

## **Interracial books for children bulletin: Title IX, a tool to change your school. Volume 9, No. 8 1978**

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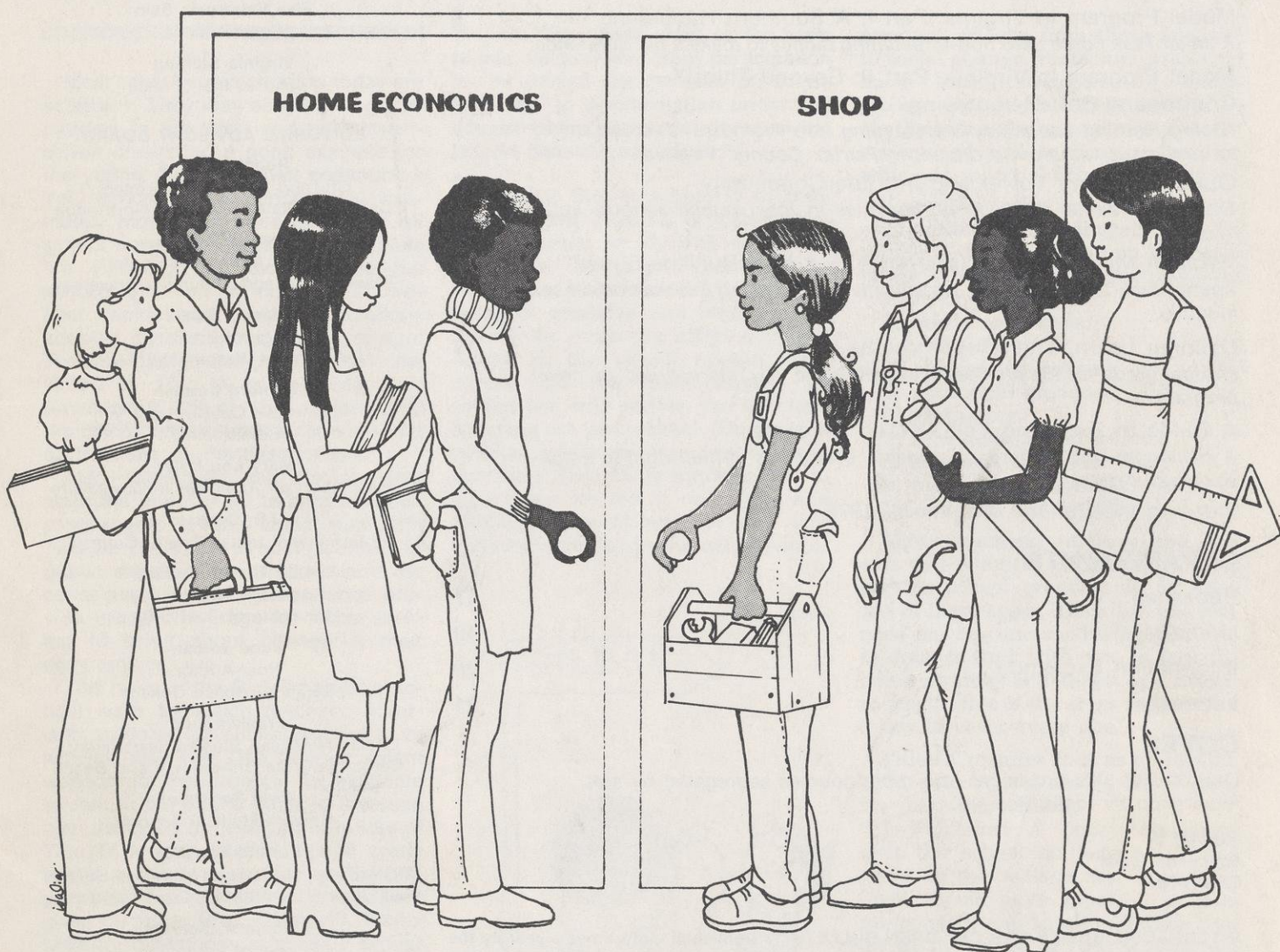
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INTERRACIAL BOOKS FOR CHILDREN

# BULLETIN

VOLUME 9, NUMBER 8, 1978

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**TITLE IX:  
A Tool to Change your School**



# BULLETIN

VOLUME 9, NUMBER 8

1978

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One of Title IX's provisions—no more courses segregated by sex.  
 Illustration by Idalia Rosario.

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*ERIC IRCD*

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*Pointers and resources on bringing your school into compliance with Title IX, which prohibits the use of federal funds by schools that discriminate on the basis of sex*

## TITLE IX: Know It! Understand It! Use It!

Most school administrators today are scofflaws! They may obey parking regulations to the letter and pride themselves on setting a good example for the young people of their community. Yet, according to conservative estimates, more than three-fourths of all school superintendents and principals are violating the law because the schools they run are not even in *minimal* compliance with regulations adopted by Congress six years ago. The law that so many school systems violate is Title IX of the Education Amendment Act of 1972. It prohibits the use of federal funds by schools that discriminate on the basis of sex.

Alert community activists can now seize the opportunity to pressure their schools into greater compliance with Title IX. The threat to administrators of public exposure as scofflaws and the consequent loss of federal funds provide unusual leverage for those seeking to bring about change in their communities.

This issue of the *Bulletin* offers practical ways by which teachers, librarians, students, parents and community activists may use Title IX as a potent weapon in the struggle to eliminate sexism in the public schools. A lesson plan designed to develop awareness of Title IX among students at all grade levels appears on page 14. Existing programs that may serve as models are given on pages 6-10, 11 and 13. Helpful hints for community organizers appear throughout the issue, and a list of resources appears on page 5.—The Editors.

**Title IX: "No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."**

Insuring that a school is in compliance with Title IX is a task that can be taken on by *any* concerned individual or group. Successful protests have been mounted by parents, teachers, students and others either directly or indirectly affected by sex equity in the school system. This article and the accompanying resource list will enable *you* to begin checking out your school. (One note of caution: while we urge you to make sure that Title IX is implemented in your area, we feel it only fair—and realistic—to point out that some activists have suffered political, career or

personal attacks from those opposed to social change. Protective strategies have been developed by many groups—see the Fall, 1978, issue of *In the Running*, for example—and readers are advised to become familiar with such material before proceeding.)

Know the areas in which sex discrimination is now illegal. Title IX prohibits discriminating on the basis of sex in the following specific areas:

1. school admissions,
2. access to courses,
3. athletics,
4. physical education,
5. vocational guidance,
6. counseling,
7. scholarships and awards,
8. extracurricular activities,
9. hiring and promotion, and
10. salaries and benefits.

Many teachers, students and parents will be aware of the unfairness of present school practices in at least one of these areas. The allies you seek need not be concerned with all areas in order to work with you. In fact, the better strategy is to target one, two or, at most, three of the areas rather than to try to cover every one.

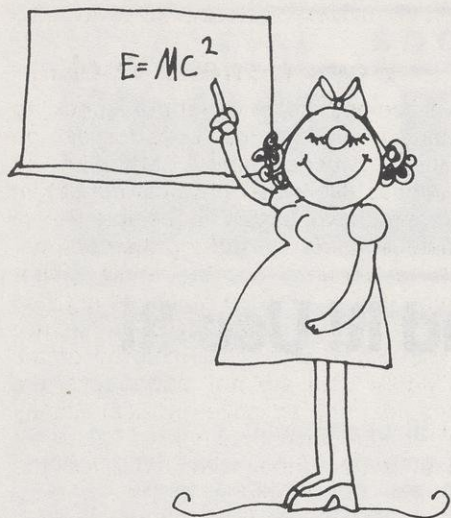
Title IX requires that as of July 21, 1976, your school should have taken the following actions:

1. Published a policy statement that the school no longer discriminates on the basis of sex. This statement should have appeared in local newspapers and in all materials sent out by the school. **If your school has not yet published such a statement, it is in violation of the law.**

2. Appointed a Title IX coordinator whose responsibility it is to make sure that the school is complying with all







Title IX regulations. The coordinator's name and telephone number *must* be made known to all school employees, students and parents. (A school superintendent or principal cannot serve as the Title IX coordinator.) **If your school does not have a Title IX coordinator, it is in violation of the law.**

3. Established and publicized a grievance procedure which is available to all school employees, students and parents. Any person can file a grievance through the Title IX coordinator. Grievances may also be filed directly with the Department of Health, Education, and Welfare (HEW). **If your school does not have such a grievance procedure, it is in violation of the law.**

4. Conducted a "self-evaluation" to determine whether school policies and practices were in compliance with Title IX as of July 21, 1976. If they were not in compliance, the school was legally required to take corrective action. Has your school done its self-

evaluation? Ask to see a copy. **If there is no such evaluation, or if one was made but corrective measures have not been taken, the school is in violation of the law.**

*Warning:* Never take the official statements of the school authorities for granted. Speak with other parents, teachers and students. A school system may be technically in compliance, but still be guilty of flagrant sex discrimination.

Here is a six-point checklist to help you identify possible violations of Title IX in your school. Information on how to obtain more comprehensive checklists appears in the list of resources, page 5.

1. Are the top administrators and highest paid school personnel all male, and the lower paid teachers, librarians and secretaries mostly female? If so, the school's hiring practices may violate Title IX.

2. Do girls have less opportunity than the boys to engage in sports? Are the athletic scholarships awarded exclusively to boys?

3. Do the vocational tests and career guidance materials discriminate in favor of boys? Unless these materials have been changed very, very recently, chances are they contain biases and so violate Title IX.

4. If home economics and industrial arts are required courses, are both required for male and female students?

5. Are boys and girls lined up separately or assigned separate areas in the cafeteria and schoolyard on the basis of sex?

6. Do school rules of conduct and appearance set up different standards for boys and girls? Are there different punishments for the same offense?

If the practices in your school are at all similar to other schools throughout

the U.S., the likelihood is a "yes" answer to most, if not all, of these questions. Turning these practices around is what Title IX is all about. But whether it is used as a tool, and how effectively, depends upon the skillful pressure exerted on the school by the community.

### Send for the PEER Kit

This is where a kit titled "Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools" comes in. It will help you develop the knowledge and skills necessary to become an effective change agent in your community. PEER was set up in 1974 by the NOW Legal Defense and Education Fund to monitor all Title IX activities; it will want to know about all Title IX violations you uncover.

An introductory section of the PEER kit offers practical advice to new monitors on how to get organized, how to obtain information from school officials, how to deal with "the runaround" and how to put together a report on your findings. The kit contains separate guides to Title IX coverage in the various areas of school life. Each guide discusses why discrimination in that area is harmful, and gives examples of discriminatory practices, key questions to ask and where to look for answers.

A final section tells what to do once you've gathered the information: How to plan a strategy for action, work with school officials to get changes made and, if necessary, file a Title IX complaint with HEW.

### A Suggestion for Librarians

One way to stimulate community awareness of Title IX is to mount a library display of resources and suggested actions that parents, students and others might take to bring local schools into compliance with the law. Pages from PEER's "Cracking the Glass Slipper" and "A Student Guide to Title IX" can make excellent text and graphic displays (see resource list). While not focussed on Title IX, an excellent aid for use by librarians in examining and counteracting sexism in library materials is "Promoting Educational Equity Through School Libraries." This packet of six booklets is \$6.50 from Education Development Center, 55 Chapel St., Newton, Mass. 02160.

When you start reviewing your school, you have every reason to be comfortable in your role. You are not a busybody; you are a citizen seeking compliance with a Federal law which was passed by both houses of Congress and signed by the president of the United States. You are a taxpayer who has a right to expect that your tax dollars will not be used to discriminate against children because they are girls or boys. You may be a parent of a child in the school system.

