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COMMITTEE REPORT

SENATE

FURTHER: Judiciary

1/17/81

Date: \_\_\_\_\_

Mr. President:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had SB 99

prohibiting discrimination in education in the state

under consideration and (a majority of the committee) (the committee) reports it back with the following recommendations:

[ ] do pass [ ] do not pass

[ ] do pass with attached amendments(s)

[X] replace with CS for SB 99 [X] same title [ ] new title

and recommends \_\_\_\_\_

[ ] AND attaches a "Letter of Intent" [ ] New Fiscal Note

[ ] reports it back without recommendation

[ ] referred to the \_\_\_\_\_ Committee

MEMBERS SIGNING DO PASS

[Signature]  
[Signature]  
[Signature]  
[Signature]  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

MEMBERS HAVING OTHER RECOMMENDATIONS:

[Signature]  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[Signature]  
CHAIRMAN

COMMITTEE REPORT

HOUSE

4/20

14/81

FURTHER:

Relev

(5)

pass

Date: April 16, 1981

Mr. Speaker:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had CSSB 99(Jud)am

"An Act prohibiting sex discrimination in education in the state and implementing art. I, sec. 3 of the Alaska Constitution."

under consideration and reports it back as follows:

- do pass  do not pass
- do pass with attached amendments(s)
- replace with CS for CSSB 99 (Jesse)  same title  
 new title
- and recommends it to pass
- AND attaches a "Letter of Intent"  New Fiscal Note
- reports it back without recommendation
- referred to the \_\_\_\_\_ Committee

MEMBERS SIGNING

DO PASS

[Signature]

Betty Cato

[Signature]

[Signature]

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MEMBERS HAVING

OTHER RECOMMENDATIONS:

Larry Martin - No Rec.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[Signature]

CHAIRMAN

AMENDMENT #4

OFFERED IN THE HOUSE:

BY: Helford

TO: HCS CSSB 99 HOUSE BILL No. \_\_\_\_\_

SENATE BILL No. 99

PAGE: 4

LINE: 21-22

~~add period after "laws"~~  
~~delete remainder of sentence.~~

OK but w/d

Am #5 page 4,

line 21:

delete "and regulations"

adopted

A M E N D M E N T

OFFERED IN THE HOUSE:

By: Randolph

To: Amend HCS for CS for HOUSE BILL No. \_\_\_\_\_

SENATE BILL No. 99 (HESS)

PAGE: 3

LINE: 17-21

Eliminate Sec. 14.18.070

*Filed*

AMENDMENT

#2

OFFERED IN THE HOUSE:

By: Randolph

To: Amend HCS for CS for HOUSE BILL No. \_\_\_\_\_

SENATE BILL No. 99 (HESS)

PAGE 3

LINES 2-16

4 lines 23 - 29  
5 lines 1 - 3  
Eliminate Sec. 14.18.060

~~23-29~~  
~~+3~~

→ ELIMINATE \*SECTIONS 243

*Failed*

AMENDMENT #1

OFFERED IN THE HOUSE:

By: GRUSSENDORF

To: \_\_\_\_\_ HOUSE BILL No. HCS CSSB 99 (HESS)

SENATE BILL No. \_\_\_\_\_

PAGE: 3

LINE: 3 and 4

Line 3: after "shall", insert "have"; delete "review"

Line 4: after "materials", insert "reviewed"

*adopted*

Edith

HOUSE

am #1 by ~~Greene~~ - adopted  
am #2 by Rand - failed  
am #3 by Rand - failed  
am #4 by Halford - w/d  
am #5 by Halford - adopted

ENGROSS: \_\_\_\_\_  
ENROLL: \_\_\_\_\_  
HB # \_\_\_\_\_  
HJR # \_\_\_\_\_  
HCR # \_\_\_\_\_  
HR # \_\_\_\_\_

H CS SB # 99 (Jud) am (Hess) am  
SJR # \_\_\_\_\_  
SCR # \_\_\_\_\_

DATE PASSED 4/24/81

ROLL CALL: YEAS: 32  
NAYS: 2  
ABSENT: \_\_\_\_\_  
EXCUSED: 6

EFFECTIVE DATE: YEAS: \_\_\_\_\_  
NAYS: \_\_\_\_\_  
ABSENT: \_\_\_\_\_  
EXCUSED: \_\_\_\_\_

*adopted*

STATEMENT TO ALASKA ASSOCIATION OF  
SCHOOL ADMINISTRATORS

OCTOBER 15, 1980  
Fairbanks, Alaska

My name is Barbara Schuhmann. I practice law here in Fairbanks with the firm Merdes, Schaible, Staley & DeLisio. I also serve as the Vice Chair of the Alaska Commission on the Status of Women. I want to thank you and especially Commissioner Lind for allowing me time from your very busy schedule to address you.

The Commission was formed in 1978 by legislation which directed us to implement the findings of a 1977 Preliminary Study on the Status of Women in Alaska, to perform further research and make further recommendations to enhance the status of women in the state. The legislation directed us to look into four areas of concern in particular. The first listed in the law was education.

In 1977, a Preliminary Study on the Status of Women in the State was presented to the governor. That study indicated sex bias was prevalent in most of Alaska's educational institutions.

Last year, the Commission appointed a special committee on education. I am a member of that committee. The Commission as a whole has held hearings on sex bias in education by teleconference across the state, and in Anchorage. We have received public comment at our meetings in Fairbanks, Juneau, Kenai and Nome. We have also received recommendations from the Statewide Native Women's Organization in Fairbanks a Women and Poverty Conference, a Bethel Regional Women's Conference (held just last week), and a Black Women's Conference held in Anchorage.

I think I can state without exception that the right to receive fair and equitable education and employment opportunities for girls and women was prime concern voiced over and over again. There are very grave discrepancies in the sports opportunities afforded girls as compared to those

afforded boys. Girls and women should have an equal opportunity to the valuable lessons to be learned and benefits to be gained from sports participation. Vocational training is of particular concern. At last week's Bethel Conference, the suggestion was made that vocational counseling begin early on in grade school. The women here felt that high school was much too late to receive such counseling to be meaningfully prepared for the education and career one might later choose in life.

Homemakers who find themselves forced to work because of death or divorce after many years of working in their homes find they are "displaced". They did not train themselves in job skills necessary for them to support themselves and perhaps their dependent children. Sometimes the only helping hand held out is welfare. These displaced homemakers have told us that their school never really prepared them for the real facts of life:

- that 90% of all women in this country will be employed at some time in their lives;
- that 40% of the labor force is comprised of women;
- that the majority of women who work do so because of economic need;
- that even if a woman marries, she can expect to work 25 years outside her home.

Testimony taken at our hearings indicates that only about one-fourth of the school districts in the State of Alaska are in paper compliance with Title IX, which is the federal law which requires sex equity in education, under pain of losing federal funding. This brings me to my real purpose in appearing before you today.

The Commission urges you to comply with Title IX. We ask that you not only comply on paper, but that you make a real commitment to eliminate sex discrimination in the educational institutions of your respective communities. You all should have Title IX Coordinators. We ask that you support that person with the commitment he or she needs to really analyze your practices and policies and really set about to correct any shortcomings.

I want to commend you on the progress you have made to date. I see you have the first female superintendent since statehood. I commend your efforts to assist women to train to become administrators and superintendents. But your efforts to date have not been totally satisfactory, and would only earn a "D" or an "F". Because of the Commission's dissatisfaction with the status quo, we have strongly endorsed passage of a state Title IX bill.

In the last legislature, such a bill was introduced and passed the House: House Bill 411. Unfortunately, it died in the Senate. However, I can assure you we will continue in our efforts to obtain passage of such legislation. First, it would help to assure compliance with federal law and our state constitution which guarantee equality of opportunity without regard to sex in all government programs. This bill will assure sex equity in textbooks and curricula, which is not covered by federal law. Finally, a local law will assure local enforcement. Our local school boards, state school board, and if all else fails, our local courts will enforce the provisions of the bill. So, my main purpose in coming today is to ask your commitment which is reflected by more than mere paper, to equality of rights of your employees and students, regardless of their sex. If sex equity in education could be carried out, we wouldn't need further legislation.

I would also like to share with you some of the recommendations I have heard at our various meetings around the state and those which came from conferences which the Commission helped to sponsor. In addition to the problems I have already mentioned concerning lack of equitable vocational education and training programs, and counseling early enough to make a difference, I have heard the request for education and counseling in the areas of alcoholism, drug abuse, and domestic violence and abuse. These are problems facing our youngsters at earlier and earlier times in their lives. They should be taught what the real world is like, which indicates most of us will work; they should be given training that can help youngsters understand what alcoholism is, and how it affects their

families and themselves. Children who are abused are more likely to abuse their own children. Women who are battered often feel they have no alternative or resources to draw upon for help.

