the Closet* (\$1.25 each), and two versions of a poster, "*You Are Not Alone*" (\$2.00).

!OutProud! is a National Coalition for Gay, Lesbian, Bisexual & Transgender Youth which publishes an online database (QueerAmerica) used for referring youth to local support resources. Visit their web site at <http://www.outproud.org/outproud/> and their youth magazine *Oasis* (a "webzine") at <http://www.outproud.org/oasis/>.

OutYouth Austin Helpline: (800) 96YOUTH (nationwide). Hours: 5:30 p.m. - 9:30 p.m., 7 days/week. Office: 425 Woodward St., Austin, TX 78704; (512) 326-1234.

Youth Action Online (YAO), an online service for gay, lesbian, bisexual and questioning youth: <http://www.youth.org/>.

Books & Materials:

"Addressing the Needs of Gay and Lesbian Students: The School Counselor's Role" by Kristin Robinson, in *The School Counselor, May 1994, Vol. 41*, pages 326-332.

Being Different: Lambda Youths Speak Out. Larry Dane Brimer. New York: Franklin Watts, 1995.

Children of Horizons: How Gay and Lesbian Teens Are Leading a New Way Out of the Closet. Gilbert Herdt and Andrew Boxer. Boston: Beacon Press, 1993. A two-year study of lesbian and gay teens at Horizons, a Chicago social service agency, written by an anthropologist and a developmental psychologist. An excellent look at many of the issues faced by gay teens.

The College Finder: 475 Ways to Choose the Right School for You. Steven Antonoff. Ballantine Books, 1993. Includes sections on colleges with diverse student bodies and those with active gay and/or lesbian student communities.

"Coming Out to Your Parents," "Why Is My Child Gay?" and other valuable pamphlets are available from Parents and Friends of Lesbians and Gays (P-FLAG), 1101 14th St N.W., Suite 1030, Washington, DC 20005, or from the local P-FLAG office. These pamphlets are very inexpensive, and should be available in every school counseling office.

Death by Denial: Studies of Suicide in Gay and Lesbian Teenagers. Gary Remafedi, editor. Boston: Alyson Publications, 1994.

Gay & Lesbian Students: Understanding Their Needs. Hilda F. Besner & Charlotte I. Spungin. Washington, DC: Taylor & Francis, 1995.

Gay and Lesbian Youth. Gilbert Herdt, editor. Binghamton, NY: Harrington Park Press, 1989.

Gay, Lesbian and Bisexual Students' Guide to Colleges, Universities and Graduate Schools. Jan-Mitchell Sherill and Craig A. Hardesty. New York University Press, 1993.

The Gay Teen—Educational Practice and Theory for Lesbian, Gay and Bisexual Adolescents. Gerald Unks. New York: Routledge. 1995. Highly recommended, this anthology contains most of the articles from the High School Journal 1994 double-issue on the gay teenager, with a few additions. Includes articles on counseling and student support groups.

Helping Gay and Lesbian Youth: New Policies, New Programs, New Practice. Teresa DeCrescenzo, editor. Binghamton, NY: Harrington Park Press, 1994. A collection of research articles that describe the developmental issues of gay youth.

- "I Think I Might be a Lesbian..." & "I Think I Might be Gay..."** Pamphlets written for young people, they include information on what it means to be lesbian or gay, coming out, and other issues. Available from The Campaign to End Homophobia, P.O. Box 438316, Chicago, IL 60643-8316. Cost: \$15.00 - Individuals, \$25.00 - Organizations.
- Joining the Tribe: Growing Up Gay & Lesbian in the Nineties.** Linnea Due. New York: Doubleday, 1995.
- The Journey Out: A Guide for and about Lesbian, Gay, and Bisexual Teens.** Rachel Pollack & Cheryl Schwartz. New York: Puffin Books, 1995. This book includes an extensive list of resources and organizations, both national and local.
- Making Schools Safe for Gay and Lesbian Youth,** Governor's Commission on Gay and Lesbian Youth, State House, Room 111, Boston, MA 02133. (617) 828-3039. Although this report is designed for the Massachusetts public school system, its list of recommendations and its testimony from gay adolescents provide valuable insights for any high school.
- Safe Schools Anti-Violence Documentation Project, Second Annual Report, Fall 1995.** The Safe Schools Coalition of Washington State. For free copies of their report, which describes numerous documented incidents of violence and harassment against lesbian and gay youth in schools in Washington, write to: Northwest Coalition Against Malicious Harassment, P.O. Box 16776, Seattle, WA 98116. (206) 233-9136.
- "What Can You Do? Your Best Friend Has Just Told You, 'I'm Gay'."** Poster and other materials available from Wingspan Ministry, St. Paul-Reformation Lutheran Church, 100 North Oxford Street, Saint Paul, MN 55104. (612) 224-3371. \$5.00.

Curriculum

The youth suicide study by the U.S. Department of Health and Human Services recommended that schools provide information about homosexuality to junior and senior high school students in health, sex education, history and English classes as one way to increase self-esteem in gay adolescents and combat the high rate of suicide for these youths (Gibson, 1989). Incorporating the topic into various curricular areas and at all grade levels will not only improve the self-esteem of gay and lesbian teens, but it will also help combat the violence against sexual minorities by educating and raising the awareness of *all* students. Educators must break the silence in the classroom in order to counteract the negative images and messages that their students hear outside the classroom.

