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Alaska State Legislature

House of Representatives

Committee on

Health, Education & Social Services

Donald E. Clocksin, Chairman
465-3797
465-3777

Pouch V
State Capitol
Juneau, Alaska 99811

TO: House HESS Members
FROM: Hollie Ploog, Staff Counsel
RE: Proposed Amendments on CSSB 99
DATE: April 2, 1981

1. Sec. 14.18.030
Page 2, line 4: Change "provide" to "stress"
2. Sec. 14.18.040
Page 2, line 9: Change to read: "with the general interests of the members of each sex."
3. Sec. 14.18.050 (b)
Page 2, line 25: Delete the first sentence.
Page 3, line 1: Delete: "in grades seven through twelve..."
Page 3, line 3: Delete: "or the major activity"
4. Sec. 14.18.060 (b)
Page 3, line 12: Add on to (b) and (c), "and school boards shall provide training for all certificated personnel in the identification and recognition of sex biased materials."
5. Sec. 14.08.111 & 14.14.090
Page 4, lines 22 & 26: The beginning of each section should read: "Establish procedures for the review and selection of all textbooks and..."

FISCAL NOTE

I. REQUEST

Bill/Resolution No. House Bill 99
 Title An Act Prohibiting Sex Discrimination
 Requested by House HESS Date 3/24/81

II. FISCAL DETAIL

Agency Affected Department of Education
 Program Category Affected Elementary and Secondary Education
 BRU, Program, or Subprogram(s) Affected Boards and Commissions

(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL		0	0	0	0	0

FUNDING (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
GENERAL FUND						
FEDERAL FUNDS						
OTHER (Specify Fund Source)						
		0	0	0	0	0

POSITIONS

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
FULL TIME						
PART TIME						
TEMPORARY						

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

This bill has no fiscal impact.

IV. DATE 3/24/81 PREPARED BY Steve Hole
 AGENCY Department of Education
 PHONE 465-2800

Original: Legislative Finance
 cc: Budget and Management
 Prime Sponsor (First Legislator Named)



NEA - ALASKA

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Mary Ann Eininger
Deputy Executive Secretary
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March 30, 1981

TO: Chairman Don Clocksin
Members of the House HESS Committee

FROM: NEA-Alaska

RE: House Bill 99

"An Act prohibiting sex discrimination in education in the State and implementing Article I, Section 3 of the Alaska Constitution."

MEMORANDUM OF SUPPORT

NEA-Alaska strongly supports and urges passage of House Bill Number 99.

We respectfully urge that the committee consider the language listed below as a substitute for Section 14.18.030 DISCRIMINATION IN COUNSELING AND GUIDANCE SERVICES PROHIBITED:

"All guidance and counseling services in public education are available to all students equally and shall stress access to all career and vocational opportunities to students without regard to sex."

The language as it presently appears in the bill may place an undue burden on all certificated personnel. As it is presently written it would apply to classroom teachers even though their primary responsibility may not be counseling. We believe the change listed above better directs the intent of the bill.

The focus of HB 99 is on five (5) major areas: curriculum offerings, textbooks and materials, extra-curricular activities, counseling, and employment. To diminish the attention and concern for any one of these areas provides for continuation of discriminatory practices which are not currently being reached or addressed sufficiently through the federal Title IX legislation. There is no justification in using money which belongs to all people in programs which discriminate against some of them.



This bill brings the remedy for problems closer to the local level and shifts the focus from enforcement to the more important concept of affirmative action.

It is a clarification of the 1972 Federal Title IX Act, and as such it clarifies the meaning of questionable items, it makes a commitment to resolve them, and it insures a level of accountability for enforcement and implementation.

If we are to more effectively address the totality of the problem of sex stereotyping in Alaska's schools, and in our communities around the state, it is essential that we pass House Bill 99, now.

This year HB 99 has a significantly broadened base of public support, we urge your favorable action on this bill in its present form.