With the resources, tools, role models and equal educational opportunities available to both boys and girls, they will be better able to reach their full potential and contribute the maximum benefit to society. The Alaska Commission on the Status of Women is willing to work with you.



# NEA - ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

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**Mary Ann Einger**  
Deputy Executive Secretary  
Fairbanks Office

TO: Chairman Parr  
Members of the Senate HESS Committee

FROM: NEA/Alaska

SUBJECT: Senate Bill 99:  
"An Act Prohibiting Sex Discrimination in  
Education in the State and Implementing  
Article I, Sec. 3 of the Alaska Constitution"

## MEMORANDUM OF SUPPORT

NEA/Alaska strongly supports and urges passage of Senate  
Bill No. 99.

We respectfully urge that the committee consider the language  
listed below as a substitute for Sec. 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.

Data released by the Department of Education last year suggests  
that 25% of the Alaska school districts have not yet complied

with the district self-assessment requirement of the 1972  
Federal Title IX Act. As a result, problems attendant to sex  
discrimination continue to exist in our schools.

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.

Chairman Parr  
Page Two

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 Senate Bill 99, now.

This bill 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.

Respectfully Submitted,



Bob Manners  
Executive Secretary  
January 30, 1981

# League of Women Voters of Alaska

April 28, 1981

Dear Alaskan Senators,

We support HCS CSSB99 (HESS) am H which would prohibit sex discrimination in Education. We request that you concur with the House amendments and swiftly send this important piece of Legislation on to the Governor for his signature.

Thank you.

Sincerely,

*Margaret E. Holland*

Margaret E. Holland  
Action Chair

also:

Federally Employed Women

*Betty L. McVey*

Business and Professional Women's Club

*Susan J. Buttrick*

Commission on the Status of Women

*Barbara A. Dale*  
vice chairperson

American Association of University Women

*Susan R. Clark*  
St. Legislative Chair

United Methodist Women

*Marion Gotschell, Conf. Pres.*

Future Homemakers of America

*Majorie W. Schmiede*

National Association for the Education of Young Children

*Majorie Fields co-pres.*

Women for Political Action

*Helli Roag*

Women's Volunteer Service

*Pranika Linnart*

Juneau Branch, National League  
of American Pen Women

*Sheila Nickerson*

Alaska Adult Education Association

*Constance L. Munro*

Common Cause

*Netty H. Barthe*

Unitarian Universalist Women's  
Association

*Ann McFarlane*

Soroptomist

*Norma Finell, Pres.*

Tongass Alaska Girl Scout  
Council

*Kathryn O. Andersen*



JUNEAU, ALASKA

Alaska State Legislature  
House

*for*

MESSAGE TO THE SENATE

DATE April 24, 1981

MR. PRESIDENT:

The House has passed CSSB 99(Jud)am (prohibiting sex discrimination in education in the state and implementing art. I, sec. 3 of the Alaska Constitution) with the following amendment:

HCS CSSB 99(HESS)amH (same title)

and it is transmitted herewith for consideration.

*concur?*

*oe {Kortala  
per  
Jud}*

*Isaac Casper*  
Chief Clerk of the House

Original sponsors: Parr, Stimson,  
Fischer and Sturgulewski

Offered: 3/9/81  
Referred: Rules

*Rando & Blysmo - NO*

1 IN THE SENATE

BY THE JUDICIARY COMMITTEE

2 ~~CS FOR SENATE BILL NO. 99 (Judiciary) am~~

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act prohibiting sex discrimination in education in  
7 the state and implementing art. I, sec. 3 of the  
8 Alaska Constitution."

9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

10 \* Section 1. AS 14 is amended by adding a new chapter to read:

11 CHAPTER 18. PROHIBITION AGAINST DISCRIMINATION BASED ON  
12 SEX IN PUBLIC EDUCATION IN ALASKA.

13 Sec. 14.18.010. LEGISLATIVE PURPOSE. Recognizing the benefit to  
14 our state and nation of equal educational opportunities for all stu-  
15 dents, and equal employment opportunity for public education employees,  
16 discrimination on the basis of sex against an employee or a student in  
17 public education in Alaska violates art. I, sec. 3 of the Alaska Consti-  
18 tution and is prohibited. No person in Alaska may on the basis of sex  
19 be excluded from participation in, be denied the benefits of, or be  
20 subjected to discrimination under any education program or activity  
21 receiving federal or state financial assistance.

22 Sec. 14.18.020. DISCRIMINATION IN EMPLOYMENT PROHIBITED. The  
23 board, the Board of Regents, and each school board in the state shall

24 (1) allow no difference in conditions of employment, includ-  
25 ing but not limited to hiring practices, credential requirements,  
26 leaves of absence, hours of employment, pay, employee benefits, and  
27 assignment of instructional and non-instructional duties on the basis  
28 of sex; and

29 (2) provide the same opportunities for advancement to miles

1 and females.

2 Sec. 14.18.030. DISCRIMINATION IN COUNSELING AND GUIDANCE SERVICES  
3 PROHIBITED. Guidance and counseling services in public education are  
4 available to students equally and shall provide access to career and  
5 vocational opportunities to students without regard to sex.

6 Sec. 14.18.040. DISCRIMINATION IN RECREATIONAL AND ATHLETIC  
7 ACTIVITIES PROHIBITED. (a) Equal opportunity for both sexes in athle-  
8 tics and in recreation shall be provided in a manner which is commen-  
9 surate with the interests of a majority of the members of each sex.  
10 Separate school-sponsored teams may be provided for each sex. A school  
11 which sponsors separate teams in a particular sport shall provide  
12 equipment and supplies, services, and opportunities, including use of  
13 courts, gymnasiums, and pools, to both teams with no disparities based  
14 on sex. A school which provides showers, toilets, or training-room  
15 facilities for athletic or recreational purposes shall provide compar-  
16 able facilities for both sexes, either through the use of separate  
17 facilities or by scheduling separate use by each sex.

18 (b) A school shall divide available evening time for athletic  
19 events fairly between events for each sex.

20 (c) The board and the Board of Regents of the University of  
21 Alaska shall adopt procedures to determine on an annual basis student  
22 interest in male and female participation in specific sports, athletics,  
23 and recreation.

24 Sec. 14.18.050. DISCRIMINATION IN COURSE OFFERINGS PROHIBITED.

25 (a) Except as provided in (b) this section, all public education  
26 classes are available to all students without regard to sex, and curricu-  
27 lum requirements may not be differentiated on the basis of sex.

28 \* (b) Coeducational sex education programs are prohibited in grades  
29 kindergarten through grade six. Separation of the sexes is permitted

1 in grades seven through twelve during sex education programs and during  
2 participation in physical education activities if the purpose of the  
3 activity or the major activity involves bodily contact.

4 Sec. 14.18.060. DISCRIMINATION IN TEXTBOOKS AND INSTRUCTIONAL  
5 MATERIALS PROHIBITED. (a) School boards shall review textbooks and  
6 instructional materials for evidence of sex bias in accordance with  
7 AS 14.08.111 and AS 14.14.090. School boards shall use educationally  
8 sound, non-biased texts and other instructional materials as they  
9 become available. Nothing in this section prohibits use of literary  
10 works.

11 \* (b) The board shall establish by regulation standards for nondis-  
12 criminatory text books and educational materials. *Training for cert  
13 prohibited materials*

13 (c) The Board of Regents shall establish standards under AS 14.-  
14 \* 40.170(b)(1) for nondiscriminatory text books and educational materials.

15 Sec. 14.18.070. AFFIRMATIVE ACTION. The board shall establish  
16 procedures for affirmative action programs covering both equal employ-  
17 ment and equal educational opportunity to be implemented by all school  
18 districts and regional educational attendance areas determined by the  
19 board not to be in compliance with this chapter.

20 Sec. 14.18.080. IMPLEMENTATION. (a) The board shall adopt regu-  
21 lations under the Administrative Procedure Act (AS 44.62) to implement  
22 this chapter.

23 (b) The Board of Regents shall adopt rules under AS 14.40.170-  
24 (b)(1) to implement this chapter.

25 Sec. 14.18.090. ENFORCEMENT BY BOARD OF EDUCATION. (a) The  
26 board shall enforce compliance by school districts and regional educa-  
27 tional attendance areas with the provisions of this chapter and the  
28 regulations and procedures adopted under it by appropriate order made  
29 in accordance with AS 44.62. After hearing and a finding that a d r-

1        trict or a regional educational attendance area is not in compliance  
2        with this chapter and is not actively working to come into compliance,  
3        the board shall institute appropriate proceedings to abate the practices  
4        found by the board to be a violation of this chapter.

5        (b) After a finding by the board that a district or regional edu-  
6        cational attendance area has not complied with AS 14.18.020 - 14.18.070,  
7        and that the measures taken under AS 14.18.090(a) have been ineffective,  
8        the board shall withhold state funds in accordance with AS 14.07.070.