You have a right to know if your school district or school is carrying out its responsibilities under the law. You have a right to insist that it be done.

From "Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools"



A valuable resource for mobilizing students is "A Student Guide to Title IX" (see below). Stressing *all* students' rights to a non-sexist education, the 48-page booklet pinpoints ways in which schooling is a sexist activity and provides checklists and suggestions so that students can take responsibility for eliminating sexism in their schools.

CIBC has received reports from California that tell of projects in which senior high school students have participated in Title IX training during the summer and have returned to their schools to take advocacy roles in implementing sex equity programs. A report on these projects will appear in the next issue of the *Bulletin*.

A complete list of resources appears below.

## Resources

1. PEER (Project on Equal Education Rights), a Washington, D.C., based project of NOW, watchdogs Title IX enforcement and produces materials to help citizens press for compliance with the law. Order "Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools"; it is the best tool available. Send \$3.50 to PEER, 1029 Vermont Ave., N.W., Washington, D.C. 20005. PEER also offers training on use of its kit and has produced other useful materials.

2. State Department of Education. Each state has a department concerned with sex equity and Title IX and another concerned with sex equity in vocational training. Since states do not have uniform titles for these departments, call or write to the Public Information Officer to find out what assistance or materials your state offers. There is wide disparity from state to state between the commitment of personnel, materials offered and support offered by state laws. (A few state laws are stronger than the Federal Title IX law.)

3. Sex Desegregation Assistance Centers exist in all ten Federal Education Regions in the nation. Your district's Title IX coordinator or your state Department of Education should be able to direct you to it. Officially, these Centers are set up to assist school administrators but may assist students and community people if the administrators so wish. (Administrators may find it awkward to refuse.)

4. The Resource Center on Sex Roles in Education, Suite 918, 1156

Fifteenth St. N.W., Washington, D.C. 20005. Ask for a publication list and about Title IX training booklets. "A Student Guide to Title IX" is particularly valuable.

5. The Southeastern Public Education Program of the American Friends Service Committee has an excellent report titled *Almost as Fairly* about Title IX in six southern states. Send \$3.50 to the SPEP, 52 Fairlie Street N.W., Atlanta, Ga. 30303.

6. The Feminist Press, Box 334, Old Westbury, N.Y. 11568. Ask for a free catalog.

7. Women on Words and Images, P.O. Box 2163, Princeton, N.J. 08540. Ask for a free catalog.

8. Women's Educational Equality Communications Network, Far West Labs, 1855 Folsom St., San Francisco, Cal. 94103. Write for their newsletter and for information.

9. Woman's Educational Equity Act Dissemination Center, c/o EDC, 55 Chapel St., Newton, Mass. 02160. Ask for information about new curriculum materials to end sex bias.

10. National Institute of Education, U.S. Department of HEW, Washington, D.C. 20208. Write to the Education and Work Group for single free copies of *Sex Discrimination in the Selection of School District Administrators: What Can Be Done, Issues of Sex Bias and Sex Fairness in Career Interest Measurement and Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories*.

11. TABS, a publication of classroom aids for ending sexism in school, is a quarterly costing \$8.50 per year. 744 Carroll St., Brooklyn, N.Y. 11215.

## Additional Resources

ACLU Women's Rights Project, 22 E. 40 St., New York, N.Y. 10016; back-up litigation assistance, clearinghouse of women's rights cases.

*In the Running*, newsletter published by Sprint, a national clearinghouse of information on sex equity in sports, Suite 822, 805 15 St. N.W., Washington, D.C. 20005.

Lawyer's Committee on Civil Rights Enforcement of Title IX in Vocational Education, Suite 520, 744 51 St. N.W., Washington, D.C.

National Coalition for Women and Girls in Education, 1818 R. St. N.W., Washington, D.C. 20009.

National Council of Administrative Women in Education, 1815 Ft. Meyer

## Boys Benefit Too!

It comes as a delightful shock to many Americans that boys too can be Title IX's beneficiaries, particularly in athletics. Now that physical education classes have begun to be integrated, many schools are shifting their emphasis to "lifetime" sports—tennis, swimming, track. "Instead of just 11 big kids on a football team," PEER director Holly Knox says, "the majority of the children who are not 'superjocks' are now learning to make physical activity a regular part of their lives." Title IX can be credited with much of the change in attitude.

Until a few years ago separate scoring sheets—pink for girls, blue for boys—were widely used in vocational-interest tests, "so that the answers could be interpreted differently," says PEER director Holly Knox. This is now against the law. Yet, in an enlightened junior high school in Ann Arbor, students were given a series of interest and aptitude tests. Two students comparing notes realized they had responded with virtually identical answers. Both were informed they had a marked aptitude for and strong interest in medicine. The boy was advised to become a doctor, the girl a nurse. "Same answers, but sex-based interpretations," PEER associate director Clelia Steele says.

From *Carnegie Quarterly*, Summer, 1978

Dr. N., Arlington, Va. 22209.

*What Every Teacher Should Know About Student Rights*, National Education Association, 1201 16 St. N.W., Washington, D.C. 20036.

Women's Educational Equity Communications Network, 1855 Folsom St., San Francisco, Cal. 94103; write for free newsletter.

Women's Equity Action League (WEAL), Suite 200, 733 15 St. N.W., Washington, D.C. 20005.

**Photo credits:** the illustrations on pages 3, 4, 8 and 9 are by Elsa Bailey and appeared in "A Student Guide to Title IX" (see resource list, left); the illustrations on pages 10 and 15 are by Dom Almquist and appeared in the *Carnegie Quarterly*, Summer, 1978.



*A small Task Force uses non-threatening tactics to make a big difference*

## Model Program in Virginia, Part I:

# A Southern Happening

By Bonnie Becker

Although Congress legislates and the federal bureaucracy issues regulations, it often takes a group of concerned citizens to ensure compliance with certain progressive social legislation. An example of this is the groundbreaking work of the Education Task Force of the Northern Virginia chapter of the National Organization for Women (NOW) to make the Fairfax County, Virginia, public schools aware of the incompatibility of sex bias and discrimination with the high quality education for which that school system—the twelfth largest in the country—was known.

“To make something happen about sex discrimination in the public schools, we had to educate both the system and the public. I think there were about four of us involved in the Task Force at the time.”

The disparity between the size of the task and the small number of people who set out to tackle it in mid-1973 is cited by Cornelia Suhler, the leader of the NOW Task Force, not to impress but rather as just one dimension of the project. The group’s success is measured by the fact that, a year *before* instructions came from HEW about how to eliminate sex discrimination from public education, Fairfax County Public Schools (FCPS) had already been evaluated for sex bias, had appointed a person to ensure that it did not continue and had begun remedial action in both program and employment.

Because HEW has done little so far to monitor and enforce the law and its own regulations, community action must ultimately be the real force which causes other school systems to

comply with both the spirit and the letter of the legislation. The approach used by Fairfax County depended on stressing the connection between equality and quality in education, doing lots of “homework” on how the system operates, avoiding confrontation and relying upon a traditional Southern trait, “civility.” Other groups may well find a similar *modus operandi* useful as they check on progress in their own local school systems.

### A Question of Compliance

After passage of the law, the significant question became: How well would schools comply with it?

“It was D-Day,” Suhler recalls of her first visit in June 1973 with Superintendent S. John Davis. She had come to see what the school system her four daughters attended was doing to eliminate sex bias and discrimination. “Although Superintendent Davis was aware of the law, I had the impression (which he later confirmed) that he really didn’t at that time understand that sex stereotyping inhibits kids from reaching their full potential,” Suhler notes. “He commented that he didn’t want his daughters to take shop.”

Suhler’s answer to the superintendent then eventually developed into the theme she would repeat many, many times in the future: “We are talking about choices for both boys and girls. We suggested that his daughters ought to at least have the opportunity to decide if they would like to take shop.”

Until this meeting, the superintendent’s

concept of sex discrimination was that it pertained mainly to employment. He would soon come to know that as far as students were concerned, it meant inequitable treatment of the girls’ athletic teams, sex stereotyping in guidance and bias in history books and elementary readers.

The NOW Education Task Force set about to make the school system and the community more aware of these broader aspects of sex bias in education. At the same time, they began to educate themselves about the large and complex FCPS organization with its 11,000 employees and 136,000 students. They attended every school board meeting, reviewed textbooks, collected complaints and studied the quarter of a billion dollar budget. Most of the situations in which students were being treated differently because of their sex required not necessarily more money, but basically an increase in awareness of how sexism has served to cut off opportunities.

The Task Force produced an informal slide-tape show to graphically illustrate what it meant by sexist conditions in the schools. Many of the slides were of sexist pictures and passages in books used in the Fairfax schools. This slide show became a hit, and the superintendent agreed to show it to the 400 administrative and supervisory staff members. This led to presentations at some school faculty meetings. The school board asked for its own viewing. Gradually, the school decision-makers began to learn what sex bias in education was all about.

Although she spoke as a member of the “community,” Suhler knew that



parents and other citizens also needed their awareness raised concerning the damage done by sex discrimination and stereotyping in the education of their children. The slide show was advertised to PTA's and other groups concerned with quality education. Whenever an opportunity arose for citizens to address the school board, the Education Task Force spoke to the aspect of sex bias in the topic under discussion, be it a policy of student rights and responsibilities, the design of new school buildings or a proposed curriculum guide. "The school board members got the message after only a few times," says Suhler, "but making public statements to the board became a way of reaching the people of Fairfax."

Education of the public was essential because the FCPS leadership was becoming willing to lead if it were assured that there would be a following. "I have learned a lot from the superintendent," says Suhler about community activism and effecting social change. "He once warned me that if leaders get too far ahead of their followers, they find they are not leading, but being chased." Thus the Task Force members undertook a heavy schedule of slide show presentations to any community group willing to hear about the effects of sex bias and discrimination on the education of local children.

### The Button Technique

Although she has been regarded by some as preaching a "radical" doctrine which could destroy civilized life, Cornelia Stanton Pickens Suhler was brought up in the "Southern belle" tradition of behavior and decorum. She knows how to pour tea, when to wear white gloves and the appropriate attire for all occasions. But at her first school board meeting she wore a small red button with the message, "Warning: Schools Teach Sexism." It provoked so much attention amidst the grey flannel suits and double-knit dresses that she had much opportunity to explain her cause to citizens and school administrators. Thus the "button technique" was born. Every week her well tailored lapel beamed a different version of that basic theme. Eventually people began to look to see what topic was "on" this time. Now she never appears in public without one of her famous buttons.

But the time came to take off the white gloves. As a strategy to bring increased pressure on school authorities by attracting media attention, the Education Task Force filed a Title IX complaint with HEW in December, 1973. "As a complaint, it was totally worthless," Suhler now admits, "but to educate the public further, it was very good. Its purpose was to get attention to the problem."

The community did begin to pay attention to all these stories of sex discrimination in their schools. The Fairfax County Commission on Women (a research and advisory group established by the county board of supervisors) became interested in the issue. The Commission's concerns had been strictly limited to employment practices on the county level, but it now undertook a study of the problems which had been receiving publicity: unfair employment practices, discrimination in the athletic program, sex bias in books, stereotyping in guidance and an unconcern for all such matters in the human relations department.

### Report Issued

The Commission's report—*Quality and Equality: A Study of Sex Bias and Discrimination in the Fairfax County Public Schools*—was presented to the school board in April of 1974. It contained 89 recommendations for improvement, including a proposal that there should be at least one person with responsibility to see that the other 88 were acted upon.