Respectfully submitted:

Robert Manners
Executive Secretary

RM:jw

File 171571

I am Claire Strand from Petersburg. I have lived in Alaska for 44 years. I have taught in the Petersburg school in 1st, 4th, 5th, 7th grades and special ed for 27 years. I retired last May.

The revised S.B.99 should be passed in its entirety.

Although Title IX has corrected most of the inequities in the field of sports, the gains made need to be protected so they are not lost. There are definitely discriminations in the area of employment in education. The small percentage of female administrators in Alaska proves this.

Girls must be counselled that practically all vocational fields and careers are open to them; that part at least of their adult life will be spent in gainful employment even though they elect to become homemakers; that they must train for challenging, interesting, and lucrative jobs to accord with their abilities.

Course offerings must be open to both boys and girls in all areas, and inequities must be corrected. For instance, in Petersburg boys are required to take home ec so there is no stigma attached, but the girls are not required to take shop. An equal shop course should be required of girls in order to introduce these areas to them without stigma.

The influence of curriculum, textbooks, and instructional materials is insidious, real, and continuous. A new 1st grade reader shows boys riding on bikes, skateboards, and girls dressed prettily sitting on benches watching them. A grammar book in sophomore English has page after page of samples of girls as nurses, secretaries, clerks, housekeepers, and boys as doctors and managers. A vocational education book and workbook published in 1975 is blatant. Here are samples from that workbook. Of only five illustrations with females in them, three show them as sex objects, one as a secretary, one as clerk, one as a mother. Worse yet, the text shows males as superior. One section with 11 anecdotes of employee qualities such as honesty and initiative has 2 of girls who had good qualities, 6 of girls with unfavorable traits, and 3 of boys with unfavorable traits. Another had a page of good qualities in job applicants, and they were all male.

We need to stop teaching that girls are pretty, passive, and servers while boys are bosses, aggressive, and doers. These are the ideas that are involved in much of our increasing rape and violence against women.

It is essential that the enforcement of this stay in the State Board of Education and the Department of Education as stated in the bill.



There were many more pictures of men.

It is normal to be a little nervous the first time you apply for a job.



Work done well helps develop a sense of pride.



We have more leisure time today than ever before and spend billions of dollars seeking happiness through use of that leisure time.



Is this her hobby?



Can-Important! wife or kids?

The person who feels no one cares cannot reach the goal of a happy, satisfied life.

The hobbies you enjoy should be considered when you decide upon a career goal.



Surely more important than work.

To the starving person, food is the most important.

The victim at fault
Influencing Others

George and Karen are placement counselors in an employment agency. George is the supervisor of the counseling section, and he has developed most of the procedures for matching jobs with applicants and making referrals. Karen has shown some resentment toward following the procedures George has outlined. In fact, Karen seldom smiles or shows any interest in George as a person. During the past six months, Karen has not complimented George for his efforts; but she has

argued with George on how placement referrals are made. Karen has been studying methods of placement since she became unhappy with existing procedures nearly a year ago. She has finally developed a method which is, indeed, superior to the one now used. However, when Karen placed a carefully typed proposal for the new procedure on George's desk, he only partly read it and dropped it in his desk drawer. No further discussion on the proposed placement procedure took place.

Karen, (The victim) at fault

Why wasn't Karen's proposal given "fair" consideration?

If you were Karen, what would you have done differently?

Initiative

Maimie, age 17, was a waitress at a Greyhound bus stop restaurant during the summer between her junior and senior years in high school. When the buses were in, all the girls were very busy waiting on customers; but after the buses left, most of the girls sat down to drink a coke, eat, or just relax. Maimie never sat down on duty. She kept busy cutting up lemons for tea or filling napkin holders and salt and pepper shakers. She could always see what needed to be done, and she did it. The restaurant manager noticed her initiative and gave her a \$2 per shift raise.

Willingness to Learn

Mary was a clerk typist in a large employment agency. She had a new typewriter which used carbon ribbons that needed changing every few days. She always asked one of the other girls in the office to change the ribbon for her, which the girls soon began to resent. Mary was unwilling to learn how to change her typewriter ribbon, because she didn't want to get carbon smudges on her hands.