9        .Sec. 14.18.100. REMEDIES. (a) A person aggrieved by a violation  
10       of this chapter or of a regulation or procedure adopted under this  
11       chapter as to primary or secondary education may file a complaint with  
12       the board and has an independent right of action in superior court for  
13       civil damages and for such equitable relief as the court may determine.

14       (b) A person aggrieved by a violation of this chapter or of a  
15       regulation or procedure adopted under this chapter as to postsecondary  
16       education has an independent right of action in superior court for  
17       civil damages and for such equitable relief as the court may determine.

18       .Sec. 14.18.110. EFFECT OF CHAPTER. This chapter is supplementary  
19       to and does not supersede existing laws and regulations relating to  
20       unlawful discrimination based on sex.

21       \* Sec. 2. AS 14.08.111 is amended by adding a new paragraph to read:

22       \* (9) review and select all textbooks and instructional materi-  
23       als before they are introduced into the school curriculum; the review  
24       includes a review for violations of AS 14.08.060.

25       \* Sec. 3. AS 14.14.090 is amended by adding a new paragraph to read:

26       \* (7) review and select all textbooks and instructional materi-  
27       als before they are introduced into the school curriculum; the review  
28       includes a review for violations of AS 14.08.060.

Original sponsors: Parr, Timson,  
Fischer, et al

Offered: 4/20/81  
Referred: Rules

1 IN THE SENATE

BY THE HEALTH, EDUCATION AND  
SOCIAL SERVICES COMMITTEE

2 HOUSE CS FOR CS FOR SENATE BILL NO. 99 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act prohibiting sex discrimination in education in  
7 the state and implementing art. I, sec. 3 of the  
8 Alaska Constitution."

9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

10 \* Section 1. AS 14 is amended by adding a new chapter to read:

11 CHAPTER 18. PROHIBITION AGAINST DISCRIMINATION BASED ON  
12 SEX IN PUBLIC EDUCATION IN ALASKA.

13 Sec. 14.18.010. LEGISLATIVE PURPOSE. Recognizing the benefit to  
14 our state and nation of equal educational opportunities for all stu-  
15 dents, and equal employment opportunity for public education employees,  
16 discrimination on the basis of sex against an employee or a student in  
17 public education in Alaska violates art. I, sec. 3 of the Alaska Con-  
18 stitution and is prohibited. No person in Alaska may on the basis of  
19 sex be excluded from participation in, be denied the benefits of, or be  
20 subjected to discrimination under any education program or activity  
21 receiving federal or state financial assistance.

22 Sec. 14.18.020. DISCRIMINATION IN EMPLOYMENT PROHIBITED. The  
23 board, the Board of Regents, and each school board in the state shall

24 (1) allow no difference in conditions of employment, includ-  
25 ing but not limited to hiring practices, credential requirements,  
26 leaves of absence, hours of employment, pay, employee benefits, and  
27 assignment of instructional and non-instructional duties on the basis  
28 of sex; and

29 (2) provide the same opportunities for advancement to males

1 and females.

2           Sec. 14.18.030. DISCRIMINATION IN COUNSELING AND GUIDANCE SERVICES  
3 PROHIBITED. Guidance and counseling services in public education are  
4 available to students equally and shall stress access to career and  
5 vocational opportunities to students without regard to sex.

6           Sec. 14.18.040. DISCRIMINATION IN RECREATIONAL AND ATHLETIC  
7 ACTIVITIES PROHIBITED. (a) Equal opportunity for both sexes in athle-  
8 tics and in recreation shall be provided in a manner which is commen-  
9 surate with the general interests of <sup>a majority</sup> the members of each sex. Separate  
10 school-sponsored teams may be provided for each sex. A school which  
11 sponsors separate teams in a particular sport shall provide equipment  
12 and supplies, services, and opportunities, including use of courts,  
13 gymnasiums, and pools, to both teams with no disparities based on sex.  
14 A school which provides showers, toilets, or training-room facilities  
15 for athletic or recreational purposes shall provide comparable facili-  
16 ties for both sexes, either through the use of separate facilities or  
17 by scheduling separate use by each sex.

18           (b) A school shall divide available evening time for athletic  
19 events fairly between events for each sex.

20           (c) The board and the Board of Regents of the University of  
21 Alaska shall adopt procedures to determine on an annual basis student  
22 interest in male and female participation in specific sports, athletics,  
23 and recreation.

24           Sec. 14.18.050. DISCRIMINATION IN COURSE OFFERINGS PROHIBITED.

25           (a) Except as provided in (b) this section, all public education  
26 classes are available to all students without regard to sex, and cur-  
27 rriculum requirements may not be differentiated on the basis of sex.

28           (b) Separation of the sexes is permitted during sex education  
29 programs and during participation in physical education activities if

1 the purpose of the activity involves bodily contact.

2 Sec. 14.18.060. DISCRIMINATION IN TEXTBOOKS AND INSTRUCTIONAL  
3 MATERIALS PROHIBITED. (a) School boards shall review textbooks and  
4 instructional materials for evidence of sex bias in accordance with  
5 AS 14.08.111 and AS 14.14.090. School boards shall use educationally  
6 sound, non-biased texts and other instructional materials as they  
7 become available. Nothing in this section prohibits use of literary  
8 works.

9 \* (b) The board shall establish by regulation standards for nondis-  
10 criminatory text books and educational materials. [ Each school board  
11 shall provide training for all its certificated personnel in the  
12 identification and recognition of sex-biased materials. ]

13 \* (c) The Board of Regents shall establish and implement a policy  
14 under AS 14.40.170(b) for the guidance of officers and employees of the  
15 university on the selection of nondiscriminatory text books and educa-  
16 tional materials.

17 Sec. 14.18.070. AFFIRMATIVE ACTION. The board shall establish  
18 procedures for affirmative action programs covering both equal employ-  
19 ment and equal educational opportunity to be implemented by all school  
20 districts and regional educational attendance areas determined by the  
21 board not to be in compliance with this chapter.

22 Sec. 14.18.080. IMPLEMENTATION. (a) The board shall adopt regu-  
23 lations under the Administrative Procedure Act (AS 44.62) to implement  
24 this chapter.

25 (b) The Board of Regents shall adopt rules under AS 14.40.170-  
26 (b)(1) to implement this chapter.

27 Sec. 14.18.090. ENFORCEMENT BY BOARD OF EDUCATION. (a) The  
28 board shall enforce compliance by school districts and regional educa-  
29 tional attendance areas with the provisions of this chapter and the

1 regulations and procedures adopted under it by appropriate order made  
2 in accordance with AS 44.62. After hearing and a finding that a dis-  
3 trict or a regional educational attendance area is not in compliance  
4 with this chapter and is not actively working to come into compliance,  
5 the board shall institute appropriate proceedings to abate the practices  
6 found by the board to be a violation of this chapter.

7 (b) After a finding by the board that a district or regional edu-  
8 cational attendance area has not complied with AS 14.18.020 - 14.18.070,  
9 and that the measures taken under AS 14.18.090(a) have been ineffective,  
10 the board shall withhold state funds in accordance with AS 14.07.070.

11 Sec. 14.18.100. REMEDIES. (a) A person aggrieved by a violation  
12 of this chapter or of a regulation or procedure adopted under this  
13 chapter as to primary or secondary education may file a complaint with  
14 the board and has an independent right of action in superior court for  
15 civil damages and for such equitable relief as the court may determine.

16 (b) A person aggrieved by a violation of this chapter or of a  
17 regulation or procedure adopted under this chapter as to postsecondary  
18 education has an independent right of action in superior court for  
19 civil damages and for such equitable relief as the court may determine.

20 Sec. 14.18.110. EFFECT OF CHAPTER. This chapter is supplementary  
21 to and does not supersede existing laws and regulations relating to  
22 unlawful discrimination based on sex.

23 \* Sec. 2. AS 14.08.111 is amended by adding a new paragraph to read:

24 \* (9) establish procedures for the review and selection of all  
25 textbooks and instructional materials before they are introduced into  
26 the school curriculum; the review includes a review for violations of  
27 AS 14.08.060.

28 \* Sec. 3. AS 14.14.090 is amended by adding a new paragraph to read:

29 \* (7) establish procedures for the review and selection of all

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textbooks and instructional materials before they are introduced into the school curriculum; the review includes a review for violations of AS 14.08.060.



changes from House & Senate  
marked

Original sponsors: Parr, Stimson,  
Fischer, et al

Offered: 4/20/81  
Referred: Rules

1 IN THE SENATE

BY THE HEALTH, EDUCATION AND  
SOCIAL SERVICES COMMITTEE

2 HOUSE CS FOR CS FOR SENATE BILL NO. 99 (HESS) am H

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act prohibiting sex discrimination in education in  
7 the state and implementing art. I, s.c. 3 of the  
8 Alaska Constitution."