In comparison to the year of actions, activities and agitation by the Education Task Force, the formal recommendations from the officially authorized Commission on Women were regarded as logical and reasonable, if not unreservedly welcome. The school board created a position within the human relations department which included coordinating action on the Commission's recommendations as part of its job description. An Advisory Committee on Sex Bias composed of both citizens and FCPS staff members was established to review progress and identify other sex bias problems in the future.

"We got all this done a year before the Title IX regulations were published by HEW," Suhler points out with pride. "In many ways, the regulations confused things." For example, the Task Force had already done

a great deal of work on the subject of sex bias and stereotyping in textbooks, but Title IX carried a clear statement that "nothing in this regulation shall be interpreted as requiring or prohibiting or abridging in any way the use of particular textbooks or curricular materials." How the Task Force handled this particular "confusion" is detailed in the following article.

### Task Force Continues

The Education Task Force continues to be interested in sex bias in FCPS, but because the system has responded so well, their present function is similar to that of a proud parent applauding the accomplishments of a well taught offspring. In other communities, however, citizen responsibility might just be beginning.

"What happened here was a Southern happening," says Suhler of the success of the Task Force efforts to bring about social change. "Civility is the name of the game. When you want to change the established order, you must present it in a non-threatening way and show that it is constructive and not destructive. If something is good for boys, then why not good for girls too?"

Although not reluctant to play political "hardball" when necessary (she was a leader in the successful drive to unseat a Virginia legislator who had long kept the Equal Rights Amendment from being voted upon in the state legislature), Suhler says, "Civility is what keeps us talking, even when we disagree. We can disagree and still be polite." Modern ears are unaccustomed to hearing such words in discussions about effecting social change. But it may well be that citizens, relying upon these and other virtues such as doing one's homework and perseverance, may in fact ultimately be the real force which brings compliance with the spirit and letter of Title IX and other progressive social legislation. □

### About the Author

BONNIE BECKER, Title IX coordinator for the Fairfax County (Va.) Public Schools, is consultant on Title IX to the Virginia State Department of Education. A community activist, she has also chaired the Fairfax County Commission for Women.



*"Doing Nothing about Sex Stereotyping . . . Promotes It" is the theme of an ambitious turnaround project in Fairfax County, Virginia*

## Model Program in Virginia, Part II:

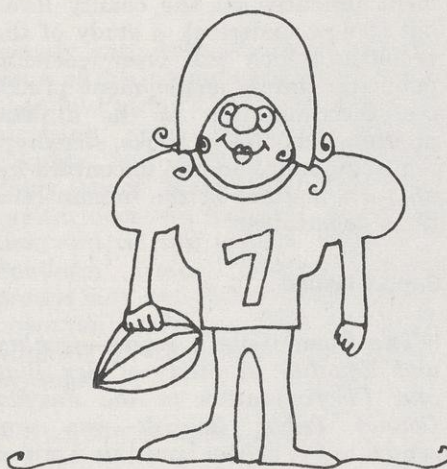
# Beyond Title IX—Confronting Sex Stereotyping

By Bonnie Becker

Title IX is a civil rights law applied to education. Because of this, there is a limit to changes that can be made based on bringing schools into compliance with the letter of the law. But there is no limitation on improvements that can be undertaken to support its *spirit*. In fact, many of the rights to equal opportunity regardless of sex will be unexercised unless such sympathetic changes are made voluntarily at the same time.

Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. . . ." The accompanying regulations, published in 1975, provide guidelines for application of the law in certain aspects of school life: rules affecting the treatment of students; standards for admission into, or graduation from, specialized schools, training programs or particular courses; equal opportunity in athletics and employment, etc.

The prohibitions against sex discrimination in the Title IX regulations, however, do *not* cover textbooks and other instructional materials, curriculum content or teacher training. Section 86.42 unequivocally states that "nothing in this regulation shall be interpreted as requiring or prohibiting or abridging in any way the use of particular textbooks or curricular materials." Much of the early work concerning sexism in education—research studies, protest actions, etc.—had been based on analyses of textbooks. But pressure from publish-



ers using the pretence of First Amendment concerns led to this specific exclusion of instructional materials from the purview of Title IX. Curriculum and teacher training are not mentioned at all. Thus, a school can be in complete technical compliance

with the law but still ignore women in U.S. history or have teachers whose professional training includes nothing to help them cope with the effects of sex stereotyping in their own classrooms or education in general.

What good is Title IX if it excludes books, curriculum and the teaching process? What can concerned parents, enlightened teachers, activist citizens and public spirited groups do to ensure that local schools do not thwart the purpose of Title IX by complying with the law on paper while continuing to disadvantage students and employees because of their sex?

One approach is to use Title IX as a rationale for undertaking actions which will affect the excluded areas even though no such actions are specifically required. But persons using this strategy must understand the law so thoroughly that they know when to talk very pointedly about "compliance" and when to stress those supportive measures necessary to make compliance meaningful to students.

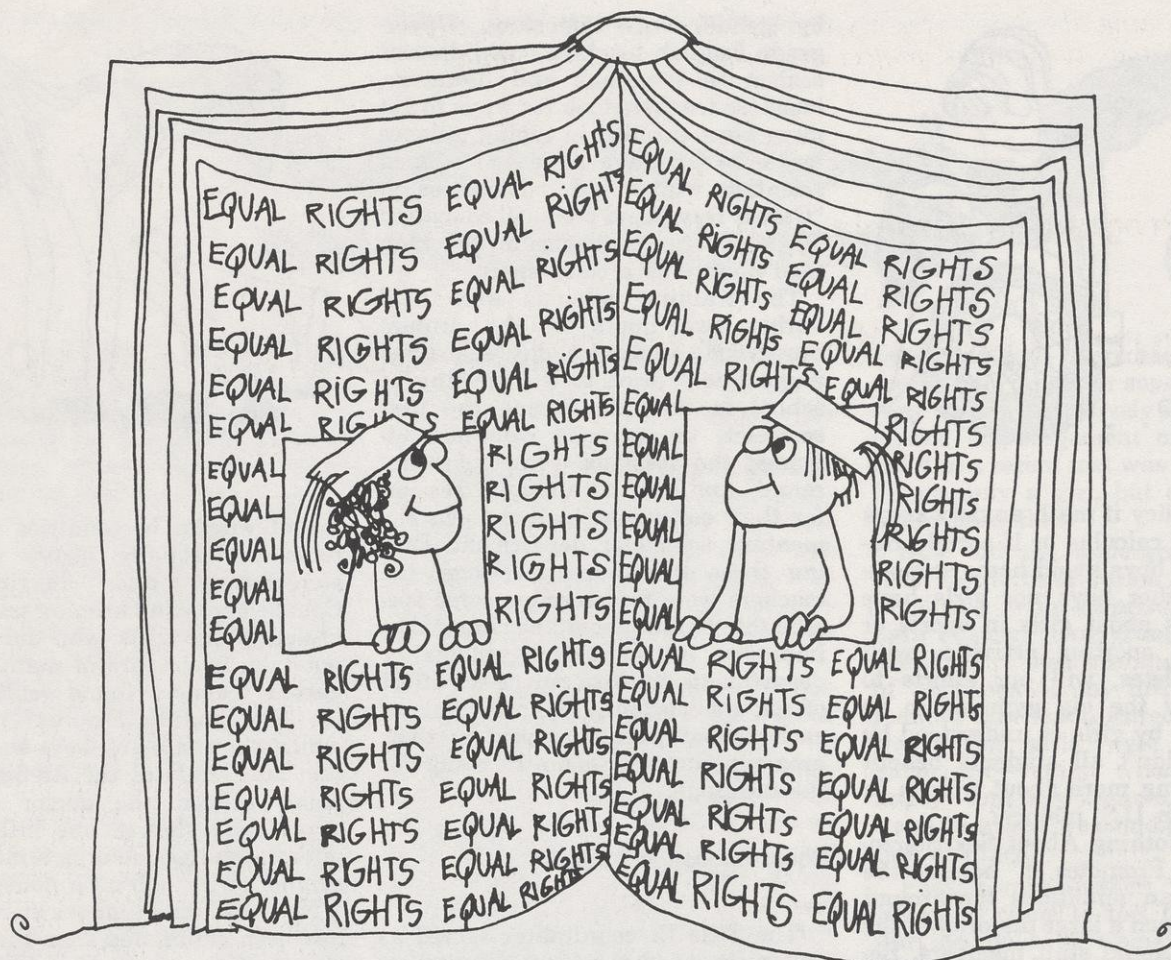
For example, the regulations are very explicit about prohibiting the use of sex discriminatory counseling materials such as tests or interest inventories. These can be fairly easily identified and thus their use discontinued in the name of compliance. However, the regulations also make a more general statement that schools "shall not discriminate against any person on the basis of sex in the counseling or guidance of students." This statement is much more open to interpretation.

Does the statement mean just absence of patently discriminatory practices? Does it mean offering exactly

—TODAY'S SPECIAL  
DESSERT IS  
HOME MADE  
PERSONFINGERS.







YOU HAVE A RIGHT TO NONSEXIST EDUCATION.

the same counseling services and advice to boys and girls? Does it mean offering special counseling to either or both so that they can overcome the effects of sex stereotyping which may interfere with their perception of opportunities that are now, by law, open to them?

The basic strategy of groups wishing to use Title IX to produce change in those excluded areas must be to focus as much attention as possible on sex stereotyping and bias and not be satisfied by compliance with merely what is required in the regulations. While the civil rights protected through Title IX are unquestionably important as the framework necessary for building equal educational opportunity, that framework will remain only a gaunt skeleton until fleshed out by improvements in the areas of books, curriculum and the teaching process.

Many school systems have had

faculty meetings and in-service training devoted to explaining what actions had to be undertaken "because of Title IX." Unfortunately, because the regs do not cover the items of greatest interest to most teachers—textbooks and curriculum content—such Title IX time usually degenerates into protracted debate about the technical difficulties of instituting co-ed physical education or tirades against a "big brother" government which has nothing more important to do than write regulations dictating how a teacher lines children up for recess. All too frequently, teachers at such meetings end up either irritated at Title IX or under the impression that it applies only to the physical education instruction and to counseling. Thus, avoidance of the very pervasive problem of sex stereotyping and bias becomes all too easy.

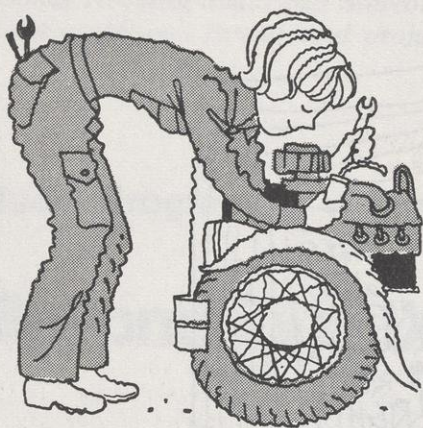
Faced with such a probability, the Fairfax County public schools tried

an approach that would serve compliance purposes but focused primarily on those factors in each subject area or grade level which perpetuated unnecessary distinctions based on sex. The goal was not to make all teachers experts on the Title IX regs but rather have everyone become aware of how sex stereotyping interfered with his or her instructional program.

The approach was based on the premise that people would rather be associated with something successful rather than something that fails. The appeal used this logic: As long as Title IX requires us to open all courses to both boys and girls, provide equal services to students regardless of sex, and generally ensure equal educational opportunities, let's make sure that the cultural factors of sex stereotyping don't vitiate our compliance efforts.