Cooperation

A number of customer complaints were made to the manager of a small department store about the poor service rendered by the sales clerks. Most of the complaints mentioned situations taking place during the hour between noon and 1 p.m. As the experienced sales clerks got their choice of lunch hours, most of them went to lunch between noon and 1 p.m. This left the newer, inexperienced girls to handle the customers during this time.

Customer traffic is particularly heavy during this time, and the manager requested all employees to be on the floor during this hour each day. Lunch hours are to be taken only between 11 a.m. and noon or between 1 p.m. and 2 p.m. Barbara had been taking her lunch hour at noon since she began working in the store six months ago. As she usually had lunch with a friend, Barbara continued leaving at noon. The manager noticed this and warned her that if it occurred again her services would no longer be needed. Barbara, thinking she had "earned" the right to a noon lunch hour, felt the manager was being unfair.

Janet, 19, was a bookkeeper for a local service station. She was recently hired for this job, and Mr. Jones, her employer decided to test her honesty. He placed 35c extra in the cash register to see what she would do about it. Janet decided to keep the 35c for herself because it was "over." She knew that she should record it in the "cash short and over" ledger, but she was dishonest. Her employer fired her. He told her that if she would take a small amount now that she might take a larger amount later.

Lyle Coats is 18. He graduated from high school three weeks ago and worked part-time as a salesperson in a bicycle shop during his senior year. His grades in school were mostly C's. He thinks that he would like to go into sales as a career but wants to attend a two-year college to meet the requirements for the university and then major in business administration. He would like to work at Carswell's for a year and a summer to save money for college. Lyle is 5' 9" tall and weighs 160. He arrived for his appointment five minutes early wearing jeans and an open-collar sport shirt. He has an outgoing personality.

Linda and Lisa are secretaries in a large corporation that manufactures



NEA - ALASKA WOMEN'S CAUCUS

March 21, 1981



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Representative Don Clocksin
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Dear Don,

Having heard you speak at Women for Political Action, observed your campaign, and talked about you with NEA/Alaska, I know that your commitment to education (and to feminism) is deep, for which we are grateful.

Carolyn Doggett suggested that I send you a copy of the letter which I sent to the Senate recently, outlining the Caucus' feelings about SB/HB 99. She has talked with you, I know, about our unhappiness with specific amendments made in Senate Judiciary which weaken the bill, and which we certainly can be eliminated in the House.

hope

Carolyn and NEA/Alaska will be handling specific legislative strategy for us, and I know they will be working closely with you. If we can be of any assistance, please do not hesitate to contact me. I would appreciate being notified of developments as they occur.

I look forward to talking with you, either at the Feminist Fly-In in March, or at the NEA/Alaska Fly-In in April.

Susan Stitham, Chair

nation
(prohib. in
Education)

Sturgulewski. Adds new chapter to AS 14 entitled "Prohibition Against Discrimination Based on Sex in Public Education in Alaska." Purpose states: ". . . No person in Alaska may 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 or state financial assistance." New chapter includes sections which prohibit discrimination in employment, in counseling and guidance services, in recreational and athletic activities, in course offerings, and in textbooks and instructional materials. Requires school boards to review textbooks and instructional materials for evidence of sex bias every three years and advise teachers of instances of sex bias in texts and materials in use. Also directs school districts to offer in-service training programs to "prepare teachers to aid students in the recognition of sex-biased materials." Directs the Board of Education to adopt regulations and the Board of Regents to adopt rules to implement the new chapter.

Directs Commissioner of Educ. to establish guidelines for affirmative action programs to be adopted by all school districts and REAA's, along with a compliance timetable, and to monitor the compliance by school districts and REAA's with the guidelines.

Directs the Board of Education to enforce compliance with provisions of chapter by appropriate order made in accordance with AS 44.62. After a hearing and a finding that a district or REAA is not in compliance and not actively working to come into compliance, the board shall (1) order a mandatory affirmative action program; and (2) institute appropriate proceedings to abate the practices found by the board to be a violation of the chapter. If the above measures are ineffective, the Board shall terminate all or part of state foundation program funds or any other funds disbursed by the Dept. of Education to the district or REAA.