Most teachers see any curriculum change as a major change, yet they can do wonders with their existing curriculum simply by acknowledging the homosexuality of the major contributors to their field, thereby providing necessary role models for their students. In English classes, books by gay authors, involving gay characters, or with gay situations are already widely used, and these characteristics should be emphasized and discussed, not ignored. The political aspect of the gay civil rights movement continues to be part of the headlines and could easily be incorporated into similar discussions in History or Current Events classes. Two books, *Becoming Visible* and *Gay American History*, are valuable as supplementary texts for teachers wanting to incorporate a unit on gay history. Schools can also sponsor campus-wide celebrations of Lesbian and Gay History Month (October) in much the same way they might celebrate African-American or Women's History Months.

Certainly the school's Human Sexuality curriculum should include extensive discussions around sexual identity and orientation, and Biology classes can also offer contributions. Classes in art, music, film, and drama can study the contributions of famous gays and lesbians in those fields (individuals that they regularly study but do not identify as gay or lesbian), and look at how the artists' sexuality influenced their work. Works by Robert Mapplethorpe (photography), Keith Haring (painting), Peter Tchaicovsky (music), Tennessee Williams (drama), and Derek Jarman (film) are just a few examples.

Perhaps the most powerful way to teach about sexual orientation is to use an interdisciplinary approach. Using the model developed by Heidi Hayes Jacobs (1989), teachers from most or all of the disciplines mentioned above can organize a unit on homosexuality, sexual diversity, or other related areas. By brainstorming topics and ideas, teachers might come up with such guiding questions as "What is sexual orientation?", "What does it mean to be gay or lesbian?" and "How does being gay or lesbian influence a person's work?" Lessons and activities can be organized around these and other essential questions in most curricular areas. (For more information on developing interdisciplinary approaches to

teaching, see *Interdisciplinary Curriculum: Design and Implementation*, edited by Heidi Hayes Jacobs and available from the Association for Supervision and Curriculum Development.)

In addition to incorporating gay issues into existing courses and curricula, schools may also decide to offer semester- or year-long elective courses in lesbian and gay literature or history. Choate Rosemary Hall in Wallingford, Connecticut is one of a handful of independent schools teaching such a course. Gay and Lesbian Literature was offered to seniors as a spring elective in 1994, and was fully enrolled (14 students were, in fact, turned away due to lack of space). The course used such novels as *Maurice* (E.M. Forster), *The Revolution of Little Girls* (Blanche McCrary Boyd), *Empathy* (Sarah Shulman), and the play, *Cat on a Hot Tin Roof* (Tennessee Williams).

The resources listed on the following pages are but a sampling of the many materials readily available to teachers who wish to incorporate gay issues into their curriculum. Teachers should also check out the local lesbian and gay bookstore, or the gay studies' section of many mainstream bookstores, for additional books. If none are available, books can be ordered by mail from the following bookstores:

A Different Light Bookstores,

151 West 19th Street, New York, NY 10011. (212) 989-4850 or (800) 343-4002.

489 Castro Street, San Francisco, CA 94114. (415) 431-0891.

8853 Santa Monica Blvd., West Hollywood, CA 90069. (310) 854-6601.

Lambda Rising Bookstore,

1625 Connecticut Avenue NW, Washington, DC 20009-1013.

(202) 462-6969 or (800) 621-6969.

Since gay issues continue to be a part of the changing political climate, the stories that appear often in newspapers and newsmagazines can also be used as resources for classroom lessons. The current debate over gay marriages and the on-going struggle to allow gays and lesbians to serve in the military are just two topics frequently found among today's headlines. Similarly, television has begun to break the barrier, and many gay-themed productions appearing on the air may be appropriate for classroom instruction. Two recent examples include the HBO docudrama, *More Than Friends: The Coming Out of Heidi Leiter* (based on the true story of a high school girl who went to the prom with her girlfriend), and the PBS series, *In the Life* (a monthly gay newsmagazine).

English Class Materials

Partial List of Titles and Authors:

(Main source: **Works of Noted Authors with Gay/Lesbian Content** by Arthur Lipkin)

Anderson, Sherwood.	<i>Winesburg, Ohio</i>
Baldwin, James	<i>Another Country; Giovanni's Room</i>
Capote, Truman	<i>Other Voices, Other Rooms; Music for Cameleons</i>
Cormier, Robert	<i>The Chocolate War</i>
Dickenson, Emily	<i>The Pea that Beauty Locks</i>
Forster, E.M.	<i>Maurice</i>
Hughes, Langston	<i>Cafe 3 A.M.; I Loved My Friend; Poem for F.S.</i>
James, Henry	<i>The Pupil; The Bostonians</i>
Lawrence, D.H.	<i>Women in Love; The Fox</i>
Lorde, Audre	<i>Coal; Zami; Sister Outsider</i>
Marlowe, Christopher	<i>Edward II</i>
Melville, Herman	<i>Billy Budd</i>
Mishima, Yukio	<i>Confessions of a Mask</i>
Morrison, Toni	<i>Beloved</i>
Puig, Manuel	<i>Kiss of the Spiderwoman</i>
Shakespeare, William	<i>Twelfth Night</i>
Stein, Gertrude	<i>The Autobiography of Alice B. Toklas</i>
Walker, Alice	<i>The Color Purple</i>
Whitman, Walt	<i>Calamus Poems</i>
Wilde, Oscar	<i>The Picture of Dorian Gray; Importance of Being Earnest</i>
Winterson, Jeannette	<i>Oranges Are Not the Only Fruit; Written on the Body</i>
Woolf, Virginia	<i>Orlando</i>

Other Resources:

- Edward II.* A feature-length film adaptation of the Christopher Marlowe novel, by noted gay filmmaker Derek Jarman. For mature students. Available at most video stores.
- Lesbian and Gay Issues in the English Classroom.* Simon Harris, Bristol, PA: Open University Press, 1990. A resource book for teachers that discusses the rationale for addressing these issues in English classes and provides sample lesson plans using two novels and supplementary materials. Order from: Open University Press, 1900 Frost Road, #101, Bristol, PA 19007.
- "Literature Out of the Closet: Bringing Gay and Lesbian Texts and Subtexts Out in High School English" in the *English Journal*, Sept. '94 (available from National Council of Teachers of English, 1111 W. Kenyon Rd., Urbana, IL 61801-1096; 217-328-3870).
- Looking at Gay and Lesbian Literature.* Arthur Lipkin, Harvard School of Education, 210 Longfellow Hall, Cambridge, MA 02138 (617-495-3441). A series of study questions based on 10 works of literature by such authors as Willa Cather and Henry David Thoreau. Cost: \$10.
- Maurice.* A feature-length video adaptation of the E.M. Forster novel; available at most video stores.
- Professions of Desire: Lesbian and Gay Studies in Literature.* George E. Haggerty and Bonnie Zimmerman, editors. New York: Modern Language Association of America. 1995.
- A Road to Stonewall 1750-1969: Male Homosexuality and Homophobia in English and American Literature.* Byrne R.S. Fone, New York: Twayne Publishers, 1995. A review of works of literature that can be used (and often are) in the English classroom.
- "*When I Dare to be Powerful...*" poster of Audre Lorde available from Syracuse Cultural Workers, Box 6367, Syracuse, NY 13217 (315-474-1132). Write for catalog of other materials.

History Class Materials

Videos:

- Before Stonewall: The Making of a Gay and Lesbian Community*** (87 min.). Emmy Award-winning documentary of gay life in the U.S. before 1969. Available in video stores, or from Cinema Guild, 1697 Broadway, Suite 802, New York, NY 10019; (212) 246-5522 (\$29.95).
- The Times of Harvey Milk*** (87 min.). A powerful and moving documentary, it recounts the political aspirations and assassination of the first openly gay supervisor of San Francisco. Available in most video stores; highly recommended.

Books: (see also "History" section of selected Library titles, p. 21)

- Becoming Visible: A Reader in Gay and Lesbian History for High School and College Students.*** Kevin Jennings, Boston: Alyson Publications, 1994. Highly recommended, this is an excellent text of short readings edited by an independent school history teacher.
- Gay American History: Lesbians and Gay Men in the U.S.A.*** Jonathan N. Katz, New York: Meridian, 1992.
- Gay Men and Women Who Enriched the World.*** Thomas Dale Cowan, New York: William Mulvey, Inc., 1989.
- Hidden from History: Reclaiming the Gay & Lesbian Past.*** Martin Duberman, Martha Vicinus, and George Chauncey, Jr. (Eds.), New York: Meridian, 1990.
- Making History: The Struggle for Gay and Lesbian Equal Rights, 1945-1990.*** Eric Marcus, New York: Harper Perennial, 1992.
- The Mayor of Castro Street: The Life and Times of Harvey Milk.*** Randy Shilts, New York: St. Martin's Press, 1983.
- Odd Girls and Twilight Lovers: A History of Lesbian Life in Twentieth Century America.*** Lillian Faderman, New York: Columbia University Press, 1991.
- The Pink Triangle: The Nazi War Against Homosexuals.*** Richard Plant, New York: Henry Holt & Company, 1986.

Other Resources:

- The Economist, January 6-12, 1996*** (Vol. 338, No. 7947). "Let Them Wed" and "Straightforward Homosexuality" are two thought-provoking articles in this issue that are appropriate for classroom discussions.
- FAIR/Extra!, June 1993*** (Vol. 6, No. 4). "Confronting Homophobia: Gays and Lesbians and the Media." This issue of Fairness & Accuracy in Reporting examines how gays are portrayed in the media. FAIR, P.O. Box 911, Pearl River, NY 10965-0911; (800) 847-3993.
- "Famous Lesbian, Gay and Bisexual People in History."** Poster of 57 historical figures and seven historical events; includes a bibliography of resources. Project 21 Poster, GLAAD/SFBA, 1360 Mission Street, Suite 200, San Francisco, CA 94103. (415) 861-2244. \$15.00.
- Gay, Lesbian & Bisexual History Month Packet***, 4 documents listing activities and suggestions for the History Month Project, is available from the Gay, Lesbian & Straight Teachers Network (GLSTN), 122 W. 26th St., Suite 1100, New York, NY 10001. \$5.00.
- The Stonewall Riots and the History of Gays and Lesbians in the United States.*** Arthur Lipkin, Harvard School of Education, 210 Longfellow Hall, Cambridge, MA 02138 or (617) 495-3441. Cost: \$10.00. An 8-10 day curriculum unit.
- "Unfortunately, history has set the record a little too straight."** Poster of famous lesbians and gays in history. Available from Donnelly Colt Mail Order, Box 188, Hampton, CT 06247. (203) 455-9621 or fax (800) 553-0006. \$7.50.