Will we get credit for an open en-





rollment policy if math anxiety keeps girls out of calculus or if social pressure makes boys avoid home economics? If neither boys nor girls have read stories about girls in sports or experienced sporting activities with female athletes, will our efforts to share fairly the big gymnasium be appreciated by girls or understood by boys? Wouldn't all students benefit from learning more about women in textbooks on U.S. history?

"Doing Nothing About Sex Stereotyping . . . Promotes It" became the theme for an ambitious turnaround project to reach a large majority of the 7,000 educational staff members. Because sex stereotyping is so pervasive and often regarded as "normal," the project was designed to help all teachers see that, unless they were actively involved in trying to improve equality in the school, they were contributing to the continued existence of inequality.

#### Training Sessions Given

The principal of each of the 130 elementary schools was asked to select two faculty members who would attend one of eight elementary-level training sessions which would focus specifically on how sex stereotyping affects education in the early years. The 18 intermediate schools and 22 high schools were asked to send one person from each major department to the one training session given for each subject area. These training sessions would deal exclusively with sex stereotyping as it is an issue in particular disciplines. Thus, elementary teachers could discuss why only boys usually got on the audio-visual squad and why lining kids up by birthdays or geography rather than

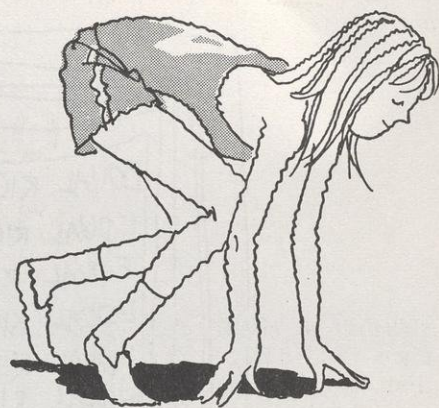
by gender was important. Upper-grade English teachers could discuss sexism in language and literature, business teachers look for ways to get more boys enrolled in typing, science teachers exchange names of women scientists who would visit classes on "Career Day," and physical education teachers share strategies for teaching field hockey as a co-ed sport.

The training sessions were held during two hours of the annual countywide in-service day scheduled immediately prior to the opening of school in the fall. During the first semester, the persons who had attended the sessions were to "turnaround" and conduct a similar session for their colleagues in their own elementary school or department. During these local level meetings, the teachers were to determine some specific things that should be changed or improved in their own schools or departments so as to reduce the effect of sex stereotyping. The principals of each school were to report to their area superintendents on the results of the meetings.

#### Equal Education Stressed

The Title IX coordinator served as organizer of the project, contacting leaders for the training sessions and preparing specialized packets of readings and exercises specially selected for their appropriateness to elementary or the various upper-grade subject area teachers. Even though Title IX was clearly stated as the reason why the project was undertaken, the goal of the law, equal educational opportunity, rather than the specifics of the regulations, became the real issue discussed. With the training materials geared to arousing teacher interest, the discussion and projects in almost every training session and turnaround meeting naturally focused on books, curriculum and teaching methods—the very topics that would otherwise have been ignored.

Elementary teachers decided to search their libraries for books such as *Electricity for Everyone* to use in place of the more prevalent kinds titled *Electricity for Boys*. Business teachers became aware that the recorded dictations, which all had male voices, failed to prepare students to expect women as bosses. Foreign language teachers began looking for information about the improving sta-



tus of women in countries with cultures traditionally heavy with sex stereotyping and discrimination. Counselors began keeping track of the high-aptitude girls who did and did not take four years of math. Kindergarten teachers found replacements for "Community Helpers" materials which showed many boys wearing all the "fun" hats of the firefighter, the police officer, the doctor and the mayor and showed one little girl in pink haircurlers holding a mop as the symbol of her job as a housewife.

No one claims that sex stereotyping has been eliminated from the Fairfax County classrooms. It is likely, however, that almost all teachers now know more about its effects on their particular grade or subject area than before. It is also likely that any outright sex discriminatory policy or practice would not remain unnoticed for long. Some aspects of Title IX compliance have become self-policing.

Political scientists and sociologists like to debate which should come first: laws to change behavior or attitudes to support the laws. With Title IX, the issue is moot because the law is already here. The next step is to use it creatively to develop the attitudes needed to make the law meaningful in all aspects of public education, particularly books, curriculum and teacher training which were excluded from the law in the first place. □

#### About the Author

BONNIE BECKER, Title IX coordinator for the Fairfax County (Va.) Public Schools, is consultant on Title IX to the Virginia State Department of Education. A community activist, she has also chaired the Fairfax County Commission for Women.



## Out of the Ivory Tower and into the Community

Pella, a small prosperous Iowa town, nestles in gently rolling country that stretches as far as the eye can see. Founded by the Dutch, Pella is an agricultural center celebrated for the tulip festival held there every spring.

Pella is also the home of Central College and Dr. Barbara Fassler. A women's studies advocate, she is head of the College's humanities division and associate professor of English. Central is a private, four-year liberal arts institution with an enrollment of 1,200, specializing in cross-cultural studies. It has far-flung extensions in Yucatan, Madrid, Vienna, Paris, and Wales.

Last winter 16 undergraduates in Fassler's course on "Women and Men in America" turned their collective attention to a purely local subject: sex bias in Pella's elementary and secondary public schools. For three months, in a project that won them course credit, students scrutinized textbooks and interviewed 32 teachers (men and women) and administrators (all of them men) on their professional practices and attitudes.

The following May the Fassler recruits published *Achieving Sex Equality*, their report on Pella's school system. A model of its kind, the pamphlet is 38 pages long, replete with tables, appendices, and "tools of analysis."

It all began in January, a month of blizzards and subzero weather, when Clelia Steele, associate director of the Project on Equal Education Rights [PEER], spent two weeks in the state meeting with citizens of 10 communities, including Pella. Her mission was to "train trainers," who would return to their home towns and set up committees to probe schools for violations of Title IX.

On Pella's committee was Professor Fassler. "We wanted to find out what kinds of images and options were presented to our children from kindergarten through the 12th grade," she explains.

In carrying out the survey the students followed the PEER guide, "Cracking the Glass Slipper" [see resource list, page 5]. . . .

During a cram session with Fassler, the volunteers (nine of them male) learned how to conduct an interview; they developed questionnaires, outlined techniques for examining textbooks on role stereotyping, and consumed an additional three hours with background reading.

"The school system was a bit nervous," Fassler says. "Understandably. But we were very up-front with them in our negotiations—and they with us. We reached an agreement. They would cooperate with us and we would always let them know what was happening as we went along. Textbooks and personnel lists were made available to us. The administration wrote letters to the staff, asking them to cooperate."

The investigators' conclusions after poring over 31 textbooks representing all subjects: "The textbooks are not reflecting current reality, let alone stretching the children's imaginations as to what options will be open to them as adults."

Approximately two-thirds of the texts mentioned twice as many job possibilities for men as for women. Women, when depicted as part of the work force, were almost invariably secretaries, teachers, clerks, or waitresses. In a 1970 math book, the men purchased fire insurance, shares of stock, home insurance; the sole woman bought a rug.

"By implication," Fassler says, "the texts assume that women's primary role will be homemaking and caring for their own children, although 90 percent of all women will be employed outside the home at some time in their lives."

The group was asked to note which sex takes what role in the texts. Who takes the initiative? Who is courageous? Who comes up with the right answers to dilemmas? Who does the

rescuing? Who overcomes fear? "We found," the professor says, "that these were almost exclusively male." In the classic disparagement of her sex, a child in a recent text was made to say, "I am only a girl, but even I know better than that."

How did the undergraduate team react to the information it compiled?

"Mostly with surprise," says Barbara Fassler. "One young man wrote, 'I know I've been reading these kinds of textbooks all my life, but I never realized how much stereotyping there was.' The girls were more than surprised—really dumbfounded, angry—and they began to think about ways in which we could get the situation changed."

Fassler says further: "The men in my class came to feel that men are hurt as much as women by general stereotypes. Don't forget, they had seen virtually no textbook pictures of men as homemakers. Men don't see that as an option for themselves, and it is a beautiful and fulfilling option that ought to be open to men as well as women."

Now that the study is over, the Pella school system is helping to distribute the report. "There were times when tempers were a little short," Fassler laughs, "but we came through."

She is optimistic about the long-term impact of the group's findings. "What we did was take the report to the school district's multicultural, nonsexist advisory committee, and they will continue monitoring the schools."

But can that coordinating body really be relied on to carry out its duties with vigor and persistence? "Oh, yes," Fassler replies coolly. "I'm on it—and so are two other women from our original monitoring committee." □

Reprinted from *Carnegie Quarterly*, Summer, 1978



## **"Women May Run the Classrooms, But Men Run the Show"**

**Prepared by the Staff of PEER (Project on Equal Education Rights)**

School programs in the U.S. come from a tradition that assumed men would be breadwinners and women would stay home to raise a family and that schooling should prepare each of them for the different lives they would lead.

Separate courses were set up to teach boys and girls different skills. Boys learned to handle machinery and tools, girls to keep house. Boys were urged to continue their education, learn technical subjects, develop lifetime careers. If circumstances required girls to work, they might take short-term courses leading to a limited number of occupations long associated with women—bookkeeping, cosmetology, stenography and typing.

Generally we have not expected a girl's lifelong security to depend on her own career efforts and achievements but, rather, on the efforts and achievements of the man she marries. For our daughters the dream has not been "the American dream" of personal achievement, but the dream of Cinderella and her prince.

So, what's wrong with that?

What's wrong with expecting a girl to grow up to be happily married, taking care of happy, healthy children and depending on her husband for her financial needs?

What's wrong is that although the beginning of the fairy tale is grounded in reality—most girls do grow up to marry and have children—a fairy tale ending is now dangerously unreliable as a life plan for girls. We now know that the odds are very high that, no matter from what economic station, no matter from what group, no matter from what section of the country, a girl-grown-to-womanhood is likely to be divorced, likely to be in a dead-end, low-paying job, and likely to be poor in her old age.

Statistics tell us that:

- 57 per cent of all U.S. women

between the ages of eighteen and sixty-four are in the workforce.

- Even if she marries, a woman can expect to work outside the home for 25 years; if she is single, she can expect to work 45 years.

- In 1975, there were almost half as many divorces as there were marriages, and only one out of five divorced mothers receive any child support payments.

- The paycheck of a woman working full-time, year-round in 1977 was only 58 per cent the size of a man's.

- For minority women, the disparity is even greater. In 1974, the average salary for a full-time, year-round white male worker was \$12,343, but for a Black female worker similarly employed it was \$6,611.

These are not mere impersonal statistics. These are probabilities for the future of our children and students that must be considered as we help them prepare for adult life. But, for the most part, our schools continue to leave female students unprepared for the world in which they will have to survive.

In high school, where many young people acquire their first vocational training, girls have been routinely steered into courses leading to low-paying jobs, or jobs with no opportunity for advancement. In fact, in 1975, 42 per cent of the 4.6 million girls registered in "vocational" education programs across the country were enrolled in what are labeled "non-gainful" homemaker courses, which develop no marketable skills. Even in classes specifically designed to equip people for paid work, the vast majority of high school girls are enrolled in classes that prepare them for a narrow range of jobs in which women, and low salaries, predominate.

Schooling is also leaving college-bound girls ill-educated for the modern world. Because school counselors

often discourage girls from taking any but rudimentary math and science courses, many young women discover too late that they are effectively excluded from a wide variety of high-paying careers which depend on a solid grounding in these subjects.