A person aggrieved by a violation of chapter as to primary or secondary education may file a complaint with the Board of Education or with the State Commission for Human Rights and has an independent right of action in Superior Court. A person aggrieved by a violation as to postsecondary education may only file a complaint with the Human Rights Commission or Superior Court. Does not provide for effective date.

Introduced January 19 and referred to Health, Education and Social Services and to Judiciary.

Mental Ill-
ness

SENATE BILL NO. 100, by Senators Parr, Stimson and Fischer. Major revision of Alaska civil commitment statutes. "PURPOSE" states: "The purpose of this major revision of Alaska civil commitment statutes is to more adequately protect the legal rights of persons suffering from mental illness. The legislature has attempted to balance the individual's constitutional right to physical liberty and the state's interest in (1) protecting society from persons who are dangerous to others; and (2) protecting persons who are dangerous to themselves, by providing due process safeguards at all stages of commitment proceedings. In addition, the following principals of modern mental health care have guided this revision: (1) that persons be given every opportunity to accept voluntary treatment before involvement with the judicial



NEA - ALASKA WOMEN'S CAUCUS



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March 17, 1981

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Juneau, Alaska 99811

Dear Senator,

For five years, the women and men of NEA/Alaska, the professional organization which represents 95% of the teachers in this state, have put a top priority on the passage of legislation which would require specific steps to end sex bias in our education system. Such bias is well-documented to be nation-wide; Alaska is neither worse nor better than other states in terms of sex discrimination against students (and teachers), although several other states have already passed so-called "Mini-Title IX" bills. But we in Alaska pride ourselves on our commitment to individualism, to the right of each Alaskan to pursue his/her own capabilities and to build a unique lifestyle, yet our educational system, where our young citizens receive formative experiences in values and biases, consistently reinforces traditional negative stereotypes of feminine and masculine behaviors. Such stereotyping not only cripples individual growth, but denies to Alaskan society the benefits from the fully-realized capabilities of our women as well as our men, and as such, sex discrimination is a waste of our most important natural resource, our people.

SB 99, as originally submitted by Senators Parr, Stimson, Sturgelewski, and Fischer, calls for specific, positive action by school districts to achieve sex equity. We urge its passage.

The bill speaks to five areas of the educational process where the pernicious effects of sex discrimination can best be countered:

Section .020 Discrimination in Employment. Latest figures indicate that of the 53 superintendents in Alaska, 52 are male; the number of female assistant superintendents is extremely small. The number of women in our state who hold principalships, that visible leadership role in school administration, continues to be vastly disproportionate to the number of positions, and to the number of women who teach in those schools. In fact, we are moving backwards; in Fairbanks, for example, the percentage of principals who were women was greater twenty years ago than it is today, despite a few token efforts at the assistant principal level. In Anchorage, the district which has made the most obvious efforts to comply with the letter of the federal Title IX, the internship program has produced an average of one woman vice-principal of the four at each secondary school; not one of the high school principals in either Anchorage or Fairbanks is a woman. In fact, the number of secondary principals state-wide cannot be more than a handful. (In 1979, there were five.)

However, discrimination in employment in education is not only detrimental to the aspirations of the employees themselves and to the districts who arbitrarily deny themselves the benefits of the talents of the women who might fill these administrative positions; these are persuasive arguments in favor of remedying such discrimination, but there is another reason far more compelling to those who care about the full realization of individual Alaskan potential spoken to earlier---the building principal and the district administrator are the closest supervisory role models to students. What is the message when a student sees that an elementary school where 70% of the teachers are women always has a male principal? Or a high school where the only women in supervisory roles are teaching department heads, or perhaps one woman whose job is curriculum or activity co-ordination? The message is, the really important, "tough" jobs with the higher salaries are for men.