9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

10 \* Section 1. AS 14 is amended by adding a new chapter to read:

11 CHAPTER 18. PROHIBITION AGAINST DISCRIMINATION BASED ON  
12 SEX IN PUBLIC EDUCATION IN ALASKA

13 Sec. 14.18.010. LEGISLATIVE PURPOSE. Recognizing the benefit to  
14 our state and nation of equal educational opportunities for all stu-  
15 dents, and equal employment opportunity for public education employees,  
16 discrimination on the basis of sex against an employee or a student in  
17 public education in Alaska violates art. I, sec. 3 of the Alaska Con-  
18 stitution and is prohibited. No person in Alaska may on the basis of  
19 sex be excluded from participation in, be denied the benefits of, or be  
20 subjected to discrimination under any education program or activity  
21 receiving federal or state financial assistance.

22 Sec. 14.18.020. DISCRIMINATION IN EMPLOYMENT PROHIBITED. The  
23 board, the Board of Regents, and each school board in the state shall  
24 (1) allow no difference in conditions of employment, includ-  
25 ing but not limited to hiring practices, credential requirements,  
26 leaves of absence, hours of employment, pay, employee benefits, and  
27 assignment of instructional and non-instructional duties on the basis  
28 of sex; and

29 (2) provide the same opportunities for advancement to males

1 and females.

2 Sec. 14.18.030. DISCRIMINATION IN COUNSELING AND GUIDANCE SERVICES  
3 PROHIBITED. Guidance and counseling services in public education are  
4 available to students equally and shall <sup>provide</sup> stress access to career and  
5 vocational opportunities to students without regard to sex.

6 Sec. 14.18.040. DISCRIMINATION IN RECREATIONAL AND ATHLETIC  
7 ACTIVITIES PROHIBITED. (a) Equal opportunity for both sexes in athle-  
8 tics and in recreation shall be provided in a manner which is commen-  
9 surate with the general interests <sup>of a majority</sup> of the members of each sex. Separate  
10 school-sponsored teams may be provided for each sex. A school which  
11 sponsors separate teams in a particular sport shall provide equipment  
12 and supplies, services, and opportunities, including use of courts,  
13 gymnasiums, and pools, to both teams with no disparities based on sex.  
14 A school which provides showers, toilets, or training-room facilities  
15 for athletic or recreational purposes shall provide comparable facili-  
16 ties for both sexes, either through the use of separate facilities or  
17 by scheduling separate use by each sex.

18 (b) A school shall divide available evening time for athletic  
19 events fairly between events for each sex.

20 (c) The board and the Board of Regents of the University of  
21 Ala-ka shall adopt procedures to determine on an annual basis student  
22 interest in male and female participation in specific sports, athletics,  
23 and recreation.

24 Sec. 14.18.050. DISCRIMINATION IN COURSE OFFERINGS PROHIBITED.

25 (a) Except as provided in (b) this section, all public education  
26 classes are available to all students w'out regard to sex, and cur-  
27 rriculum requirements may not be differentiated on the basis of sex.

28 \* (b) Separation of the sexes is permitted during sex education  
29 programs and during participation in physical education activities if

1 the purpose of the activity involves bodily contact.

2 Sec. 14.18.060. DISCRIMINATION IN TEXTBOOKS AND INSTRUCTIONAL  
3 MATERIALS PROHIBITED. (a) School boards shall have textbooks and  
4 instructional materials reviewed for evidence of sex bias in accordance  
5 with AS 14.08.111 and AS 14.14.090. School boards shall use educa-  
6 tionally sound, non-biased texts and other instructional materials as  
7 they become available. Nothing in this section prohibits use of lit-  
8 erary works.

9 (b) The board shall establish by regulation standards for nondis-  
10 criminatory text books and educational materials. Each school board  
11 shall provide training for all its certificated personnel in the iden-  
12 tification and recognition of sex-biased materials.

13 \* (c) The Board of Regents shall establish and implement a policy  
14 under AS 14.40.170(b) for the guidance of officers and employees of the  
15 university on the selection of nondiscriminatory text books and educa-  
16 tional materials.

17 Sec. 14.18.070. AFFIRMATIVE ACTION. The board shall establish  
18 procedures for affirmative action programs covering both equal employ-  
19 ment and equal educational opportunity to be implemented by all school  
20 districts and regional educational attendance areas determined by the  
21 board not to be in compliance with this chapter.

22 Sec. 14.18.080. IMPLEMENTATION. (a) The board shall adopt regu-  
23 lations under the Administrative Procedure Act (AS 44.62) to implement  
24 this chapter.

25 (b) The Board of Regents shall adopt rules under AS 14.40.170-  
26 (b)(1) to implement this chapter.

27 Sec. 14.18.090. ENFORCEMENT BY BOARD OF EDUCATION. (a) The  
28 board shall enforce compliance by school districts and regional educa-  
29 tional attendance areas with the provisions of this chapter and the

1 regulations and procedures adopted under it by appropriate order made  
2 in accordance with AS 44.62. After hearing and a finding that a dis-  
3 trict or a regional educational attendance area is not in compliance  
4 with this chapter and is not actively working to come into compliance,  
5 the board shall institute appropriate proceedings to abate the prac-  
6 tices found by the board to be a violation of this chapter.

7 (b) After a finding by the board that a district or regional edu-  
8 cational attendance area has not complied with AS 14.18.020 - 14.18.  
9 070, and that the measures taken under AS 14.18.090(a) have been in-  
10 effective, the board shall withhold state funds in accordance with  
11 AS 14.07.070.

12 Sec. 14.18.100. REMEDIES. (a) A person aggrieved by a violation  
13 of this chapter or of a regulation or procedure adopted under this  
14 chapter as to primary or secondary education may file a complaint with  
15 the board and has an independent right of action in superior court for  
16 civil damages and for such equitable relief as the court may determine.

17 (b) A person aggrieved by a violation of this chapter or of a  
18 regulation or procedure adopted under this chapter as to postsecondary  
19 education has an independent right of action in superior court for  
20 civil damages and for such equitable relief as the court may determine.

21 Sec. 14.18.110. EFFECT OF CHAPTER. This chapter is supplementary  
22 to and does not supersede existing laws <sup>and regulations</sup> relating to unlawful discrimina-  
23 tion based on sex.

24 \* Sec. 2. AS 14.08.111 is amended by adding a new paragraph to read:

25 \* (9) establish procedures for the review and selection of all  
26 textbooks and instructional materials before they are introduced into  
27 the school curriculum; the review includes a review for violations of  
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\* (7) establish procedures for the review and selection of all textbooks and instructional materials before they are introduced into the school curriculum; the review includes a review for violations of AS 14.08.060.

Original sponsors: Parr, Stimson,  
Fischer and Sturgulewski

Offered: 3/9/81  
Referred: Rules

1 IN THE SENATE

BY THE JUDICIARY COMMITTEE

2 CS FOR SENATE BILL NO. 99 (Judiciary) am  
3 IN THE LEGISLATURE OF THE STATE OF ALASKA  
4 TWELFTH LEGISLATURE - FIRST SESSION

5 \ BILL

6 For an Act entitled: "An Act prohibiting sex discrimination in education in  
7 the state and implementing art. I, sec. 3 of the  
8 Alaska Constitution."

9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

10 \* Section 1. AS 14 is amended by adding a new chapter to read:

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12 SEX IN PUBLIC EDUCATION IN ALASKA.

13 Sec. 14.18.010. LEGISLATIVE PURPOSE. Recognizing the benefit to  
14 our state and nation of equal educational opportunities for all stu-  
15 dents, and equal employment opportunity for public education employees,  
16 discrimination on the basis of sex against an employee or a student in  
17 public education in Alaska violates art. I, sec. 3 of the Alaska Consti-  
18 tution and is prohibited. No person in Alaska may on the basis of sex  
19 be excluded from participation in, be denied the benefits of, or be  
20 subjected to discrimination under any education program or activity  
21 receiving federal or state financial assistance.

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25 ing but not limited to hiring practices, credential requirements,  
26 leaves of absence, hours of employment, pay, employee benefits, and  
27 assignment of instructional and non-instructional duties on the basis  
28 of sex; and

(2) provide the same opportunities for advancement to males

1 and females.

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5 vocational opportunities to students without regard to sex.

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9 surate with the interests of a majority of the members of each sex.  
10 Separate school-sponsored teams may be provided for each sex. A school  
11 which sponsors separate teams in a particular sport shall provide  
12 equipment and supplies, services, and opportunities, including use of  
13 courts, gymnasiums, and pools, to both teams with no disparities based  
14 on sex. A school which provides showers, toilets, or training-room  
15 facilities for athletic or recreational purposes shall provide compar-  
16 able facilities for both sexes, either through the use of separate  
17 facilities or by scheduling separate use by each sex.