Human Sexuality/Family Life/Human Development Classes

Videos:

- Be True to Yourself*** (28 min.). A group of teens interviews Bob & Rod Jackson-Paris, openly gay professional bodybuilders who are 'married,' about being gay and being in a committed relationship. Includes a 36-page guide for classroom use. Available from 21st Century News, 6655 N. Canyon Crest Drive, Suite 12272, Tucson, AZ 85715; (602) 577-1397.
- Gay Youth*** (40 min.). One of the best videos made about lesbian and gay teens, it includes very poignant stories of two adolescents: one who committed suicide, the other openly gay in high school. It includes a classroom guide; highly recommended. Wolfe Video, P.O. Box 64, New Almaden, CA 95042; (408) 268-6782. Cost: \$60.00 (plus \$6.00 for shipping). Make checks payable to BANGLE (Bay Area Network of Gay and Lesbian Educators).
- Hate, Homophobia and Schools*** (60 min.). A new video from Northeastern Wisconsin In-School Telecommunications, it explores the issues facing lesbian and gay teens in our schools, particularly in terms of the hate that is often directed at them. NEWIST, 1110 IS Bldg., University of Wisconsin, Green Bay, WI 54301; (414) 465-2599. Rental: \$50; purchase: \$195.
- On Being Gay*** (80 min.). This is a lecture by and interview with Brian McNaught, author and speaker on lesbian and gay issues; the video is broken into two 40-minute segments. One segment is on being Catholic and gay, and therefore this video may be especially appropriate for Catholic schools. TRB Productions, P.O. Box 2362, Boston, MA 02107; (617) 236-7800
- Sexual Orientation: Reading Between the Labels*** (30 min.). An excellent video that presents very basic information about homosexuality (e.g., by defining 'homosexual,' 'sexual orientation,' 'coming out,' etc.); an accompanying guide includes lessons for students. Highly recommended; may be appropriate for middle school students. Northeastern Wisconsin In-School Telecommunications (NEWIST), 1110 IS Bldg., University of Wisconsin, Green Bay, WI 54301; (414) 465-2599. Rental: \$50; purchase: \$195.
- Trevor*** is a delightful and poignant short film that also won the Academy Award in 1994. It is a humorous yet touching fictional story about a 13-year old boy as he begins to come to terms with his emerging gay sexual orientation. It covers such topics as teasing, first crushes, feeling outcast, and suicide in very powerful ways. Especially appropriate for middle-school aged children. Available from Intermedia (800-553-8336) for \$198.00; free previews available. Highly recommended.
- The Truth About Alex*** (31 min. & 50 min. versions). An HBO special, this is the story of a teenager who discovers his best friend is gay. Coronet/MTI Film & Video, 108 Wilmot Road, Deerfield, IL 60015; (800) 777-8100. Rental: \$75; purchase: \$79.
- What If I'm Gay? A Search for Understanding*** (30 & 46 min. versions). A CBS Schoolbreak Special, this is the coming out story of a teenage boy. Coronet/MTI Film & Video, 108 Wilmot Road, Deerfield, IL 60015; (800) 777-8100. Rental: \$75; purchase: \$59.

Resources:

- Changing Bodies, Changing Lives***. Ruth Bell, New York: Random House, 1987. A very good text for a high school human sexuality course, it includes a section on homosexuality.
- Countering Homophobia: A Lesson Plan***. In Interracial Books for Children BULLETIN, 14(3&4), pp. 28-29. A good introductory lesson for elementary and middle school children.
- Facts, Feelings and Attitudes About Homosexuality***. Kim DeAndrade, in Family Life Educator, Winter 1992/93, pp. 31-34. A lesson plan that is easily adapted to most grade levels.

Homophobia: Discrimination Based on Sexual Orientation. Gay and Lesbian Alliance Against Defamation, 8455 Beverly Blvd., Suite 305, Los Angeles, CA 90048. (213) 658-6775. A series of lessons on homophobia for the classroom; most focus on feelings. Cost: \$12.50.

Sex Information and Education Council of the United States (SIECUS), 130 West 42nd Street, Suite 2500, New York, NY 10036. (212) 819-9770. An organization designed to promote comprehensive sexuality education, they have a series of publications and bibliographies available on all issues dealing with sexuality, including homosexuality. Schools becoming members of SIECUS receive consultations, free use of their library services, and a subscription to their newsletter.

Sexuality and the Curriculum: The Politics and Practices of Sexuality Education. James T. Sears, editor, New York: Teachers College Press, 1992. This is a collection of 15 essays looking at sexuality curricula and proposing changes.

Biology/Psychology Classes

Articles and Resources for classroom use:

- Barinaga, Marcia, et al. "Is Homosexuality Biological?" *Science, August 1991* (Vol. 253), pp. 956-960.
- Burr, Chandler. "Homosexuality and Biology." *The Atlantic Monthly, March 1993* (Vol. 271, No. 3), pp. 47-62.
- Burr, Chandler. "The Destiny of You: In Search of the Gay Gene." *The Advocate, December 26, 1995* (Issue 697), pp. 36-42.
- Gelman, David et al. "Born or Bred?" *Newsweek, February 24, 1992*, pp. 46-53.
- Hamer, Dean and Peter Copeland. *The Science of Desire: The Search for the Gay Gene and the Biology of Behavior*. New York: Simon and Schuster, 1994.
- Levy, Simon. "A Difference in Hypothalamic Structure Between Heterosexual and Homosexual Men." *Science, August 1991* (Vol. 253), pp. 1034-1037.
- Rist, Darrell Yates. "Are Homosexuals Born That Way?" *The Nation, October 19, 1992*, pp. 424-429.

Curriculum unit:

The History and Nature of Homosexuality (and its 'Causes'). Arthur Lipkin, Harvard Graduate School of Education, 210 Longfellow Hall, Cambridge, MA 02138 or (617) 495-3441. Cost: \$10.00. A 3-5 day unit for biology or psychology classes.