Standard aptitude tests used by guidance counselors to advise young people on career choices have also perpetuated out-dated views of women's adult lives.

Until it was revised in 1974, the manual that counselors used to interpret scores on one of the most popular tests<sup>1</sup> said: "Many young women do not appear to have strong vocational interests, and they may score high only in certain 'premarital' occupations: elementary school teacher, office worker, stenographer-secretary."

Influenced by such assertions, guidance counselors often advise girls to pursue familiar, conventional career choices, even though income potential and opportunities for advancement in those careers are low. Girls are urged away from novel, adventurous choices, or high-income careers like medicine with long training requirements.

One kind of discrimination against girls in schools does not show up in the curriculum at all, but it has generated as much controversy as all the others put together: sports.

After-school athletics programs are fun. But public institutions of education support them because they encourage kids to keep physically fit, and because they foster the growth of qualities important throughout life. Fair play, self-discipline, fighting hard to win, developing the confidence to recover after an error, being a team player rather than a prima donna—these are all qualities to be learned on the playing field.

These experiences are every bit as important to girls as they are to boys, but in every state, girls have been



drastically shortchanged on the playing field. The disparity in support for boys' and girls' athletic programs is perhaps the single most visible piece of discrimination in U.S. education. In 1971, boys' participation in high school sports was 12 times greater than girls'.

It isn't that the girls like it that way. Under the impetus of the women's movement and Title IX, girls' participation in varsity high school athletic programs shot up 460 per cent between 1971 and 1976.

The progress is encouraging, but disparities continue to exist. Nationally, high schools are still offering boys more than twice as many chances to play team sports as girls get. Not one state yet offers as many varsity teams for girls as for boys. And in many schools, the differences between boys' and girls' sports programs are still dramatic.

Department of Labor estimates for 1976 indicated that two and a half million women earned their living in education. Women outnumber men in the classroom by roughly two to one, but the higher up the education ladder you look, the faster women disappear. Figures from the most recent National Education Association survey<sup>2</sup> showed that women were serving as principals in only 13.5 per cent of all the nation's schools. They headed fewer than 3 per cent of the junior highs in the country and only 1.4 per cent of the senior highs. Women superintendents were rarer than whooping cranes, amounting to one-tenth of one per cent of the total.

Access to positions of authority and higher pay is not the only area of school life in which women meet unequal treatment. Discrimination is common in such matters as salary scales, unequal pay supplements, and health and pension benefits.

Aside from the harm done to individuals, the exclusion of women from administrative positions also has a long-term, unwholesome effect on the school system. Every day, in schools all over the country, students are witness to a power structure that reinforces all of the old stereotypes in their textbooks—women may run the classrooms, but men run the show. □

*Florida grade schoolers learn to challenge sex stereotypes in novel program*

## Children Learn, Then Teach Adults

*The minute you walk in the door, you can tell there's something going on at Nova Eisenhower Elementary School. A large water-color "androgyny tree" is the first thing you see. Then you meet a woman dentist, a female baseball player, a policewoman, and a male secretary in the student-created gallery of mannequins in the hall. Kids have painted a "househusband" on the wall.*

So began *Peer Perspective's* report (September, 1978) on an innovative Title IX project in the Nova Research and Development Center, a mini-district of four schools within Florida's Broward County school system. The project was undertaken at the beginning of last year's school term, in partnership with the University of Miami Desegregation Center in Coral Gables.

Our curiosity piqued by the concept of an "androgyny tree," we asked Rita Bornstein, the project's director, what additional activities had been undertaken at the Nova schools that might spark ideas or serve as models for other schools. Below is a summary of these activities.—The Editors.

- Early in the school year a "Sex Equity Afternoon" was conducted during which every teacher devoted class time to issues related to Title IX. Every morning of the school year during opening exercises, the students presented original sex equity songs and poems. One little girl wrote:

Isn't it nice that  
Now girls can try,  
Now boys can cry.

- Teachers and students created a filmstrip to explain Title IX. Some students wrote a script about the unfairness of sex discrimination; their performance was videotaped and shown to the other students. One student taped interviews she conducted with students and teachers on their views about traditional and changing roles of women and men.

- An extensive survey of books and

software in the media center was conducted. Non-sexist materials were tagged with a blue label and identified in the card catalog.

- Children created puppets, drew pictures, wrote poems and stories depicting sex equity in family, social, school and work settings. They made collages and drew pictures of people in non-traditional roles and jobs. Posters and murals depicting sex equality were created by teams of children and located around the school. A hall gallery of female and male figures in non-traditional roles was created along with audio tapes describing opportunities that exist for both sexes. Bulletin boards displayed related words, concepts, pictures, and ideas.

- A kindergarten teacher put a "typically" male or female item in a paper bag: doll, apron, hard hat, baseball. The children passed the bag around from one to the other in a circle while music was played. When the music stopped, the child holding the bag took out an item and told what he or she could do with it. Thus, a boy could be feeding the baby doll, a girl could be a baseball player.

- One third grade teacher asked her children to examine coloring books provided by the public relations division of the local police department. The children recognized that the police officers were portrayed in stereotyped ways: one female officer was assisting a small child with a skinned knee, another was a radio dispatcher; only the males were "chasing robbers." All the children in that class wrote letters to the police department suggesting different illustrations for the book and including some of their own.

- Students also analyzed their textbooks for stereotypes, "rewrote" and "re-illustrated" them. They wrote letters to the publishers with their suggestions. Others produced a sex equity newspaper. The guidance counselor produced materials and activities on "guidance for androgyny." □

<sup>1</sup>The Strong Vocational Interest Blank 1966 manual, still in use.

<sup>2</sup>National Education Association, Research Division, Report 1973-R5 (Washington, D.C., 1973).



# A Guide to Exploring Title IX with Students

By Beryle Banfield and the CIBC Staff

While Title IX is an attempt to eliminate sexism in the schools, it is the CIBC's position that one grievous flaw in the regulation is the exemption of instructional materials from its provisions. There is a growing realization among educators that sex bias in materials exerts a major role in the development, reinforcement and perpetuation of sexist attitudes and sex-role stereotypes. The CIBC believes that any program designed to eliminate sex bias in education is severely weakened unless the question of sexism in instructional materials is addressed.

Title IX is riddled with other loopholes and exceptions. The classroom activities suggested on these pages deal only with the letter of the law and not the larger issue of sexism in education. The CIBC is, therefore, preparing a lesson plan for a future *Bulletin* that will focus on identifying and combating sexism in education.

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This guide draws on the information provided in "A Student Guide to Title IX" (see resource list, page 5).

## OBJECTIVES

1. Provide students with information concerning key provisions of Title IX.
2. Develop skills in analyzing school practices and policies in terms of compliance with the law.
3. Provide information concerning methods of obtaining compliance.
4. Increase students' understanding of ways in which Title IX operates to provide better education for both boys and girls.

**AGE LEVEL:** Grades 7-12

## TIME NEEDED

Three class periods spread over a two-week time span. (Two weeks are needed for students to conduct their research activities.)

## TEACHER PREPARATION

Read the articles in this issue of the *Bulletin*. Note the resources listed on page 5. Duplicate Student Informa-

tion Sheet for class distribution.

**N.B.** It is important to find out if the school is receiving money from federal programs so that Title IX will apply.

## PROCEDURE

- *Distribute copies* of the Student Information Sheet to the class.
  - *Have students read* Part I: "Ignorance of the Law Is No Excuse."
  - *Discuss* passage with students; ask such questions as:
    - A. In what ways did the former principal of Bowline High School treat boys and girls differently?
    - B. In what ways did the new principal treat boys and girls differently? (Stated hair length for boys, none for girls.)
    - C. Why did Mr. Rusk tell his son the principal was breaking the law? What law was he referring to?
    - D. What did Mr. Rusk mean by saying "Ignorance of the law is no excuse"?
    - E. Why did he feel that it was important that both the principal and students know about this law?
  - *Refer* to the Student Information Sheet, Part II, "Your Right to a Non-Sexist Education."
  - *Discuss briefly the benefits* of non-sexist education—the purpose of Title IX (freedom from sex-role stereotyping in courses and careers, greater opportunity to enjoy different types of educational offerings, greater opportunities to plan for non-traditional careers).
  - *Discuss the obvious results of sexism* in education (more males in administrative positions, fewer males in elementary teaching positions, greater emphasis on male participation in sports, tracking of girls and boys into sex stereotyped courses, etc.).
  - *Review each provision of Title IX* with students (Student Information Sheet, Part III).
- After students have discussed the provisions of the law thoroughly, refer once more to Mr. Rusk's statement

that students should know the law and see that it is obeyed. *Ask students* what steps they can take to see that the law is obeyed in their schools. (Anticipated response: Check to see which policies are being obeyed and which are not.)

- *Organize class* into 5 investigative teams. Ask each group to study the questions on the Student Information Sheet under their heading: A. Rules and Customs; B. Athletics; C. Physical Education; D. Vocational Education; and E. Students and the Law (Part IV: Research Questions).

*Discuss* ways of gathering information with students.

- A. From materials (course descriptions, school policy statements, student handbooks, yearbooks, local newspapers and game schedules).

- B. Observation (number of girls, of boys in class; types of classes, types of activities).

- C. Interviews (counselors, vocational education teachers, coaches, principal, Title IX coordinator, deans of discipline and other administrators).

*Review techniques of interviewing* with students (need for making appointments, stating purpose of interview, obtaining permission for note taking or recording).

*Discuss* with each group the importance of its assignment.

*Allow students* two weeks to obtain information.

- *Have students report* and discuss findings.

- *Refer* to Student Information Sheet, Part V, "What Are Your Responsibilities?"

*Plan with students for follow-up action* (meetings with teachers, principal, parent association, etc.).

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In the preparation of the accompanying suggested classroom activities, we wish to express particular thanks to Jeanne T. Block and Ronnie Marantz, members of the community-based Action for Title IX Committee of Westhampton Beach, N.Y.



# Student Information Sheet

## Part I: "Ignorance of the Law Is No Excuse"

A new principal has just come to Bowline High School. The previous principal had been very strict and had required that all of the boys wear their hair close cropped. They were also required to give up their seats on the school bus to women teachers. Boys who were caught smoking were immediately suspended; girls were given a warning notice.

The new principal set a new policy for school dress. Boys could now wear their hair shoulder length (no longer) provided it was neat. Girls could wear their hair any length provided it was neat. All of the other rules concerning boys' and girls' behavior remained the same. The boys were quite excited over the change in dress code and felt that at last they were being treated fairly. However, Mr. Rusk, the father of one of the students, told his son: "You are not being treated fairly. As a matter of fact, your principal, though he may not know it, is breaking the law. Ignorance of the law is no excuse. The principal and all of you students should know this law and see that it is obeyed. It is one of the ways students and the principal can work together for good education."

## Part II: "Your Right to a Non-Sexist Education"

*What the law is:* Title IX is a law that was passed in 1972. Under this law no school that receives federal money can practice discrimination on the basis of sex. This gives everyone—boys and girls—the right to a non-sexist education.

*What the law says:* As of July 21, 1976, your school system should have taken the following actions:

1. Set a policy which states that the school system does not discriminate

on the basis of sex. A statement of this policy should have been published in the local newspapers. All materials sent out by the school system must contain this statement.

2. Appointed a Title IX coordinator who would make sure that all schools within the system obey Title IX. The law requires that all students be given this person's name and phone number.

3. Set up a grievance procedure so that anyone (students, parents and employees) can file a complaint with the Title IX coordinator and get a response.