18 (b) A school shall divide available evening time for athletic  
19 events fairly between events for each sex.

20 (c) The board and the board of Regents of the University of  
21 Alaska shall adopt procedures to determine on an annual basis student  
22 interest in male and female participation in specific sports, athletics,  
23 and recreation.

24 Sec. 14.18.050. DISCRIMINATION IN COURSE OFFERINGS PROHIBITED.

25 (a) Except as provided in (b) this section, all public education  
26 classes are available to all students without regard to sex, and curricu-  
27 lum requirements may not be differentiated on the basis of sex.

28 \* (b) Coeducational sex education programs are prohibited in grades  
29 kindergarten through grade six. Separation of the sexes is permitted

1 in grades seven through twelve during sex education programs and during  
2 participation in physical education activities if the purpose of the  
3 activity or the major activity involves bodily contact.

4 Sec. 14.18.060. DISCRIMINATION IN TEXTBOOKS AND INSTRUCTIONAL  
5 MATERIALS PROHIBITED. (a) School boards shall review <sup>have</sup> textbooks and  
6 instructional materials <sup>reviewed</sup> for evidence of sex bias in accordance with  
7 AS 14.08.111 and AS 14.14.090. School boards shall use educationally  
8 sound, non-biased texts and other instructional materials as they  
9 become available. Nothing in this section prohibits use of literary  
10 works.

11 \* (b) The board shall establish by regulation standards for nondis-  
12 criminatory text books and educational materials.

13 \* (c) The Board of Regents shall establish standards under AS 14.-  
14 40.170(b)(1) for nondiscriminatory text books and educational materials.

15 Sec. 14.18.070. AFFIRMATIVE ACTION. The board shall establish  
16 procedures for affirmative action programs covering both equal employ-  
17 ment and equal educational opportunity to be implemented by all school  
18 districts and regional educational attendance areas determined by the  
19 board not to be in compliance with this chapter.

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22 this chapter.

23 (b) The Board of Regents shall adopt rules under AS 14.40.170-  
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28 regulations and procedures adopted under it by appropriate order made  
29 in accordance with AS 44.62. After hearing and a finding that a dis-

1        trict or a regional educational attendance area is not in compliance  
2        with this chapter and is not actively working to come into compliance,  
3        the board shall institute appropriate proceedings to state the practices  
4        found by the board to be a violation of this chapter.

5        (b) After a finding by the board that a district or regional edu-  
6        cational attendance area has not complied with AS 14.18.020 - 14.18.070,  
7        and that the measures taken under AS 14.18.090(a) have been ineffective,  
8        the board shall withhold state funds in accordance with AS 14.07.070.

9        Sec. 14.18.100. REMEDIES. (a) A person aggrieved by a violation  
10       of this chapter or of a regulation or procedure adopted under this  
11       chapter as to primary or secondary education may file a complaint with  
12       the board and has an independent right of action in superior court for  
13       civil damages and for such equitable relief as the court may determine.

14       (b) A person aggrieved by a violation of this chapter or of a  
15       regulation or procedure adopted under this chapter as to postsecondary  
16       education has an independent right of action in superior court for  
17       civil damages and for such equitable relief as the court may determine.

18       Sec. 14.18.110. EFFECT OF CHAPTER. This chapter is supplementary  
19       to and does not supersede existing laws and regulations relating to  
20       unlawful discrimination based on sex.

21       \* Sec. 2. AS 14.08.111 is amended by adding a new paragraph to read:

22       \* (9) review and select all textbooks and instructional materi-  
23       als before they are introduced into the school curriculum; the review  
24       includes a review for violations of AS 14.08.060.

25       \* Sec. 3. AS 14.14.090 is amended by adding a new paragraph to read:

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27       ials before they are introduced into the school curriculum; the review  
28       includes a review for violations of AS 14.08.060.

Statement on Title IX -- SB 99

by Barbara Schuhmann, Chairperson

Commission on the Status of Women

January 30, 1981

Alaskans care about their families. Our children are important to us.

We want our children to grow to be independent and responsible adults able to provide both emotional and financial support for families of their own even after we are gone. We want our children to secure the training and education which will enable them to get and hold a good job with a future to it ... to aim high and dream the American dream of being all they can be-- gaining respect, prestige and honor all along the way .. perhaps even to serve their communities in position of responsibility and influence.

And yet .... if we say these same words and use the word daughter in place of children you may find the words sound a little unusual. Let's try it...

We want our daughters to grow to be independent and responsible adults able to provide both emotional and financial support for families of their own even after we are gone. We want our daughters to secure the training and education which will enable them to get and hold a good job with a future to it ... We want our daughters to aim high and dream the American dream of being all they can be ... gaining respect, prestige and honor all along the way.. perhaps our

daughters will even serve their communities in positions of responsibility and influence." It sounds a little unusual, doesn't it? It's not that we haven't wanted the best for our daughters. It's just that we've been a little unrealistic about what the future holds in store for them.

Statistics tell us that:

- 57% of all American women between 18 and 64 are in the work force
- Even if she marries, a woman may expect to work outside the home for 25 years .... 45 years if she remains single.
- The majority of women work because of economic need. In 1977 in the United States, nearly 2/3 of working women were single, widowed, divorced or separated or had husbands earning less than \$10,000.
- Women workers are concentrated in low paying, dead end jobs.
- On the average, a woman earns .59 cents for every dollar earned by a man.
- And yet the average woman worker is as well educated as the average man worker. Both have completed a median of 12.6 years of schooling.

How can we explain that women with the same average education as men earn so much less and cluster in such low paying jobs? The Commission on the Status of Women believes that some of the answers lie in EDUCATION.

In addition to its many goals, education prepares students for economic survival. How well a woman can support herself will be greatly influenced by her schooling. For example, advanced math in high school is required in order to enter 15 out of 20 major fields of study at the University of California at Berkeley. In one freshman class 92% of the women were prevented from entering three-quarters of the possible majors because of an inadequate background in math. Why does this happen? Caught in their own traditional stereotypes, possibly unaware of new research on sex bias, educators often perpetuate discrimination.. not with malice, but simply because that is the way it has ALWAYS BEEN DONE. Math and science have traditionally been thought of as boy's subjects. Neither teachers, nor counselors, nor parents have expected or encouraged girls to be high achievers in these subjects.

School athletics have traditionally offered boys opportunities to grow in self-discipline, team work and leadership. We have not ensured the same opportunities for our daughters. These traditional notions about girls ... what sort of studies they'll pursue, how assertive they should be, how much athletics they need, .. have colored the thinking of all of us.

In 1972 Federal Title IX was passed by the United States Congress to address many of these issues. The Commission on the Status of Women believes that Alaska needs Senate Bill 99 to supplement the provisions of Title IX, particularly in the areas of curriculum and equal employment opportunity in the schools.

The textbooks, films and other resource materials used everyday in our classrooms make a continuous statement to the students about how women and men should behave. Girls and boys see pictures of women and men doing different things, involved in different jobs... that's how they learn what they can be when they grow up. Everyone needs models to point the way to what they too can achieve and dream. How can young women aspire to be all that they can be, if they are never taught the important role women played in our history? Senate Bill 99 will address the critical issue of sex bias in curriculum where Title IX does not.

In Alaska today there is only one female school superintendent out of a total of 52. Nationally the number of women who rise from the ranks in the field of education to become administrators and policy makers is dismally low.

Not only is there inequity for employees. Students are learning that women can be teachers but they cannot handle the high level administrative jobs. Senate Bill 99 will include this critical area where Federal Title IX does not.

Title IX has not been successful in eliminating sex bias from Alaska's schools. The Commission on the Status of Women held statewide public hearings on the issue of sex bias in October, 1979, and testimony was given by teachers, parents and students which revealed that sex bias continues unchecked in many of our schools today. For instance, throughout the state there are inadequate coaches, equipment and funds for

women's sports programs. In many cases girls' teams receive hand-me-down uniforms from the boys while the boys buy handsome and impressive outfits. Often girls' teams are relegated to gym use at off hours like 10 p.m or 6:30 a.m., so that the boys teams can practice during prime time. The State Activities Association fails to identify its expenditures by sex and so it is impossible for anyone to tell just how inequitable the situation is. But the extensive testimony the Commission has received is ample proof that the inequities exist and on a very large scale.

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When I was preparing for today's hearing I called the Department of Education for statistics on implementation of Title IX. I was told that there weren't any. To me this is perhaps the most compelling reason for passing Senate Bill 99. How can we possibly monitor Title IX effectiveness if no statistics are available? I fully trust that if a State statute is passed requiring sex equity in the schools, the bill will have enough "bite" to see that the job gets done. There may be some sections of the bill that require further study. For instance, by requiring that small schools allow both sexes to compete for places on the same teams, the bill may actually backfire and create problems for the girls. The Commission on the Status of Women will

continue to study the bill and apprise you of any difficulties we find. In general however the Commission stands fully in support of the effort to prohibit sex discrimination. Only last Monday the Commission arranged a meeting with the Lieutenant Governor at his request. Seventeen women, representing more than 1,000 women who support SB 99, were in attendance. We feel certain that this is but a small sampling of the widespread support that exists for a bill that prohibits sex discrimination in schools.