Extra-curricular activities

Gay/straight alliances are one way to provide support and education on an extra-curricular basis. In the last few years, these clubs have been appearing on independent and public school campuses across the country, partly as a result of each school's heightened awareness (see list below). Although their names often vary (such as GASP!, Gay and Straight People at Milton Academy; GLAD, Gay and Lesbian Awareness Development at Crossroads; the GLEA Club, Gay and Lesbian Education and Awareness at Bishop O'Dowd High School; and LeSGaB, Lesbian, Straight, Gay and Bisexual at Noble and Greenough), their purposes are similar: to provide a place for gay and non-gay students and teachers to come together and work to raise the awareness of all students (Blumenfeld, 1994). Usually no one makes any assumptions about anyone's sexual orientation--gay or non-gay--and no one is asked to disclose it. The meetings are open to anyone in the school community (one school advertises its meetings with signs around campus saying "You don't have to be gay to go"), and organizers often invite heads and other administrators to attend their meetings. Activities at the meetings include guest speakers, video presentations, letter writing campaigns, social events, and general discussions about ways to increase the level of inclusiveness at the school.

In addition to the gay/straight alliances, which are open to all students, support groups specifically designed for gay students (and those unsure about their sexual orientation) can help to counteract the feelings of isolation these teens feel by providing them with a safe, supportive atmosphere to discuss issues they are unable to share in any other environment. These groups can be facilitated by someone in the counseling office. Crossroads School in Santa Monica, California, has been running a "rap group for lesbian, gay, bisexual and questioning" students for two years (in addition to their gay/straight alliance), and students who have been attending attest to the tremendous support and strength they have received from being part of the group.

The Project 10 model is another example of a school-based support system specifically designed for gay and lesbian students; it began in 1985 at a public high school in Los Angeles, California, and has expanded to school campuses across the country. It is designed as a drop-out prevention program that includes formal and informal counseling for students as well as workshops for teachers and administrators. It also provides education to students around health issues, substance abuse and suicide, in an attempt to combat some of the risks that these students face (Uribe, 1993).

There are other ways to integrate gay issues into after-school activities. Amnesty International, in their fight to preserve human rights worldwide, includes the protection of the rights of lesbians and gay men in their mission; a school's local chapter can use the recent publication, *Breaking the Silence: Human Rights Violations Based on Sexual Orientation*,

as a resource for raising awareness. Art shows or film festivals featuring noted gay artists can be held. Drama productions with gay characters (such as *The Shadow Box* by Michael Cristofer) can reach a wide audience and help to break the silence. Even "creative casting" can create positive gay characters in plays that are not about being gay. For a recent high school production of Neil Simon's *Rumors*--a farce about four presumably heterosexual couples--at Crossroads School, the director cast two female students as one of the couples, thereby creating a positively-portrayed lesbian couple in a play that was not about homosexuality at all.

Perhaps the most extensive extra-curricular program for most independent schools is their athletic program, and coaches and athletic directors must especially be sensitive to homophobia on the playing field--perhaps the greatest source of anxiety for many gay teens--and can be valuable role models for both their gay and non-gay players. Griffin (1994) points out the prevalence of anti-gay epithets and gay-bashing used by coaches and athletes in the locker room and on the playing field, forcing lesbian and gay athletes to hide in secrecy, constantly worrying that they'll be discovered and harassed. Policies preventing anti-gay slurs as well as anti-homophobia training for coaches and teams can help make school sports teams less threatening to the lesbian and gay athlete.

A Sample of Independent Schools with Gay/Straight Alliances (or similar groups):

Bishop O'Dowd High School, Oakland, CA
Buckingham, Brown and Nichols School,
Cambridge, MA
Castilleja School, Palo Alto, CA
Choate Rosemary Hall, Wallingford, CT
Concord Academy, Concord, MA
Crossroads School for Arts and Sciences,
Santa Monica, CA
Dana Hall School, Wellesley, MA
Deerfield Academy, Deerfield, MA
Fountain Valley School, Fountain Valley, CO
George School, Newtown, PA
Harvard-Westlake, Los Angeles, CA

Hopkins School, New Haven, CT
Hotchkiss School, Lakeville, CT
Lick-Wilmerding High School,
San Francisco, CA
Loomis Chaffee School, Windsor, CT
Milton Academy, Milton, MA
Noble and Greenough School, Dedham, MA
Northfield-Mount Hermon, Northfield, MA
Oakwood School, North Hollywood, CA
Phillips Academy, Andover, MA
Philips Exeter Academy, Exeter, NH
Polytechnic School, Pasadena, CA
Putney School, Putney, VT

Extra-Curricular Resources:

Breaking the Silence: Human Rights Violations Based on Sexual Orientation, Amnesty International, Publications Department, 322 Eighth Avenue, New York, NY 10001. (212) 807-8400. \$6.00 plus \$1.75 for postage (25% discount for libraries; purchase orders accepted).

"Gay/Straight Alliances': Transforming Pain to Pride" by Warren J. Blumenfeld, in *The Gay Teen—Educational Practice and Theory for Lesbian, Gay and Bisexual Adolescents*. Gerald Unks. New York: Routledge. 1995.

"Homophobia in Sport: Addressing the Needs of Lesbian and Gay High School Athletes" by Pat Griffin, in *The Gay Teen—Educational Practice and Theory for Lesbian, Gay and Bisexual Adolescents*. Gerald Unks. New York: Routledge. 1995.

Organizing a Gay/Straight Alliance by Warren J. Blumenfeld & Laurie Lindop, is a GLSTN publication designed to provide specific suggestions about starting and maintaining a gay/straight alliance. Available from GLSTN, 122 W. 26th St., Suite 1100, New York, NY 10001. Cost: \$5.00.

Out for a Change: Addressing Homophobia in Women's Sports, a 27-minute video documentary with an accompanying curriculum written by Pat Griffin. Although the video portrays women's sports on the college level, it and the curriculum are very appropriate for high school students. Available from Woman Vision Productions, 3145 Geary Blvd., Box 421, San Francisco, CA 94118 (415-346-2336). Cost: \$69.95 video, \$20.00 for curriculum guide, or \$84.95 for both (plus shipping and handling). Highly recommended.