4. Require that each school examine itself very carefully to make sure that there is no discrimination on the basis of sex. If such discrimination is found the school must correct it.

## Part III: "How Title IX Protects Your Rights"

1. No student may be required to

take a course because of his or her sex.

2. No student may be prevented from taking a course because of his or her sex.

3. Different assignments may not be given to males and females.

4. Different materials may not be given to females and males.

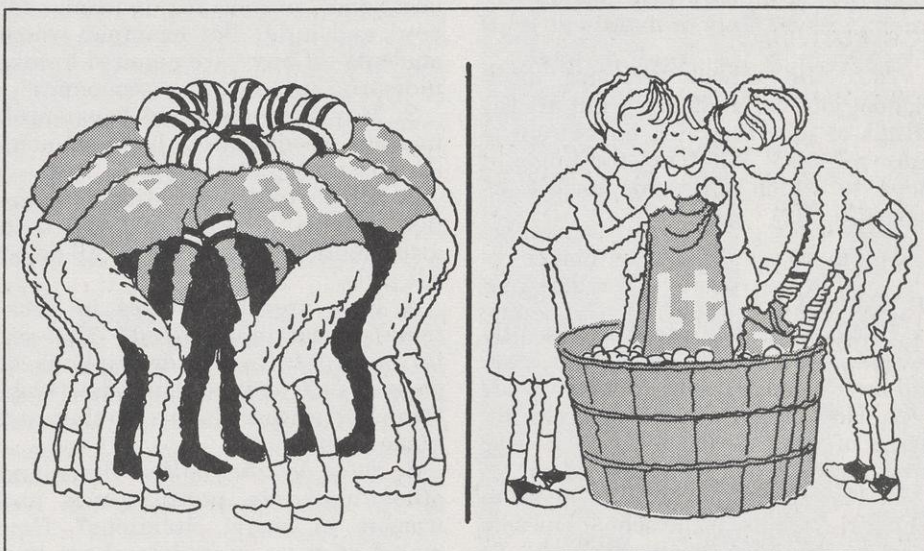
5. All classes must be coeducational with the following exceptions: (a) certain sex education courses; (b) vocal music classes where students are grouped by vocal range; (c) portions of physical education classes which are grouped by ability or which involve body contact activities.

6. All prizes and honors must be awarded without discrimination on the basis of sex.

7. Rules and regulations governing student behavior must be the same for males and females.

8. Punishments for breaking rules must be the same for females and males.

9. Rules and regulations for stu-



*In one junior high school in the west, Title IX monitors discovered that washing the boys' football uniforms was part of the girls' home ec course.*



dent dress and appearance must be the same for males and females.

10. Financial assistance must be granted to females and males without discrimination on the basis of sex.

11. Non-athletic scholarships must be awarded on the basis of qualifications without discrimination on the basis of sex.

12. Male and female students must be treated equally in hiring, work assignments, salary and promotion. The school may not refer students to any employer who discriminates on the basis of sex.

## Part IV: Research Questions

### A. RULES AND CUSTOMS

1. Are there any school rules that apply only to boys? Only to girls? If so, what is the reason? (Check bus, cafeteria, recess rules.)

2. Are there different hair and dress codes for boys and girls? If so, why?

3. Are boys and girls punished equally when they break a rule?

4. Are there special awards given only to boys? Only to girls? If so, why?

5. Are there certain school jobs or duties which are assigned only to girls? Only to boys? If so, why?

6. Are there certain extra-curricular activities or clubs which take only or mainly boys? Only or mainly girls? If so, why?

7. If the school arranges after-school jobs for students, what are the kinds of jobs to which boys are usually referred? What are the kinds of jobs to which girls are usually referred?

### B. ATHLETICS

1. What athletic teams presently exist in the school? Which of these are all-boy teams? All-girl teams? Co-ed?

2. How are students selected for each of these teams? Do both boys and girls try out for these teams?

3. How much publicity is given to the girls' teams in the school newspaper, and in the school yearbook? To the boys' teams?

4. If rallies including cheering

squads and bands provide support for the boys' teams, do they also provide support for the girls' teams? If not, why not?

5. What kinds of awards and trophies are given to the boys' teams? To the girls' teams?

6. What type of transportation is provided for the boys' teams? For the girls' teams?

### C. PHYSICAL EDUCATION

1. Are the school's physical education requirements the same for boys and girls?

2. What kinds of physical education activities are offered in the school?

3. Are physical education courses coeducational? If not, which ones are not? Is there a specific reason for this?

4. Is there ability grouping in any of the physical education activities? Has this kind of grouping made it easier for more students to participate in physical education activities? If so, how? If not, why not?

5. Are the rules for grouping by ability stated so that they are clear to everyone?

### D. VOCATIONAL EDUCATION

1. Does the school have different vocational course requirements for boys and girls? For example, which students—if any—are required to take industrial arts or home economics?

2. May both girls and boys enroll in shop, woodworking, home economics and typing classes?

3. Which of the vocational education classes have more boys than girls? More girls than boys? All boys? All girls?

4. How are the courses in vocational education described? What sex is referred to in the descriptions of courses such as typing, woodworking, computer science, home nursing and home economics?

5. How do the books, films and other materials portray men and women in work situations? How many of these materials show men and women in sex-stereotyped roles? How many portray men and women

in non-traditional roles?

6. How many men and women speakers were at the last Career Day? What occupations did they represent? How many girls and how many boys attended the Career Day activities?

### E. STUDENTS AND THE LAW

1. Does the school system have a Title IX coordinator? What other jobs does the coordinator have?

2. Has the school system published a statement saying that it does not discriminate on the basis of sex? When and where was this published?

3. Has the school ever carried out a self-evaluation as required by Title IX?

4. Does the school system have a Title IX grievance procedure? How does it operate?

5. Have any complaints ever been filed under the grievance procedure? If so, how many? What happened?

## Part V: "What Are Your Responsibilities?"

Steps to take if you find that sex discrimination exists in your school:

1. Bring the matter to the attention of the teacher or counselor. If you are unsuccessful, contact your district Title IX coordinator. If you still get no result, enlist the support of parents and other students.

2. File a sex discrimination complaint using the school's grievance procedure and also file a complaint with the Director, Office for Civil Rights, Department of Health, Education, and Welfare, 330 Independence Ave. S.W., Washington, D.C. 20201.

The following information should be included: (a) name and address of the person filing the complaint; (b) persons or groups whom you believe have been discriminated against; (c) name and address of persons discriminated against if there are three or less; (d) name and address of the school and the district officer; and (e) the approximate date that discriminatory action occurred. Also include any additional information you think necessary for an understanding of your case.



In the BOOKSHELF, a regular *Bulletin* department, all books that relate to minority themes are evaluated by members of the minority group depicted.—Editors.

## Who Are the Handicapped?

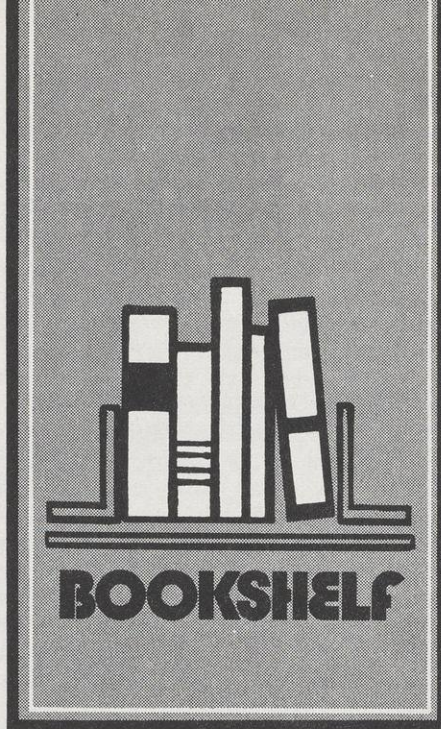
by James S. Haskins.  
Doubleday, 1978,  
\$5.95, 93 pages, grades 7-up

Yet another commercial pot-boiler from a pen that churns out a seemingly endless supply of books on "relevant" topics.

Haskins devotes his energies to reiterating Establishment Medicine's versions of causes, therapies, cures and mental problems connected with the major debilitating diseases, birth defects and injuries, not one of which bears repeating. If intended as a textbook for young people, the book's shallow, ignorant tone is guaranteed to stifle anyone's interest in the subject. If intended for general reading, it fails because it is written in dry textbook style, dwelling on the trite and obvious. Enthusiasm for the subject is displaced by a slick-brochure mentality, hardly commendable when trying to reach any age group with this type of information.

Reflecting the insensitivity of the general contents, the 24 photos (of famous people who are disabled and of activities for the disabled) include no women aside from Helen Keller and Kate Adams (archery champion) and almost no girls in the sports activities. There are no photos of Blacks, except for a few boys involved in sports. The picture that wins first prize for insensitivity is captioned "Scouting is for everyone"—while showing a lily-white bunch of little boys, most of whom do not appear to be disabled.

But the lowest blow of all is the subtle way Haskins puts hearing-impaired, paraplegic Governor George Wallace on a pedestal. Although Wallace is well known for his racist and neo-fascist ideas and actions, Haskins gives him both a photograph and mention in the text as an example to the world of what a disabled person



can accomplish. One of Wallace's "accomplishments" has been to help keep Alabama one of the most impoverished states in the nation, as well as one of the worst in terms of its treatment of all minorities, including the disabled minority.

The author concludes by asserting that the solution for all the problems faced by disabled people is "understanding the limitation in order to overcome it. . . ." Even a casual look at history reveals that any improvements in the lot of disabled people in the U.S. have really only come about in the aftermath of huge political, social and economic upheavals in society. Haskins likewise promulgates the myth that "the enemy" is the various myths and preconceived notions about "handicaps," which implies that the disabled person's own worst enemy is actually him- or herself.

Furthermore, every fact of life puts the lie to the author's contention that most disabled people in this country can live "normal" lives—when even so-called normal people cannot live normal lives in the face of high unemployment, inflation, racism, sexism and the general deprivation that is the lot of the "normal" majority.

This book may provide some information to the very uninformed, but its philosophy and overall attitude do a disservice to young readers. We can

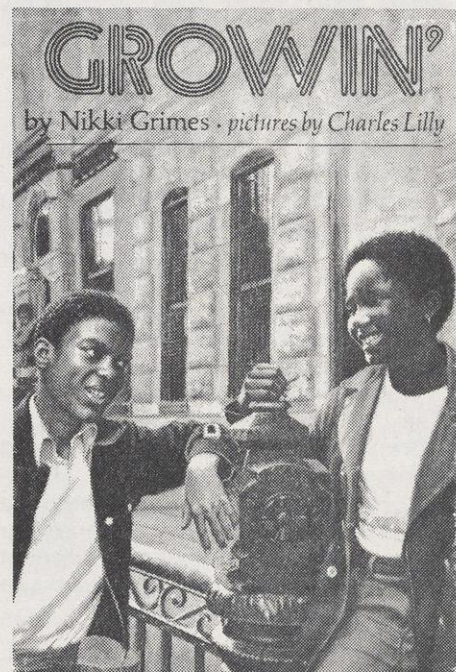
answer the author's "Who are the handicapped?" with our own question: "What handicapist profits from this drivel?" [Betsy Gimbel]

## Growin'

by Nikki Grimes,  
illustrated by Charles Lilly.  
Dial, 1978,  
\$6.95, 107 pages, grades 4-6

The hero of *Growin'* is Pump Jackson, a strong but sensitive fifth grader with a passion for writing poetry. The story centers on her warm and mutually supportive friendship with Jim Jim, who is known as the class bully. This friendship, begun when Pump demonstrates that she has no physical fear of Jim Jim, in spite of his reputation, deepens on the basis of their artistic interests—Jim Jim's passion for drawing equals that of Pump's for poetry.