Section .030 Discrimination in Counseling and Guidance Services. In this area, the discrimination has been much more subtle, but even more pervasive; few counselors or teachers today would say to a student, "girls can't be doctors," or "boys can't be cooks." But the message about sex-appropriate occupations continues to be clear--from the media, from peers, and from adults, and unless the school does something actively to turn that around, young women will continue to waste their abilities and to prepare themselves for the low-paying, dead end jobs that the majority of them enter after high school.

Statistics consistently reveal that women make 57c for every dollar earned by a man. In 1980, 67% of persons earning less than \$125 per week were women. Contrary to popular myth, this problem is not restricted to an insignificant number of women in our country. Nine out of ten of the young women graduating from high school this spring can anticipate spending 15-25 years in the job market if they are married with children, 30 years if they are married without children, and 40 years if they are single. These are long, long terms to be sentenced to the kind of poorly paid, unchallenging labor for which so many women are prepared, thinking "I'll only work for a year or two, and then I'll get married." If they do marry, the chances are increasingly excellent that they will continue to work to provide for the family. Add to this picture, the increasing likelihood that young women who do marry will be faced with supporting a family alone, due to divorce or death, and we see the urgent necessity for positive, active efforts to encourage young women to realize their talents and abilities and pursue careers that will lead to the opportunity for well-paid, satisfying jobs. More than 90% of single parent families are maintained by a woman; more than 3/4 of the 4.9 million mothers who are divorced, separated, remarried or never married do not receive child support. The cost to society, in terms of dollars for social welfare programs as well as in terms of human waste, demands affirmative action. To continue to do nothing is unconscionable.

Section .040 Discrimination in Recreational and Athletic Activities. This area is the one which has drawn the most fire, yet who can argue with each child's being afforded the opportunity to develop his or her physical abilities to their greatest extent in competition with others? This section, as originally drafted, merely provided that public school facilities, support, and activities will be apportioned equitably, and that students will be free to compete on merit for the opportunity to participate in any activity where separate teams are not provided. This section mandates only equality of opportunity, a basic premise of our society.

Section .050 Discrimination in Course Offerings. This section addresses an area which is easier than the others to observe and record. Much progress has been made here since the passage of the federal law in 1972, and the benefits are obvious. At Lathrop High School in Fairbanks, for example, the class which used to be called "Home Economics" and had a 100% female enrollment is now called "Beginning Foods" and has an enrollment which is over 50% male. More girls (and boys) take "Beginning Auto Mechanics" than were ever willing to take it when it was called "Powder Puff Mechanics."

But the problem of de facto sex discrimination in courses remains, particularly in vocational education. Despite the lack of formal prohibitions based on sex, 90% of vocational courses continue to be essentially single-sex courses. Courses which are overwhelmingly composed of boys are in those areas which lead to high-paying, highly-skilled trades, and those where we find the vast majority of girls are in the clerical and merchandising areas, where the opportunity for advancement is much more severely restricted. This pattern will be altered only by the kind of affirmative, active efforts in vocational counseling called for by Section .030.

Section .060 Discrimination in Textbooks and Instructional Materials. This is the area, unaddressed by the federal legislation, where the most damaging sex discrimination occurs. The messages in textbooks and teaching materials are far broader than their content material alone; from illustrations, examples, language, etc. students learn what (and who) is valued by our society, and for what. Innumerable studies have demonstrated the almost total absence of women (and minorities) as positive role models in most textbooks, and the effect of this discrimination on self-concepts for both boys and girls is incontrovertably documented.

This section of the bill as originally drafted not only requires school board to review new materials for sex bias before purchase, but more importantly, mandates that they provide classroom teachers with instances of sex bias in current curriculum materials and with the training to help students recognize sex bias by using these identified materials. It is obviously impossible to legislate the elimination of prejudice, but it is equally obviously the obligation of the school system to prepare students to recognize such prejudice in others and in the selves. This section of SB 99 would be a big step toward this goal.