Official Business

# Alaska State Legislature

## Senate

### Committee on

### Health, Education & Social Services

Charlie Parr, Chairman  
Terry Stimson, Vice-Chairman  
Vic Fischer  
Tim Kelly  
Mike Colletta

Pouch V  
State Capitol  
Juneau, Alaska 99811

465-4907  
465-4908

please incorporate in a committee substitute for SB 99:

1. delete page 2, line 2 through line 6
2. replace with the following:

Sec. 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. *O.K.*

3. on page 3, line 1, after the word "sex", change the period to a comma and insert the following:

and curriculum requirements may not differentiate on the basis of sex. *O.K.*

# *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.

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 bush 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 get the bill out of committee with a recommended due pass.

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THE LEGISLATURE OF THE STATE OF ALASKA  
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST  
 Bill/Resolution No. SB 99  
 Title Prohibiting Sex Discrimination in Public Schools  
 Requested by Senate HESS Date 1/23/81

II. FISCAL DETAIL  
 Agency Affected Education  
 Program Category Affected Boards and Commissions  
 BRU, Program, or Subprogram(s) Affected State Board of Education  
 (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-	-0-

FUNDING (Thousands of Dollars)

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

POSITIONS

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

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

This bill has negligible fiscal impact.

IV. DATE 1/23/81 PREPARED BY Steve Hole  
 AGENCY Department of Education  
 PHONE 465-2800  
 Original: Legislative Finance  
 cc: Budget and Management  
 Prime Sponsor (First Legislator Named)

SB 99

1-30-81

Read title IV on state level

Wendy Rader self 14. 18. 050

7<sup>th</sup> grade in Ancl. } required  
♀ - home ec }  
♂ - shop }  
policy during spring 1980

Katie Hurley - Comm. on Status on ♀

Read statement by Barbara Schuman

SB 99 sex bias in curriculum  
title II does not

out of 52 - only 1 ♀ school super.

state activities assoc. does not differ on  
\$ spent for ♀'s & ♂'s

pg 2, line 11 - could backfire

will meet by 2-21<sup>st</sup>

Aischer - sex - role

2 issues? (Charlie willing  
to treat issues - but separate)

if dif. w/ ♀ & ♂ teachers,  
it could be due to extra  
pay for ~~all~~ coaching

Steve Hale DOE

st. board supports bill

Susan ~~Clark~~ <sup>Clark</sup> - Nat'l assoc.  
University Women

↳ <sup>boys sports</sup> 286 x \$ for women's sports  
study in 1976

Dave Hull

Alaska High School Awareness Project  
by ♂ Comm. on Status on ♀  
seeking a grant  
♀ Ed. Equity Act U.S. Dept. of Ed.

# SPORTS

## Coaches object to girls prep tourney site inequalities

By RICHARD F. SCHMITZ  
Daily News Sports Editor

The site of the Region V Class A girls basketball tournament has drawn criticism from three girls prep coaches. Ketchikan High School head coach Dick Ortiz, Juneau-Douglas High School coach Peg Gwyther and one other coach who asked to remain unidentified all objected to the facilities in Wrangell.

Objections were made after the coaches received a memo on the tournament from Wrangell principal Liz Boario. The memo urged participating school districts to "limit the number of spectators traveling to the tournament."

The memo also said school personnel and chaperones "will

arrange for their own housing," and "hotel space is very limited."

"The statement (in the memo) got us a little upset," Ortiz said. "They say the fans aren't supposed to come in, so we don't have the same opportunity and are without the same exposure (that the boys had)."

Ortiz said he contacted the state Human Rights Commission about the inequality and would explore the possibility of a Title IX grievance.

Title IX is a federal law requiring equality in men's and women's athletics.

Ortiz pointed to a number of inequalities he feels exist between a small-town tourney site and one in Juneau, Sitka

or Ketchikan.

"One is inadequate housing. Wrangell has just three motels, limiting space for parents or fans. That also means no pep bands, no pep clubs and no drill teams, which is an important part of the boys tournament."

"One tournament draw in a large town, Ortiz said, is the attraction of entertainment and socializing after the games for the parents.

"There's also less local media coverage," Ortiz continued. "That means girls aren't getting the exposure necessary in regards to getting scholarships."

"There's an inadequate gym. It seats 200 people and the stands come so close to the playing floor that the out-of-bounds line is a small red line three feet in. That's always worth a few turnovers if you're not used to it.

"It detracts from the team's play and makes it hard for us to concentrate when the place is packed," Ortiz said.

Ketchikan High School principal Bruce Slama said he feels the girls program must demonstrate the need for a larger tourney site before changes should be made.

"My own opinion is that if he (Ortiz) comes back and indicates they had to turn people away, then I'm prepared to indicate (to other Region V school district officials) that changes should be made.

"I don't have a crystal ball, so we'll have to wait and see if the situation happens," Slama said. "I'll listen to Dick (Ortiz) and see what he reports."

Gwyther raised objections as well. "We'd already planned it (seating fans and pep band), so (the memo) didn't change anything. Our school district backed the people who wanted to go."

Gwyther said no attendance quotas were set, as they were at the Region V Class A boys tourney.

"I feel like we really have to prove the site isn't satisfactory before taking (Title IX grievance) action," Gwyther said. "Wrangell has been satisfactory as a site for the girls in the past. Now we have to show the program has grown."

Both Ortiz and Gwyther said the 1980-81 season was a turnaround year for girls athletics in Southeast. Both cited better coaching, JV programs, junior high and elementary feeder programs and pressure basketball, including transition games, man-to-man defenses and zone presses.

"Region V playoffs offer the best girls basketball of the year," Ortiz said. "So how can we gain fans if we are assigned to inadequate sites?"

"I've felt this way all along," one Region V coach said. "It's good to see someone has the guts to make some waves."

#  
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**STATE OF ALASKA**  
OFFICE OF THE GOVERNOR

ALASKA COMMISSION ON THE STATUS OF WOMEN  
338 DENALI STREET, SUITE 850  
ANCHORAGE, ALASKA 99501

SUBJECT: Commission Report and Recommendations on Sex Bias in Education  
FROM: Anita Robinson, Chair, ACOW Subcommittee on Education  
DATE: January 22, 1980

The aim of the federal law and regulation, Title IX, is to define and eliminate sex bias in schools. In 1977, The Preliminary Study on the Status of Women in Alaska found serious sex bias inequities in Alaskan schools, despite the fact that sex discrimination in schools was made illegal in 1972 by Title XI of the Federal Education Amendments.

Testimony on sex bias in education submitted to the Women's Commission during open hearings in October 1972 indicated sex bias is still prevalent in most of Alaska's educational institutions. The Education Subcommittee has reviewed the testimony and other pertinent information submitted by state agencies. We have based our recommendation on this combined information.

Public Testimony (October 5, 1979)

The Title IX Coordinator, State Department of Education, stated that approximately one third of her time is spent in assisting School Districts with Title IX. There are no monies allocated through her grant for materials or workshops. She stressed the need for self evaluation and Title IX workshops for each school so that each can be made aware of its own deficiencies and the regulations of Title IX. She stated that there is a legal and moral responsibility to implement Title IX in its entirety, and that there is unequal treatment of the sexes. She stated that there is a very small percentage of women in school administration. She stated that the plight of the displaced homemaker is a direct result of sex bias in education and stressed that it is extremely important to instruct girls

in the many roles they must assume in life.

She also stated that the noncompliance of school districts is in not informing students and communities of their rights under Title IX. A grievance procedure must by law be provided (and made known to both students and the public). She stated that Title IX is a regulation that is designed to give boys and girls equal opportunity (in education). She stated that many school districts are in "paper compliance" as opposed to actual compliance.

Salary and Position Indicator: State Department of Education Computer Printout Of State Personnel Salaries by Category and Sex (September 1979):

An overview of this printout indicates:

1. The majority of classroom teachers at the elementary level are females; however, on the average, they are paid less than male elementary teachers with comparable education and positions.

2. Of the 175 principals listed, 20 are female.

3. There are no female superintendents or assistant superintendents in the State of Alaska.

4. The printout also indicates all assistant or vice principals are male. (I am assuming this is at the elementary level.)

A young woman, testifying both as a classroom teacher in Fairbanks and as immediate past President of N.E.A., Alaska stated that N.E.A. supports House Bill 411 and Title IX. She also said 13 school districts out of 52 have not done the required paperwork in the law (Title IX) which has been in effect for six years.