Project 10, Fairfax High School, 7850 Melrose Avenue, Los Angeles, CA 90046. (213) 651-5200. Write for information about starting a Project 10 on your campus. Both a Project 10 Handbook and a video are available for a nominal charge.

Role Models

Finally, not enough can be said about the importance of openly gay teachers, coaches, and administrators. These individuals can and do serve as powerful role models for gay and non-gay students alike. Not only should our schools provide an atmosphere supportive enough for these individuals to be as open about their sexual orientation as their heterosexual colleagues, but perhaps schools should even actively recruit or advertise for teachers and administrators who are openly gay or lesbian. Just as most independent schools are currently looking for racial and ethnic minority teachers who can serve as role models and advocates for their diverse student body, so too should these schools be concerned about finding and keeping openly gay teachers as one way to support their lesbian and gay youth.

Most schools already have at least a few lesbian and gay teachers on their faculty. Yet many of them remain closeted, and some go to great lengths to keep their sexual orientation hidden. Griffin (1992) makes the distinction between those gay teachers who constantly juggle their personal and professional selves, keeping the two separate at all costs, and those teachers who are able to integrate (as most heterosexual teachers do) their personal life with their professional one. Unfortunately, many of the teachers who feel they must hide have received no sign from their administration that the school is safe for them. Out of fear of losing their job, or at least not receiving any support from their administration, it becomes a necessity for them to keep their personal life invisible.

Most lesbian and gay teachers who hide their sexual identity not only believe that they will be fired if found out, but also are resentful of the fact that they must lie to protect themselves. These teachers are isolated from the rest of the school community as they live in constant fear that they will be discovered (Griffin, 1992). The irony is that many of these teachers may have gone into teaching as a way to help gay adolescents; yet rather than act as role models, they feel they must remain hidden and instead worry about their own job security.

Teachers who are openly gay, on the other hand, do not have to expend energy trying to hide. The integration of their personal and professional selves means they are more self-assured, more comfortable in their job, and experience greater self-integrity. As a result, they will not only make much better teachers but they will also be able to serve as role models for their students--role models that are desperately needed.

Organizations of Support for Lesbian & Gay Teachers:

In addition to these national organizations, there are many local groups of lesbian and gay teachers; local gay community centers may be able to provide information.

Equity Institute, 6400 Hollis Street, Suite 15, Emeryville, CA 94608 (510) - 658-4577. "Project Empowerment" retreats for gay/lesbian/bisexual educators around the country.

The Gay, Lesbian and Straight Teachers Network (GLSTN), Kevin Jennings, Executive Director, 122 W. 26th St., Suite 1100, New York, NY 10001; (212) 727-0135. Annual retreats for lesbian and gay teachers, and annual conferences for all educators, are held throughout the country. Over twenty-five regional GLSTN chapters have been formed in cities and states around the country. Write to GLSTN for more information.

Gay and Lesbian Task Force of the American Library Association, Office of Library Outreach Services, 50 E. Huron Street, Chicago, IL 60611. A division of the Social Responsibilities Round Table of the ALA, it is open to librarians who are also members of the American Library Association. Annual conferences are held.

National Association of Independent Schools, 1620 L St. NW, Washington, DC 20036. (202) 973-9700. An "interest group" of lesbian, gay and bisexual teachers meets at the annual NAIS conferences. Look for information in the conference bulletin, or call Meade Thayer at NAIS.

National Association of College & Admissions Counselors (NACAC) has as a group of "Counselors Concerned about Lesbian, Gay & Bisexual Issues." Contact James Gandre, Dean of Admissions and Alumni, Manhattan School of Music, 120 Claremont Ave., NY, NY 10027. (212) 749-2802, extension 501.

Books:

Coming Out of the Classroom Closet. Karen M. Harbeck, ed. Binghamton, NY: Harrington Park Press, 1992.

"Lesbian and gay educators: opening the classroom closet." Pat Griffin. *Empathy*, 3(1), 1992, pp. 25-28.

Lesbian Teachers: An Invisible Presence. Madiha Did Khayatt. Albany, NY: State University Press, 1992.

One Teacher in Ten: Gay and Lesbian Educators Tell Their Stories. Kevin Jennings, editor. Boston: Alyson Publications, 1994. An anthology of very personal and powerful writings by lesbian and gay teachers about their experiences being out in the classroom.

School's Out—The Impact of Gay and Lesbian Issues on America's Schools. Dan Woog. Boston: Alyson. 1995. The stories of various gay and lesbian teachers, coaches and administrators are included in this book.

Two Independent School Models

Many independent schools have already begun to address gay issues in the areas of policy, faculty and parent education, library holdings, support services, curriculum, extra-curricular activities, and staffing. But many others have yet to address the issue, or have only been able to make a few minor changes. As two examples of what is possible, and how the changes can be initiated and implemented, the programs at two very different independent schools are described: the Cambridge Friends School, a Quaker elementary school in Cambridge, Massachusetts, and the middle and upper divisions of Crossroads School for Arts and Sciences, a K-12 school on two campuses in Santa Monica, California.

Cambridge Friends School

In 1990, as a result of a few lesbian and gay parents speaking out about their concern that Cambridge Friends was not being "proactive" in dealing with homophobia and heterosexism, a support group for both gay parents and teachers was formed. Soon afterwards, a separate committee of teachers began to look at how the school might address the issue. The Gay, Lesbian, and Bisexual Concerns Committee (GLBCC) polled the rest of the teachers, and began working with the Head to implement some preliminary changes. Books addressing lesbian and gay issues that were age-appropriate were purchased for the school library. An article was written for the school newsletter, and the following year parents were invited to a breakfast with the Head to discuss how they felt about their elementary school dealing with gay issues. In the spring of 1991, a faculty in-service day on homophobia was held, followed by an evening for parents and trustees; both were run by an outside speaker. With the support of the Head, the Board of Trustees made the GLBCC (which now also included the gay teacher/parent support group) an official committee of the board.