Section .090 Enforcement. This section of the bill is crucial. If past experience is any indicator, the mandated threat of withholding funds from school districts found to be out of compliance with this legislation will virtually guarantee that it will be followed; this may seem to be a drastic measure, but as Senator Charlie Parr wrote in the All-Alaskan Weekly (March 6, 1981), "One should point out that there is no justification for using money belonging to all the people to discriminate against half of them." Without this set of teeth in section .090, the bill really becomes a meaningless platitude.

Why is this bill necessary? Why isn't the federal Title IX sufficient? Most of us in Alaska know that Washington, D.C. is far away; the federal system for seeking redress from violations of the law is cumbersome and over-burdened. The law and the regulations are subject to daily assault in the courts. According to Marshall Lind, Commissioner of Education, in 1979 25% of Alaskan school districts

hadn't complied with even the first basic step of the 1972 Title IX legislation. I'm confident that the situation is not much, if any, better in that regard today.

Those who oppose the bill ask supporters for specific statistics to indicate the need; nothing indicates the need more clearly than the fact that it is impossible to produce those specifics since those responsible for our school systems have not seen the problem as significant enough to record. We must rely on word of mouth and personal experiences.

SB 99, as originally submitted, has been amended in the Judiciary Committee, primarily at the urging of the Alaska Association of School Boards, who, along with the overwhelmingly male Alaska Association of School Administrators, do not appear to consider the lack of sex equity in our schools to be a very serious problem. (In a 1979 survey of superintendents, the only section of the Department of Education which was judged to be "not essential" was the Title IX Compliance office; this, from those charged with its implementation, one quarter of whom had yet to begin the responsibility five years after its passage!)

In most areas, the effect of the AASB amendments was to eliminate the requirement for any specific action to be taken to change things, leaving the bill, for the most part, a four page expression of the state's commitment not to discriminate, which allows everyone to feel comfortably free to continue the status quo. The NEA/Alaska Women's Caucus is not pleased with the bill as amended, but we firmly believe in the desperate need for some legislative action in this area now.

And so, we strongly urge the Senate Rules Committee to pass the bill out to the floor, where the issues can be debated, and we strongly urge our Senators to vote for the bill on that floor.

As Senator Parr wrote, "This is the tail end of the 20th Century. We are no longer in the Dark Ages. We are not even in the 19th Century... the Legislature cannot tolerate sex discrimination in any form." Neither will the people of Alaska, nor will we tolerate those who do.

Please support the passage of S. 99.

Susan Stitham, Chair

cc. Carolyn Doggett, President, NEA/Alaska

Testimony Presented by Alice Bergdoll March 30, 1981

There are those of us who exist in this country today that believe the traditional roles of male and female compliment each other, not compete with each other. We desire to raise our children to recognize these differences in sexes and believe it is wrong to try and say they do not exist. Let me name some of the more obvious differences, this information taken from the book "Our Dance Has Turned to Death" written by Carl W. Wilson.

1. Men and women differ in every cell in their bodies. This difference in the chromosome combination is the basic cause of development into maleness or femaleness.
2. Woman has greater constitutional vitality. Normally, she outlives man by three or four years in the United States.
3. The sexes differ in their basal metabolism - that of woman being normally lower than that of man.
4. They differ in skeletal structure, woman having a shorter head, broader face, chin less protruding, shorter legs and longer trunk. The first finger of a woman's hand is usually longer than the third, with men the reverse is true. Boys' teeth last longer than do those of girls.
5. Woman has a larger stomach, kidneys, liver and appendix, smaller lungs.
6. In functions, woman has several very important ones totally lacking in man - menstruation, pregnancy, lactation. All these influence behavior and feelings. She has more different hormones than does man. - The same gland behaves differently in the two sexes - thus woman's thyroid is larger and more active; it enlarges during pregnancy but also during menstruation; it makes her more prone to goiter, provides resistance to cold, is associated with the smooth skin, relatively hairless body and thin layer of subcutaneous fat which are important elements in the concept of personal beauty. It also contributes to emotional instability - she laughs and cries more easily.
7. Woman's blood contains more water (20% fewer red cells). Since these supply oxygen to the body cells, she tires more easily, is more prone to faint.
8. In brute strength, men are 50% above women.
9. Woman's heart beats more rapidly; blood pressure varies from minute to minute; but she has much less tendency to high blood pressure - at least until after the menopause.
10. Her vital capacity or breathing power is lower in the 7:10 ratio.
11. She stands high temperature better than does man; metabolism slows down less.
12. The male has greater strength in his arms and legs; the female has wider hips and large breasts.
13. The male has a stronger, deeper and more authoritative voice; the female has a quieter, softer, more soothing voice.
14. The female reproductive system has a cycle that causes many changes in her total body monthly, the male reproductive system has no cycle impact on his body.