A person testifying on behalf of the Anchorage Education Association Women's Caucus stressed the need for Title IX and House Bill 411. She stated House Bill 411 would provide guidelines for eliminating sex bias in education. She spoke of her concerns about sex and race bias in curriculum and related her problems in the areas of athletics, (i.e. unequal equipment, gym time, etc.). She stressed the need for state enforcement of Title IX.

A coach from Kenai testified that the Alaska High School Activities Association is totally dominated by males. He said the vast majority of coaches of female sports are male. He stated that 90% of cheerleading coaches are female, while 80% of sponsors of student councils are male. He gave a vivid

description of two incidents of sex discrimination he had observed: (1) Girls' teams given boys' old track suits while boys' teams received new suits and (2) boys' athletic training always taking place near the boys' locker rooms while girls' training was not convenient to facilities. He said he supported Title IX; however, he felt that it was not strong enough.

He was not only concerned with the rights of females in school activities but also with the rights of males. He told of one coach who would not allow male students to try out for the cheerleading team: that coach told the boys they would not be allowed to play basketball if they cried out for cheerleading.

The current President of N.E.A. Alaska, stated that his organization represented over 80% of the teachers in the state. He said they supported House Bill 411. As a school counsellor in Ketchikan, he sees a definite need for state legislation similar to the federal Title IX.

Two women testified on behalf of the Parents Association. One stated that she was in support of Title IX. She also said that it is educators' responsibility to train girls to become women, wives, and mothers and to train them in a profession or occupation as well as to train boys to become men, fathers, husbands and to work well in an occupation or profession.

The second parent representative said she agreed with much of what had been said. She stated that she didn't think that we should expect a 50/50 split between men and women in responsible administrative positions because many women choose to stay home and be homemakers and are not in the work force while men are basically always in the work force.

A female accountant, testifying on her own behalf, urged that money be found for statewide workshops to bring about change in attitudes in the area of sex equity in education.

There was numerous testimony given (written, teleconference, and direct) on the lack of a comprehensive four year home economics program at the University of Alaska.

Testimony was also given on the lack of educational opportunities for women at the Ridgeview Correctional Center.

Recommendations:

After extensive study at this and other information submitted to the Commission on the subject of sex bias in education, it is the recommendation of

the subcommittee that:

1. House Bill 411 be passed as written.
2. State funds be allocated for workshops and media programs and announcements on sex bias in education so that:
  - (a) the public and educators will be able to recognize sex bias, and
  - (b) educators will be familiar with the stipulations of Title IX and House Bill 411.

\* \* \* \* \*

#### A D D E N D U M

The following recommendations were developed as a result of the Black Women's Conference Report, January, 1980. The report was prepared for the Commission to provide input on the concerns of Black women in Alaska. In the future the Commission plans to sponsor such reports from a wide variety of women's groups throughout the state.

Black women in Alaska are attempting to cope effectively with a dual discrimination system. These women are experiencing political, social, financial, and educational inequities because they are both Black and female.

To help remedy educational inequities, it is the recommendation of the education subcommittee that:

1. Educational institutions review existing tests which determine academic achievement levels (and are usually white male oriented) for biases which may be detrimental to Black females.
2. A realistic and extensive career orientation program addressing both traditional and nontraditional career fields and job seeking skills be established at the secondary level for young Black females.
3. An increased number of qualified Black females be moved into administrative positions and appointed to education committees.
4. More Black female counselors and teachers be employed to serve as both positive role models for young Black females, and assist students with academic and self-concept problems.
5. The community college in Anchorage make the Black public aware of its cooperative education program challenging testing, and other incentive programs so that Black females can gain college credits for job experience.
6. High schools and the University of Alaska collect and compile data on Black female students on an annual basis. This information should include: (1) number of Black females admitted, (2) number graduated, (3) drop-out rate, (4) employment follow-up, and (5) status of females after at least three years.

Thursday.

Schuhmann, the vice chairwoman of the Alaska Commission on the Status of Women, told administrators that testimony taken at the group's hearings indicates only about a quarter of the school districts in the state are in compliance with Title IX, the federal law requiring equity in education for girls and boys.

Schuhmann said she was a member of the commission's special committee on education, which has been holding hearings on sex bias in education by teleconference across the state, including Fairbanks, Anchorage, Juneau, Kenai and Nome.

"I think I can state with but exception that the right to receive fair and equitable education and employment opportunities for girls and women was a prime concern voiced over and over again," she said.

Schuhmann said there continue to be discrepancies in sports opportunities and vocational training.

She repeated a suggestion made last week at Bethel that vocational counseling begin early in grade school. "The women here felt that high school was much too late to receive such counseling," she said.

She said homemakers often find themselves forced to work following death or divorce from a spouse.

"These displaced homemakers have told us that their school never prepared them for the real facts of life," Schuhmann said.

She said that many women are never told that 90 per cent of all women in the United States will be employed at some time in their lives; that women make up 40 per cent of the labor force; that the majority of women work because of economic need; and that even if a woman marries, she can expect to work 25 years outside her home.

Schuhmann urged administrators to comply with Title IX in more than a paper effort designed to retain federal funds.

She commended school superintendents in efforts to train women for jobs as administrators and superintendents, but said the efforts would earn only a "D" or "F" if graded.

She said all school districts should have Title IX coordinators to analyze school policies and work to correct shortcomings.

# Schools lag<sup>AS</sup> in equity compliance

School district administrators from around the state were urged to eliminate sex discrimination in schools and to define the school's responsibilities to students at the annual convention of the Alaska Association of School Administrators Thursday.

The second and final day of the conference resumed this morning.

Local attorney Barbara Schuhmann and Department of Education Commissioner Marshall Lind were among speakers to address administrators Thursday.

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Schuhmann urged administrators to

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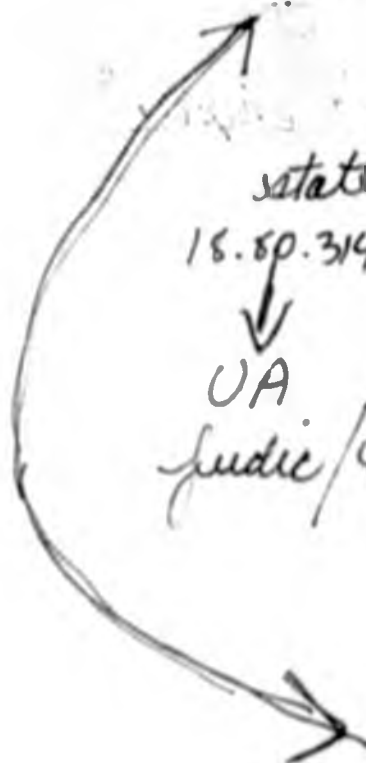
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  - (b) Participating in professional societies
  - (c) Continuing formal or informal study
4. The willingness to work hard (long hours when needed).



**For Additional Information**

Write for "Mapping Your Future?," a publication of the American Woman's Society of Certified Public Accountants and the American Society of Women Accountants. This booklet contains career information about various areas of accounting and includes geographic, age, and income statistics.

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WHY NOT  
CHOOSE  
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-24d-

WHY NOT CHOOSE  
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Karen W. works as an electrician like her father. Donna T. started her own auto servicing shop in New Jersey. Susan T. liked to work with her hands so she became a carpenter. Now she builds houses. Juan W. was always interested in how things worked so she took up electronics.

These women—and thousands others like them—have broken the “men only” barrier and are working in trade and technical fields at jobs they enjoy.

### enjoy what you do

“I like the independence it gives me.” “I can make more than a secretary, and even some college graduates.” “Office work would kill me, I’d hate a desk job.” “I’m good at working with my hands.” “I want to do something different.”

These are only a few of the good reasons women have for entering “non-traditional” fields.

And, in fact, these fields offer bright employment opportunities with a good future. For example, the demand for trained auto mechanics will be “plentiful,” according to the U.S. Department of Labor, with lots of growth in this field still to come. And, a 1974 study by the Labor Department of auto mechanics in 34 cities showed earnings of \$7 per hour. In fact, most salaries for skilled trade and technical workers with a few years of experience are above average.

For example, experienced carpenters, electricians and painters average a union hourly rate of \$8-9.00, according to the U.S. Department of Labor. (However, work may not be a steady 52 weeks, with time off during some seasons.) Many workers eventually become self-employed.

While millions of women still may want to pursue traditional careers (many of those requiring training have their own special advantages), other women are investigating all types of jobs.

It used to be considered unfeminine to even want to be a commercial deep sea diver or pilot or carpenter or any other of a variety of good-paying occupations. But, times have changed. And women

are making them change further, especially as they discover the outstanding opportunities offered by jobs traditionally claimed by men. The result is that the number of women attending specialized vocational schools in these non-traditional fields is increasing. “The word is getting around!” according to one private vocational school official.