To reflect the commitment that the school was making to make the school more inclusive and supportive, the school's mission statement was revised (see page 12), which clearly stated the school's goal "of a multicultural, anti-racist, anti-homophobic community" (Cambridge Friends School, 1992). To achieve that goal, they were now taking that proactive stance: the library displayed the new collection of lesbian and gay titles, a bulletin board on gay issues was put up in the front hall, gay/lesbian dialogues for parents and teachers were held, and the school's business manager began exploring benefit options that might include the partners of lesbians and gay men (these benefit changes were eventually added during the 1993-94 school year). Finally, as a result of the goals set by the teachers at the previous year's in-service day, Cambridge Friends incorporated gay issues into the curriculum on a school-wide basis. Although some teachers had already begun addressing gay issues in their classes

on an informal basis prior to 1990, each grade level--from kindergarten through eighth grade--developed a series of age-appropriate activities and topics that dealt with homophobia in some way.

Perhaps the school's most powerful symbol of its commitment is its annual, school-wide celebration of Gay Pride Day. Held each October (on or near National Coming Out Day, October 11), it involves every grade level. Books such as *Gloria Goes to Gay Pride*, *Daddy's Roommate*, and *Asha's Moms* are read in the younger grades, with discussions and class visitors (e.g., a gay parent). The middle grades use *How Would You Feel if Your Dad Was Gay* and *One Teenager in Ten*, while the seventh and eighth grades have guest speakers sharing their personal stories about growing up gay. The school has celebrated Gay Pride Day for three years with much success, and will continue to do so.

The remarkable accomplishment of the Cambridge Friends School is that it was able to set an example of what can be done on the elementary school level. Since most gay adolescents report stronger same-sex than opposite-sex attractions by the end of elementary school, if not sooner (Anderson, 1994; Boxer et al., 1989), teaching about 'what it means to be gay' is important and necessary at that age. And since discussions of families are often a part of the early elementary school experience, teaching about the diversity of families, including those with lesbian or gay parents, is important as well. But perhaps the strongest arguments come from the children themselves. As part of a testimony to the Massachusetts Governor's Commission on Gay and Lesbian Youth, Nancy Alach--the Afterschool Coordinator at Cambridge Friends--polled some of the students in grades three through six, asking them why they felt it was important to teach these things. Some of their responses:

- "It's important to talk about it so whenever kids hear the word 'gay' they won't say, 'Oh, no, I'm scared of that!' Because people are scared of things they don't know about."
- "It's important to understand what the word 'gay' means, so kids won't use the word to tease other people."
- "Also, so kids won't say 'I don't want to be friends with someone whose parent is gay, or someone who is gay himself.'"
- "If you grow up thinking it's bad to be gay, it's hard to change later on."
- "...There is a lot of prejudice in the world--you can be laughed at if someone calls you 'queer.' It's important to be educating everybody, and kids are an important part of that. If there were more kids who found out that being gay isn't bad or sad--that gay people are just normal people who feel attracted to the same sex--that would help."

For more information, contact Nancy Alach, CFS Afterschool Coordinator, or Mary L. Johnson, Head, at 5 Cadbury Road, Cambridge, MA 02140; (617) 354-3880.

Crossroads School

At about the same time that a few parents were raising their concerns about the need to address homophobia at Cambridge Friends, a few teachers began raising similar concerns across the country in the middle and upper schools of Crossroads School. The faculty had begun planning for their annual Forum Day--a day when classes are suspended and a series of workshops for students and teachers is held around a particular issue--and the topic "Racism and Sexism" had been proposed. A few teachers expressed their concern about the homophobia among students, and after some discussion at a faculty meeting, it was decided to add the topic of homophobia to Forum Day. Since most teachers felt comfortable addressing racism and sexism but few even understood the term homophobia, an in-service day devoted solely to homophobia was added to the calendar, in order to better prepare teachers for the student workshops.

The in-service day was coordinated by a committee of gay and non-gay teachers, and chaired by the head of the Human Development department. The day included both in-house and guest speakers, and focussed on disseminating information, addressing feelings and attitudes, and exploring ways to combat homophobia at school. A few months later, the Forum Day was held, and it included a panel discussion for students and teachers about being gay in today's society, and was followed by a small group discussion facilitated by students. Both days were a raging success, and the committees that planned each merged in order to continue to look at ways to raise awareness on campus. The Gay and Lesbian Awareness Development committee was formed, and both students and teachers, gay and non-gay, were a part of it.

During the following year, the committee was very active; it met bi-weekly at lunch and was well attended by teachers and students from both the middle and upper schools. As many as twenty-five students and teachers would attend these meetings. Among the committee's accomplishments during their first year:

- adding 'sexual orientation' to the non-discrimination clause in the faculty handbook;
- raising money and purchasing a collection of books for the library;
- placing a bulletin board of articles and posters in the main hall of the upper school classroom building;
- bringing in guest speakers to continue to educate students and teachers; and
- printing an article in the school newspaper.

Two years after the in-service day and a year after GLAD was formed, a number of gay and lesbian students began to feel the need to meet on their own as well, in order to

explore some of the issues and difficulties they were facing in a safe and supportive environment. A 'rap group for gay, lesbian, bisexual and questioning students' was formed, facilitated by the school counselor. Although the turnout for the group was very low in the beginning (often just two students), the counselor persevered, and by the following year attendance was up to eight or more students. Students who are part of the rap group attest to the strength and support it has given them by addressing the isolation and confusion they had been feeling and by giving them an opportunity to talk with other students who have similar feelings (see Appendix for an interview with three of these teens).