There can be a change in attitude towards the things boys and girls cloose to do but not through force by legislation. To force the change can only create distrust, selfishness, disharmony and fear, and these will

breed hate in the school, the home and at work. Men and women can do many of the same things but they will never function the same or equally because it is against the basic nature of our physical, biological and emotional structure. I am ashamed of the things women today are doing in the name of discrimination when in fact a few vocal feminists are causing discrimination against women who wish to retain their femininity. This would be a sad world indeed if we were all feminine or all masculine or the girls all masculine and the boys all feminine. Civilizations that have gone this way have fallen and destroyed themselves.

The purpose of my testimony is to request that this law not be passed. I have stated many basic general problems on this issue and now would like to address the bill itself.

1. Sec 14.18.020 DISCRIMINATION IN EMPLOYM. NOT PROHIBITED. We have many Federal laws already addressing discrimination such as the Equal Pay Act of 1963, Civil Rights Act of 1964, Equal Employment Opportunity Act of 1972, our United States Constitution and many other Federal, State and local laws.
2. Sec 14.18.060 DISCRIMINATION IN TEXTBOOKS AND INSTRUCTIONAL MATERIALS PROHIBITED. Who is to decide what is educationally sound? Who is to say what is non-biased texts and who is to say what other instructional materials are to be used? Schools have become a place for every minority group interested in social change which will create attitudes directly opposite to the United States Constitution, tradition of our country, the fact that we are one nation under God and a free enterprise system. These groups have determined that the schools are the best place to change attitudes, to force change and the total structure of our country. Some of the groups with stated goals to force these changes through the schools are National Organization of Women, National Gay Liberation Movement, Fabian Socialists, Communist Party, The Anti-Hunting League, Sierra Club, Coastal Zone Management to name a few. More and more parents who recognize this happening are opting for private schools.
3. The potential cost of truly implementing what is required in this bill is staggering. People are realizing that the public education system is not producing children that have a good basic educational knowledge to function in society today and the faith, belief and support in public education is decreasing. To try to force the public schools to meet the additional burden of this bill will be costly and only reinforce public protest.

God created man and woman distinctly different, I trust and respect His infinite wisdom and purpose in all that He has created. You cannot and should not try to legislate away the differences between the sexes, and laws cannot change the truth of our creation. Or as the popular saying goes, "You can't fool Mother Nature."

cc: Representative Miller
Representative Duncan

CE a WIMMY BELGODLI
5876 Lund Street
Juneau, Alaska 99801

League of Women Voters of Alaska

January 27, 1981

TO: Mr. Chairman and Members of the Committee
From: Margaret E. Holland, League of Women Voters of Alaska
Subject: SB 99 - Title IX

The League of Women voters urges prompt passage of SB 99 which would bring the commitment and enforcement of the Federal Title IX law to a state and local level. The League has a strong national position aimed at action to achieve equal rights for all regardless of race or sex, and to provide equal access to quality education.

Women have most inheritance and savings -

The League of Women Voters believes that access to a sexually unbiased education is a crucial first step toward economic independence for women. Today women earn 59 cents for every one dollar earned by men. Women continue to be channeled into female type fields such as health professions and education. Women are welcome in these fields as long as they remain in the low paying professions i.e. nurses and grade school teachers. We are all aware that male intensive occupations such as truck drivers, auto mechanic and administrators earn twice as much as female intensive occupations such as clerks, secretaries and nurses.