The book also explores the lack of communication between Pump and her mother due to Pump's belief that her mother completely rejects her interest in poetry. This problem is resolved when Pump accidentally discovers that her mother, too, had once been fond of writing poetry.





The author has provided several poignant scenes that involve family relationships—the love and understanding between Pump and her father, her desolation at his death, and her eventual reconciliation with her mother. Grimes also explores the closeness that can develop among the residents of a city block and the support they provide for each other in times of need.

This book promises several hours of exciting and pleasurable reading for elementary school youngsters. The black-and-white illustrations by Charles Lilly are excellent. [Beryle Banfield]

## Gentlehands

by M.E. Kerr.

Harper & Row, 1978,  
\$6.95, 183 pages, grades 11-up

Buddy Boyle meets Skye Pennington and it's love at first sight. Another typical teen-age romance? Not exactly. Buddy is a year-round resident in the summer resort of Seaville, the

poor-but-sensitive son of a local policeman. Summer resident Skye Pennington is the precocious daughter of a super-wealthy oil industrialist, given to tooling about town in her Jensen and wearing color-coordinated outfits with the Pennington monogram.

To impress Skye, Buddy takes her to meet his grandfather, a very rich man who has been alienated from the family for many years but conveniently lives just down the road and expresses hardly a raised eyebrow when Buddy and date appear on his doorstep. Grandfather—cultured, urbane and lover of opera, fine wine and animals—befriends Buddy and teaches him some polish even as he admonishes him that there are other, more important things in life.

The idyllic and unreal romance and the tutoring in sophistication are zapped when the investigations of Nick De Lucca—a newspaper reporter whose niece was killed in a Nazi concentration camp—reveal that Buddy's grandfather is none other than "Gentlehands," a Nazi officer who tormented concentration camp inmates with recordings of "O dolci mani" ("O gentle hands") from Tosca.

Events move rapidly to a conclusion that focuses on Buddy's dilemmas. Should he believe the stories about his grandfather's past? Should he give police information about his grandfather's possible whereabouts after he "escapes"? etc. etc. etc. Buddy does "tell" on his grandfather (a no doubt traumatic decision that we learn about in what amounts to an aside) and then ends the summer by breaking up with Skye.

But what does it all mean? It's hard to tell in this slick little tale in which the Holocaust and Nazi exterminators become cheap devices to move the plot forward. Whatever the author's intention, I was infuriated by this book, which seems to give equal weight to the questions of morality raised by the Holocaust and to an unrealistic teen-age romance. It's also hard to tell what the author intends with her anti-Semitic jokes and anti-gay remarks and her stereotypic portrayal of Nick De Lucca who—to further complicate the plot—is apparently gay. The book's glorification of conspicuous consumption and of a very spoiled and bratty young woman were the

last straws! The author's "amusing" and witty style and her trendy subject matter no doubt are responsible for her popularity with young readers; it's a great pity that her writings are so devoid of a moral heart. [Ruth Charnes]

## Jasper and the Hero Business

by Betty Horvath,

illustrated by Don Bolognese.

Avon/Camelot, 1978,

\$1.25, unpagged, grades 2-3

This attractively illustrated little paperback is part of the "Snuggle and Read" series and is obviously designed to stimulate and maintain interest in reading. The story deals with Jasper's efforts to become a hero and earn a place on his own hero bulletin board. In the process, Jasper learns from his mother that his own father is a hero because of his care and devotion to the family. Jasper then recognizes that, by the same token, his mother is also a hero. How Jasper finally achieves his own spot on his hero board makes for a surprising climax.

The story is skillfully told in a manner that will hold the attention of young readers. The illustrations provide the only clue that Jasper and his family are Black. [Beryle Banfield]

## Aboriginal History Available

Many readers have expressed interest in ordering *The Aboriginal Children's History of Australia*, which was recommended in "We Looked in the Library, But . . .," Vol. 9, No. 2. The publisher has informed us that it does not have a U.S. distributor but that it will supply books for A\$8.95 per copy plus freight charges (approximately A\$2.). Discounts are available on bulk orders. For further information, write M.F. Page, Publishing Manager, Rigby Ltd., 30 North Terrace, Kent Town, Adelaide, South Australia 5067.

We have also been advised by Janice Yee of the Santa Clara County (Cal.) Library that the book is sold by Island Heritage Books, 324 Kamani St., Honolulu, Hawaii 96813 for \$12.95. There is a 20 per cent discount to libraries for one-four copies, a 43 per cent discount for five or more copies. Our thanks to Ms. Yee for this information.

Interested in reviewing books for the BOOKSHELF department? If so, the *Bulletin* is looking for you! In order to expand this department, the *Bulletin* is seeking reviewers who share its concerns and who are qualified to review books on Third World, feminist, disability, etc. themes. Interested readers are asked to send us a letter about themselves and/or a resume plus samples of their writing (published or not). Please be sure to specify your area of interest and "qualifications" for reviewing in that area. (There is, by the way, a small payment made for reviews!)



## Coalition on Communications Issues

The last *Bulletin* reported on the proposed rewriting of the now outdated Communications Act of 1934 (see Vol. 9, No. 7, page 22), and stressed the need for anti-racist input on the new legislation. A group called the Telecommunications Consumer Coalition has recently been formed to serve as an information clearinghouse on the new Act and other communications issues. Already 75 national, state and local groups and individuals have joined the coalition. "Media Monitor" readers are urged to get in touch with the coalition at 289 Park Avenue South, Suite 10001, New York, N.Y. 10010.



## "Tiny Tim" Fights Handicapism

The following original skit was performed by Disabled in Action of Metropolitan New York as part of a holiday radio program on WBAI ("DIA Speaks" is broadcast every fourth Thursday from 5-6 p.m.). Author Sam Anderson is pleased to grant other disability rights groups permission to use the script.

Opens with ghostly music—(If possible, Ghost uses echo chamber)

**GHOST:** Ebenezer Scrooge . . . Ebenezer Scrooge . . . Wake up, Ebenezer Scrooge. . .

**SCROOGE:** Eh? Wha. . .? Who's there?

**GHOST:** I am the ghost of Christmas Followup. It was just ten years ago tonight that Tiny Tim Cratchit became your first client. After ten years, it is now time to review his case to evaluate how completely he has been rehabilitated.

**SCROOGE:** Oh, yes, Tiny Tim. It's true, I send a tree, gifts, and a holiday goose to the Cratchit family every year. I wonder, how *is* the little fellow, Tiny Tim!

**GHOST:** Follow me, and you shall see that things are not what they once were between Tim and his father, Bob Cratchit. *(Fade to ghostly music, then fade to:)*

**Tiny Tim:** . . . and so father, I'm almost grown now, and I am ready to go out and find a job.

**Bob Cratchit:** That is truly admirable of you, Tiny Tim. I agree that you have learned all that your mother

and I can teach you here at home. You have done very well, and we all admire your determination.

**T.T.:** So, if I go out to work, I can help with the family expenses.

**B.C.:** We have always had trouble getting by, Tim, but jobs are very scarce nowadays, especially for young people, and most especially for young people with *afflictions*. But don't worry, Tim. Mr. Scrooge has organized the Society for the Prevention of Cruelty to Cripples, which will guarantee you a holiday goose each year for life and no one is allowed to beat a cripple found begging outside the door.

**T.T.:** Well, father, in the future, things are going to be different. I haven't told you, but I have joined the We Claudius Society. We Claudians have formed a group that is devoted to the study of history so as to reveal the true sources of political power and influence. In my work with the Claudians I have discovered, father, that I am a good scholar. There is no reason why I should not look forward to an academic career . . . perhaps even a more successful one than slaving away as a clerk for Mr. Scrooge. Beside, Father, you should begin to think about what will happen when you retire.

**B.C.:** Ahh, I have given that some thought, Tim. It's very comforting to know that Mr. Scrooge has organized the Society for the Prevention of Cruelty to the Senile which guarantees a holiday goose to each old person every year, and no one is allowed

to beat an aged man found begging outside the door. Anyway, Tim, my older children are sound in body and will look after me in my old age.

**T.T.:** But father, you have always been sound in body, yet our family has always had trouble getting by.

**B.C.:** How true! We must be so grateful to Mr. Scrooge who has helped us out in time of need.

**T.T.:** Yes, he gives us our holiday goose!

**B.C.:** . . . for these *past ten years*.

**T.T.:** But if he had been paying you a decent wage for your labors instead you would have been able to provide *all* our needs for us yourself, *every* day of the year!

*(ghostly music returns . . .)*

**GHOST:** What say you to this skit performed by Disabled in Action of Metropolitan New York, Mr. Scrooge?

**SCROOGE:** Bah! Humbug!

## Great White Father Strikes Again

The Great White Father has surfaced again! He's been resurrected as the basketball coach for a Black high school team in a new CBS hour-long TV series Monday nights at 8. It's called *The White Shadow*. Not only does our hero mold a winning team out of a bunch of razor-toting ghetto losers, but he offers the poor kids more faith and help than do their own parents or their Black high school administrators.

Why not assign watching this program as a homework assignment, to be followed by a class discussion on paternalistic racism. And how about letters to CBS and the sponsor to tell them what you and your students think about this savior of Black youth?

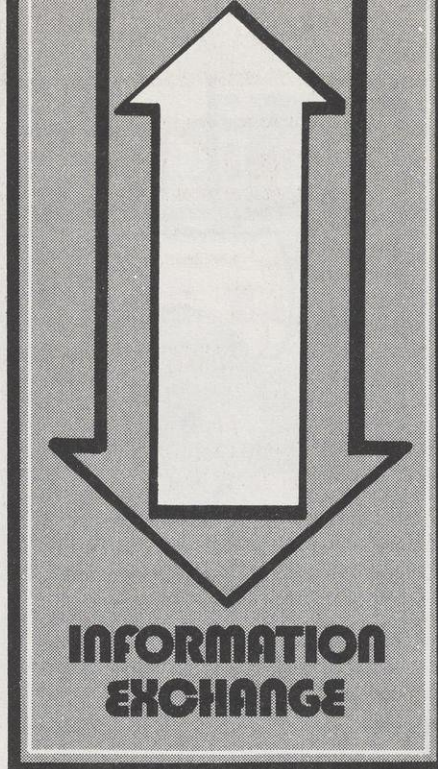
## Film about Sexism

**Anything You Want to Be**, black and white, \$115 (plus \$3 handling); New Day Film Library, P.O. Box 315, Franklin Lakes, N.J. 07417.

This 1971 film by Diane Brandon would be a good discussion starter on sexism for high school students. While not openly didactic, the film's impressionistic images depict the mixed messages that society gives young girls, telling them that they can "be anything they want to be," while at the same time denying that in practice.



*Teaching Human Dignity: Social Change Lessons for Every Teacher* is a must for every teacher who cares about all children, about **social justice** and about lively classrooms. It's a must for every school library and for every parent who wants to find ways of pressuring schools to come alive. It's a must for every professor of education who wants to help make education a tool for liberation. Tried and tested lesson plans, approaches, experiences, philosophy are presented by educators of all subjects, at all levels. It's both a practical tool and an inspirational sourcebook. Compiled by Miriam Wolf-Wasserman and Linda Hutchinson, the 332-page book is available for \$7.95 paper and \$14.95 hardcover plus \$1 per book for postage, etc., from Education Exploration Center, P.O. Box 7339, Powderhorn Station, Minneapolis, Minn. 55407.