Today, GLAD is a part of the school's committee on diversity (along with the school's African-American Parent/Student Network) and the student rap group is flourishing. Sexual orientation issues are incorporated into the school's Human Development classes, and openly lesbian, gay and bisexual students at the school have recently shared their experiences by visiting and speaking in these classes. Teachers have become more sensitive to gay issues, and some have incorporated them into their English, Film, Ethics, and History classes. The school has been able to create an atmosphere that is more supportive to their gay and lesbian students, although more work--particularly in the area of curriculum and parent education and support--needs to be done.

For more information, contact Leslie King, school counselor, or Bob Riddle, Academic Dean, at Crossroads School, 1714 21st St., Santa Monica, CA 90404; (310) 829-7391.

Miscellaneous Resources for Schools - A Short List

Organizations:

- American Friends Service Committee, Lesbian and Gay Program, Pacific Northwest Region.** 2249 E. Burnside, Portland, OR 97214, (503) 230-9429/9430; and 814 NE 40th Street, Seattle, WA 98105, (206) 632-0500. This Quaker-sponsored social action agency has an extensive library of over 100 books, videos, periodicals and games, all dealing with gay issues; available for school or individual use. They also conduct workshops for youth and adults.
- Bridges Project of American Friends Service Committee.** 150 Cherry Street, Philadelphia, PA 19102. (215) 741-7000. A newsletter addressing gay youth issues ("Crossroads") and a resource book for anyone who works with gay youth (*Bridges of Respect: Creating Support for Lesbian and Gay Youth*) are available from this Quaker-sponsored agency.
- Gay and Lesbian Alumni Network (GALAN),** 1507 Delmont Lane, Takoma Park, MD 20912. (301) 445-7069. A newly formed group for alumni of independent schools. Contacts: Sue Phillips (Madeira '84) or Steve Dew (St. Paul's '89).
- The Gay, Lesbian and Straight Teachers Network (GLSTN),** Kevin Jennings, Executive Director, 122 W. 26th St., Suite 1100, New York, NY 10001; (212) 727-0135. Retreats, conferences, speakers, resources and consultations available. In addition to the national office, there are over twenty-five local chapters of this organization throughout the country. GLSTN may be the best source of support for independent schools.
- Parents and Friends of Lesbians and Gays (P-FLAG),** 1101 14th Street NW, Suite 1030, Washington, DC 20005. (202) 638-4200. Pamphlets, publications, and speakers are available. There are local chapters in most major cities around the country.
- Project 10, Fairfax High School, 7850 Melrose Avenue, Los Angeles, CA 90046.** (213) 651-5200. Handbook and video available for schools, as well as information about replicating Project 10 on your campus.

Publications:

- Gay and Lesbian High School Curriculum and Staff Development Project,** Arthur Lipkin, Harvard Graduate School of Education, 210 Longfellow Hall, Cambridge, MA 02138. (617) 495-3441. A series of curricula and a staff training manual are available; costs range from \$3 to \$25.
- The High School Journal: The Gay Teenager, Volume 77, Nos. 1 & 2.** University of North Carolina Press, Box 2288, Chapel Hill, NC 27514. (919) 966-3561. Cost: \$8.50. Highly recommended: a special double issue of the journal that features 20 different articles, all dealing with the issues faced by gay teens. An excellent reference guide. Most articles have been reprinted in the anthology, *The Gay Teen*, by Gerald Unks. New York: Routledge, 1995.
- Making Schools Safe for Gay and Lesbian Youth,** Governor's Commission on Gay and Lesbian Youth, State House, Room 111, Boston, MA 02133. (617) 828-3039. Although this report is designed for the Massachusetts public school system, its list of recommendations and its testimony from gay adolescents provide valuable insights for any high school.
- Project 10 Handbook,** Friends of Project 10, Fairfax High School, 7850 Melrose Avenue, Los Angeles, CA 90046; (213) 651-5200 or (818) 441-3382. A handbook and resource guide for educators.

School's Out—The Impact of Gay and Lesbian Issues on America's Schools. Dan Woog. Boston: Alyson. 1995. An extensive look at what schools (both public and independent) around the country have been doing.

Twenty-First Century Challenge: Lesbians and Gays in Education, Sue McConnell-Celi, editor. Red Bank, NJ: Lavender Crystal Press. An eclectic and uneven collection of materials, it does include excerpts from the Project 10 Handbook, The Teachers' Group Bibliography, and other good resources.

On-Line Resources

The Gay, Lesbian & Straight Teachers Network -
Publications, information and resources.

<http://www.glstn.org/freedom/>

Oasis - Monthly magazine on the World Wide Web
(a "webzine") for gay and lesbian youth.

<http://www.outproud.org/oasis/>

**Public Education Regarding Sexual Orientation
Nationally (aka The P.E.R.S.O.N. Project) -**
Extensive listing of resources for educators.

<http://www.youth.org/loco/PERSONProject/>

Youth Action Online (YAO), an online service for
gay, lesbian, bisexual and questioning youth.

<http://www.youth.org/>

Miscellaneous

Harvard University Extension School offers a course on gay and lesbian issues in education, taught by Arthur Lipkin. Credit is offered through the Harvard Graduate School of Education. For more information, contact the school at 617-495-7929.

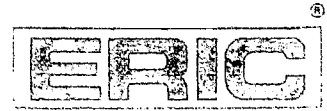
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