We rely on schools to prepare our children for a place in society and to the extent that public schools continue to treat young women as second class citizens, inferior to their male classmates and less worthy of educational stimulation which will prepare them for non-traditional jobs, we perpetuate the system.

While great strides have been made in the last several years in the area of text book reform in Anchorage and in funding athletic programs for young women in the busu schools, these isolated incidents are not enough and are not uniformly practiced throughout the state. Without the state enabling legislation provided for in SB 99, we can expect schools to turn a cold shoulder to educational equality when it becomes convenient to do so, or when it becomes expensive. SB 99 will provide the Board of Education with authority to withhold state funding to schools which do not implement Title IX, this is a particularly important provision of the bill which we support.

The League urges this committee to support Senate Bill 99, to pass the bill out of committee with a recommended due pass.



NEA - ALASKA

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March 30, 1981

TO: Chairman Don Clocksin
Members of the House HESS Committee

FROM: NEA-Alaska

RE: House Bill 99

"An Act prohibiting sex discrimination in education in the State and implementing Article I, Section 3 of the Alaska Constitution."

MEMORANDUM OF SUPPORT

NEA-Alaska strongly supports and urges passage of House Bill Number 99.

We respectfully urge that the committee consider the language listed below as a substitute for Section 14.18.030 DISCRIMINATION IN COUNSELING AND GUIDANCE SERVICES PROHIBITED:

"All guidance and counseling services in public education are available to all students equally and shall stress access to all career and vocational opportunities to students without regard to sex."

The language as it presently appears in the bill may place an undue burden on all certificated personnel. As it is presently written it would apply to classroom teachers even though their primary responsibility may not be counseling. We believe the charge listed above better directs the intent of the bill.

The focus of HB 99 is on five (5) major areas: curriculum offerings, textbooks and materials, extra-curricular activities, counseling, and employment. To diminish the attention and concern for any one of these areas provides for continuation of discriminatory practices which are not currently being reached or addressed sufficiently through the federal Title IX legislation. There is no justification in using money which belongs to all people in programs which discriminate against some of them.



This bill brings the remedy for problems closer to the local level and shifts the focus from enforcement to the more important concept of affirmative action.

It is a clarification of the 1972 Federal Title IX Act, and as such it clarifies the meaning of questionable items, it makes a commitment to resolve them, and it insures a level of accountability for enforcement and implementation.

If we are to more effectively address the totality of the problem of sex stereotyping in Alaska's schools, and in our communities around the state, it is essential that we pass House Bill 99, now.

This year HB 99 has a significantly broadened base of public support, we urge your favorable action on this bill in its present form.

Respectfully submitted:

A handwritten signature in cursive script, appearing to read 'Robert Manners', is written above the typed name.

Robert Manners
Executive Secretary

RM:jw

League of Women Voters of Alaska

January 27, 1981

TO: Mr. Chairman and Members of the Committee
From: Margaret E. Holland, League of Women Voters of Alaska
Subject: SB 99 - Title IX

The League of Women voters urges prompt passage of SB 99 which would bring the commitment and enforcement of the Federal Title IX law to a state and local level. The League has a strong national position aimed at action to achieve equal rights for all regardless of race or sex, and to provide equal access to quality education.

The League of Women Voters believes that access to a sexually unbiased education is a crucial first step toward economic independence for women. Today women earn 59 cents for every one dollar earned by men. Women continue to be channeled into female type fields such as health professions and education. Women are welcome in these fields as long as they remain in the low paying professions i.e. nurses and grade school teachers. We are all aware that male intensive occupations such as truck drivers, auto mechanic and administrators earn twice as much as female intensive occupations such as clerks, secretaries and nurses.

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Joyce Rivers - Passit

W Enai - coach -

feels that "compete" is OK for majority

"Cheer Leaders" - boys also should be allowed.

"Student Council" most males -

practice time - or girls prime time for games

Officials - few women -

Susan

Jane Foster .

Nina Kim - Anah

Tag Thomas -

St. Chantrey - poor turnout.