*The Women's Yellow Pages: New England Edition* is an impressive **feminist** sourcebook with a wealth of informative articles, resource lists, "how-to" information, etc. on such topics as employment, education, health, law, the women's movement, etc. (We understand that editions have been published or are planned for New York and West Virginia, but we have not seen them.) The large-format 372-page paperback is available from The Public Works, RFD 3, Box 186, Putney, Vt. 05346 for \$7.95 plus \$.50 postage and handling.

A colorful tri-lingual (Chinese, English and Spanish) school-year calendar features **Chinese, Puerto Rican** and New York City public school holidays. Each 14 x 10 inch calendar page has space for daily annotations and is accompanied by a separate page of art and information relating to the dances and songs of various countries. Since the calendars expire in August, 1979, they are available for the reduced price of \$1. after Jan. 1 from A.R.T.S. (Arts Resources for Teachers and Students), 32 Market St., New York, N.Y. 10002.

The second edition of the *Directory of the Black Caucus of the American Library Association* has an updated listing of **Black librarians** throughout the U.S. and elsewhere. Divided

into sections—alphabetical, geographical, home addresses, library address and type of library—the directory is available for \$10. from Richard Griffin, P.O. Box 11, Greenvale, N.Y. 11548 (make checks payable to Black Caucus-ALA).

*Handbook of Black Librarianship*, compiled and edited by E.J. Josey and Ann Allen Shockley, contains essays on pioneers and landmark episodes in **Black librarianship**, vital issues, significant books and periodicals for Black collections, Black book publishers, lists of libraries serving predominately Black communities, etc. The 392-page book is \$17.50 from Libraries Unlimited, Box 263, Littleton, Col. 80160.

*Closer Look* is a newsletter published by the Parents' Campaign for Handicapped Children and Youth. It focuses on education and job opportunities for **disabled** children. In addition to articles on relevant issues it lists resources and provides a question-answering service on educational opportunities, etc. Write the group at Box 1492, Washington, D.C. 20013.

An "ERA Religious Action Packet" issued by NOW contains tested models for individual and group church actions supporting the **ERA**. It

contains sample media articles, "quotable quotes" and handouts ready for duplication and distribution. The packet is available through NOW, P.O. Box 7813, Washington, D.C. 20044 for \$1.50.

*Days to Celebrate* notes birthdays of people active in the cause of peace and **social justice**, special days related to the United Nations, etc. Suggestions for classroom activities are also included. The book is available for \$3 or as part of a kit for International Year of the Child (1979) with UNICEF wall calendar, a book of cooperative games, etc. for \$6. Write Women's International League for Peace and Freedom, 1213 Race St., Philadelphia, Pa. 19107.

The new issue of *Amerasia Journal* focuses on the **education of Asian Americans**. Included in this special issue are an interview with Alice Fong Yu, the first Chinese teacher in the San Francisco school system, and an article on politics and education by Benjamin Tom, the first Chinese American president of the Board of Education. This 160-page issue is \$3. Write Asian American Studies Center, 3232 Campbell Hall, UCLA, Los Angeles, Cal. 90024. (A list of the center's other publications is also available.)

Dr. Nancy L. Arnez of Howard University has recently completed a study on "**Racism and Sexism** in Two Inner City Libraries." One of the important aspects of the study is that it documents conclusively that there is a significant relationship between the race of the author and the racial composition of the stories and the way Blacks are characterized. For further information write Dr. Nancy L. Arnez, School of Education, Howard University, Washington, D.C.

Children's Book & Music Center has just issued a new catalog listing a wide variety of books and other materials in such areas as **multi-cultural** education, **non-sexist** materials, special education, etc. There is also a showroom of materials. Write or visit 5373 W. Pico Blvd., Los Angeles, Cal. 90019.



Dear CIBC:

It is the day before Thanksgiving, a day I usually anticipate with distress, since we do celebrate it as an official school holiday and hold an all-school assembly (3 through 13, plus) today.

This year is different—thanks to the marvellous filmstrip which you prepared, “Unlearning ‘Indian’ Stereotypes” [see Vol. 9, No. 6, pg. 14]. I have used it in the Library this week with differing age groups and it provoked such serious discussion and concern among the children that I can even welcome the holiday as a time to focus in on what has happened to the Native American in the United States. I have always attempted to do this, concentrating on the Indians’ role in the survival of the Pilgrims and the irony of its aftermath. But this year *is* different.

The best part of the filmstrip is that the Indian children of today, right here in New York are telling their own story, giving their own feelings, presenting themselves as a force to be reckoned with in contemporary America. A real sense of immediacy!

Our fourth graders went to the ABC shelf and found *Hilary Knight's ABC*, a double hitter with I is for Indians carrying ice cream. Straight to the “Historical Shelf.”

Many thanks!

Priscilla Bassett

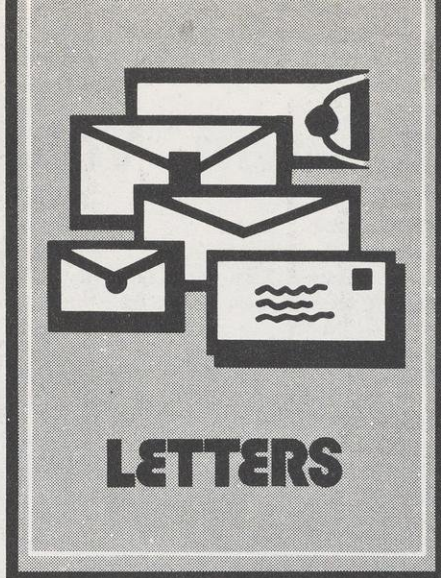
Little Red School House

New York City

We had planned to print additional reports on stereotypes in amusement parks, etc. (see Vol. 9, No. 3 and No. 6) but space considerations prevent us from including the material we have received recently. The letter below was so timely, however, that we did not want to hold it for the future.—The Editors.

Dear CIBC:

Having grown up in the southwest where Thanksgiving was not the important holiday that it is in the east, I had never seen, other than in news photos and television newscasts, the annual Macy's Thanksgiving Day Parade. However, this being our last year in New York City and wanting to provide my seven-year-old with memories of his birthplace, we bundled up early on November 23 and took our place behind the police barricades at 73rd Street and Central Park West.



The first float set the tone for the parade—and also my teeth on edge. There was the turkey float and there were the dignified pilgrims and there were the faithful, helpful Indians waving their tomahawks. My son, who has often heard from us about the consequences of the coming of the Europeans for Native Americans, wants to know how come they are being so friendly with each other and riding together. Shortly behind that float walked a group dressed and painted to represent Native Americans. In plastic fringe costumes and garish splashes of paint all over their faces, they alternately walked and whooped down Central Park West. “How dumb. Native Americans don’t look like that,” says my seven-year-old. He knows. He spends summer vacations with relatives, half of whom are Native Americans. A few more floats, inoffensive except for their tawdriness, and then a singing group goes by—two Black men dressed in black leather and studs, a half-naked man representing a Native American, and others that defy description, screeching out “I’m a Macho Man.” People applaud them as heartily as they have applauded everything else. “This is boring and my toes are frozen. Let’s go,” pleads my son. I agree. So much for memories.

Fabi Romero

New York City

## Letter from Britain

Dear CIBC:

The Minority Rights Group based in London, which has published more than 30 reports on majority/minority situations in all parts of the world, is now expanding its educational activities with a project on ethnocentrism

in U.K. teaching resources. This project, which will run from 1978 to 1980, arises out of earlier work on the minority experience and the portrayal of minorities in textbooks. As the title suggests, it represents a broadening of concern to explore (a) images of multicultural Britain and (b) the images of the Third World found in U.K. teaching materials. In particular the emphasis will be on resources for Geography and Social Studies at the eleven to sixteen age level.

Research on racism and sexism in teaching materials in the U.K. is relatively scattered, although readers of the *Bulletin* will be aware of the work of Dorothy Kuya and Rosemary Stones, and concern comes mostly from teachers and librarians working in multi-ethnic areas. Levels of awareness may thus be high in large cities but correspondingly low elsewhere. Research has also tended to concentrate on children’s books and less on textbooks as such.

At school level subjects such as Geography (which plays a larger part in this country than Social Studies does) still lack any real analysis of ethnocentric bias. The project will thus be the first major analysis of *textbooks* in the U.K. It hopes very much to draw on U.S. experience in this field. It will also be (a) exploring the nature of the ethnocentric curriculum; (b) attempting to review the U.S. experience in this field; (c) looking at the work of UNESCO in relation to bias in books; (d) working with teachers’ groups; (e) producing a series of guidelines and checklists for teachers and publishers in the light of the survey; and (f) attempting to influence the policies of educational publishers.

I would thus be extremely interested to hear from readers of the *Bulletin* of any research in this field, of surveys on racism, sexism and other types of bias, of checklists and guidelines used, and changes that have occurred in teaching materials. U.S. sources are not always easy to obtain in the U.K., so what might be common knowledge to you might be totally unknown as yet to us! Please write to me at the address below since I hope to be in the States early next year and would very much like to meet people.

Dave Hicks

Education Officer

Minority Rights Group

2 Tarn Cottages, Whitemoss

Grasmere, Cumbria LA22 9SF U.K.



# Index to the *Bulletin*, Volume 9, 1978

The index below covers Volume 9 of this *Bulletin*. All issues are still in print and can be ordered from the CIBC. The cost is \$2. each for the regular issues and \$3. each for the double issue (Nos. 4 & 5). Bulk rates for 10 or more copies are \$1.75 each for the single issues, \$2. each for the double issue. (All prices include postage and handling.)

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# An Editor's Point of View: Enough for All

(Continued from page 1)

and knowledgeable people, were not competent writers. Books fulfill their purpose only when they are good books, well-written and honestly reflecting an author's understanding and deep convictions.

Although editors have been willing for some time to publish good books representing all backgrounds, they are now eagerly seeking them. But they are looking for literature, not teaching devices or sociological tracts. When they find what they consider good manuscripts, they publish. But both authors and editors are caught in something of a dilemma so far as audience is concerned. A speaker discussing the problem at a recent meeting said: "There are so few books now available about Negro children that every one receives a kind of scrutiny no book could withstand unscathed. Perhaps only when numbers of such books are available, and such careful scrutiny is no longer possible, will the really unself-conscious books in this area be written."

There is a great deal of truth in this observation. Some books that portray real situations run the risk of perpetuating what is considered a stereotype. Others that present equally real situations may be accused of being too

pleasant or too flattering. If either approach is deliberate, the book deserves to be condemned. But if an author presents an honest description of life as he has seen it, then what he writes deserves to be accepted as such--even if it does not meet the image some readers would like to see.

Although over-careful scrutiny is a problem--and only one of many--in creating books that will give every segment of our population a place in children's literature, the fact is that these books are on the way. Good books come from good authors, old and new. And good authors are sensitive, responsive people. They are aware of the world around them, and they reach out to meet and understand change, often using their writing to broaden and deepen their own grasp of new ideas. These people

are writing the books that everyone knows should exist--and their books will be published. But like all good things, it takes a little time.

The responsibility for all of us who are interested in seeing culturally diverse books reach the children who need and want them is now two-fold. First, we must learn to recognize what is good and what is bad in this area of children's literature. Second, we must encourage all children to read about the things they know and slowly to blend this knowledge with what they do not know. As a result, each child will appreciate his own culture not only for what it is, but for what it can give to others who are different; and those who are different will no longer seem strange or unreal to him, but a source of pleasure and personal growth.

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