### vocational school— your passport to a good career

All of the skilled trades require training. The first step in getting skilled begins in an accredited

vocational school which has the experience and knowhow to teach you your chosen trade.

You’ll be trained by teachers who have actually worked in their field. They stress practical knowledge, not just theory and believe the best way to learn is by doing. “Hands-on” training at a vocational school lets you solve real work problems by using the tools and materials required on the job.

And, only those courses directly related to your chosen field are normally required. No additional or liberal arts courses are needed. As a result, training at a vocational school takes the shortest time possible, often a matter of months.

### what else can a vocational school do for me?

Training is only part of the job. As you near graduation, you’ll find the school’s placement service can be a valuable key to the world of work.

Most accredited trade and technical schools have built up strong industry contacts over the years. Employers needing trained workers call or visit the school for graduates. As a graduate, your chances of getting a good job are increased. And today, women have more opportunity than ever before to be equally considered for employment in all fields.

### what trade and technical careers can I learn, and how long will it take?

Today, a woman can be anything she wants. Vocational schools offer a wide variety of courses in “non-traditional” fields—all are open to women. Check the box to the left which lists courses offered by accredited schools and the number of weeks normally required for graduation.

Ask your counselor for a free *Directory of Accredited Private Trade and Technical Schools*, which lists these and dozens of other opportunities and gives the addresses of over 400 schools. Or write: National Association of Trade and Technical Schools, 2021 L Street, N.W., Washington, D.C. 20036.

### guide to skill training at natts schools

skill	term
Air Conditioning	12-12 weeks
Appliance Repair	12-12 weeks
Architectural Engineering Technology	60-100 weeks
Automotive Mechanics	14-20 weeks
Aviation Mechanics	32-64 weeks
Barbering	22-22 weeks
Blueprint Reading	2-20 weeks
Bookbinding	101 weeks
Broadcasting	10-22 weeks
Building Maintenance	62-60 weeks
Camera Service & Repair	12-20 weeks
Carpentry	102 weeks
Car Upholstery Machine Repair	24 weeks
Construction Technology	22-104 weeks
Culinary Arts	12-12 weeks
Data Processing	21-100 weeks
Diving	8-12 weeks
Drivings	19-22 weeks
Electrician	21-104 weeks
Electronics	22-102 weeks
Estimating, Building	12 weeks
General Milling	68 weeks
Hoisting	12-24 weeks
Heavy Equipment Mechanics	4 weeks
Heavy Equipment Operation	2-12 weeks
Hotel-Motel Training	12-12 weeks
Industrial Management	72 weeks
Instrumentation	72-20 weeks
Law Enforcement Security	16 weeks
Machine Shop	14-102 weeks
Meat Cutting	8 weeks
Mechanical Engineering Technology	64-100 weeks
Metallurgical Technology	77 weeks
Office Machine Repair	12-20 weeks
Painting & Decorating	102 weeks
Paint, Commercial	12-20 weeks
Plumbing	22 weeks
Printing	22-12 weeks
Real Estate Brokerage	8 weeks
Seamstress	72 weeks
Tailoring	2-20 weeks
Taxi & Truck	22-100 weeks
Truck Driving	1-4 weeks
Welding & Metal Working Technology	22-12 weeks
Welding	2-12 weeks

## physical requirements— would I meet them?

Some occupations like carpentry, welding, electricity, auto mechanics and plumbing require lifting and carrying equipment and materials. You may have to be able to handle 50 pounds. Some trades are not for sit-down types—they may require a good deal of physical activity. And some work may take you outdoors in all types of weather.

While most women are probably capable of meeting the physical requirements, they should be aware that heavy work is part of some trades-workers' jobs.

Other jobs such as electronics, appliance repair and drafting usually have lighter physical requirements.

However, each trade and technical career has its own set of requirements—check them out!

## make an investment in your future

Getting skilled is one of the best investments a woman can make. A few months of training will provide you with a lifetime skill—a skill which can increase your earning potential and put your talents to work in a good and satisfying career.

Today, 9 out of every 10 women work—the average single woman will work for 45 years, and married women are likely to spend 25 years in a job. With the high cost of living, even married women find two good incomes are sometimes necessary. And, as an increasing number of couples separate or divorce, more women are faced with the need to earn their own livings.

As a result, more women are becoming career-wise in order to prepare for the fullest use of their abilities and interests.

Every woman should have a skill even if she doesn't plan to enter the work force immediately. A skill is always handy to have—a good investment which pays off now and later in three important ways:

- *To Fall Back On* should you have to work. Skilled workers earn substantially more than unskilled, and many women will eventually have to support themselves.

- *To Do-It-Yourself* around the house. Many non-traditional skills help to provide you with the knowhow to keep your house and appliances functioning. With the high cost of labor these days that can be quite a savings.

- *To Work for Yourself* at your convenience while you raise a family. While a full-time career may not suit your plan, you may want to bring in extra money using your skill. Many workers in non-traditional fields do, in fact, start their own businesses and become self-employed.

## how can I find out if I'm going to like it?

Get all the information you can. Talk to your high school counselor.

Also, ask employers about the opportunities, salaries, and duties in a career you're interested in.

For specific information on a particular career write to the Bureau of Labor Statistics, U.S. Department of Labor, Washington, D.C. 20212.

For a free directory of accredited schools write to the National Association of Trade and Technical Schools, 2021 L Street, N.W., Washington, D.C. 20036.



# what's a nice girl like you doing in a man's world?

## opportunities for women in trade and technical fields

# How about a Career with Mathematics?





People in some parts of the world still use the same kinds of tools long used by their ancestors. Shown in these pictures are people in Chad, an African country, and Turkey (top row, left to right) and New Guinea and Panama (bottom row, left to right). The Chad women are mounding a grain called millet. What are the people in the other pictures doing? What kinds of tools are they using?

A lot of bigger tools can't be carried around by one person, but they can be moved. Examples are refrigerators, trucks, airplanes, and rockets for launching things into space.

Other tools stay put. These are things like roads, river dams, and steel mills.

Is a pencil a tool? A map? This book? A desk?

Look about you wherever you are right now. Name as many tools as you can see. Tell what purpose each of them serves.

### WHAT IS TECHNOLOGY?

What do tools have to do with culture? People use tools in their technology (tek-NOL'uh-jee). And technology is just as important a part of culture as language is. Technology is all of the tools used and invented by human beings plus the skills needed to use those tools.

There are no human groups without technology. All peoples make tools and use them to provide for their needs and comforts. In some parts of the world, people have only a few, simple tools. (See the pictures on these pages.)

In other parts of the world, people have more complicated tools. Compare the tools shown on pages 56-57 with the simple tools shown here. Can you think of some general ways in which they are different?



What about the second example on page 148? Some women are good cooks. Is every woman a good cook? What about men cooks? It *may* be true that more women than men are good cooks. But if so, it's not because women were born that way. Can you think of a reason why more women than men may be good cooks?

Consider the third example: "Boys are better in math than girls." Is it true that any boy can get better grades in math than any girl?

Test the stereotype. Take a secret poll of the students in your classroom to find out what grades they got on their last math test. Did some of the girls get higher grades than some boys? If so, what does that show about the third statement?

Now consider the fourth example in the same way you've examined the other three stereotypes.

### CAN STEREOTYPES GET YOU INTO TROUBLE?

Not only are stereotypes of groups wrong. They can also be dangerous. Below is a chart listing another set of stereotyped beliefs. Copy the chart on a piece of paper. In the second column, write down something that could happen if you accepted these beliefs as always true

STEREOTYPED BELIEFS	WHAT COULD HAPPEN
Dogs are always friendly.	
All drivers obey stop signs	
Hunters never keep loaded guns around the house.	
You can trust boys to keep secrets	
Americans are the smartest people in all the world.	



Which of the persons shown above do you think gets the best grades? Which is the best singer? Which is the best ballplayer? Which is neatest? Which is the most talkative?

## "THEY'RE ALL ALIKE"

Social scientists have a special word for thinking about a group of human beings as though they are all alike. That word is **stereotyping** (STAIR'ee-uh-TY'ping). When we stereotype any group of people, we think or say the members of that group are all the same. Here are some examples of stereotypes:

- Girls are neat and quiet.
- Women are the best cooks.
- Boys are better in math than girls.
- People with red hair have hot tempers.

## ARE STEREOTYPES TRUE?

It's easy to fall into the trap of thinking that people are the same. The trouble with stereotypes is that they ignore individual differences. Look at the first example above. Do you think that statement is true for all girls? Can you know if girls who are neat and quiet?

CONTACT LIST

Follow-up Activities

Here is a list of people you will need to contact, either to gain information, or to inform them of your findings.

Local School Principals

Local Superintendent of Schools

Local School Board Members

Local Title IX Coordinator (list attached)

Local Legislators (list attached)

Legislative Committee members (list attached). As of the end of the 1979 session, HB 411 was in the House Rules Committee.

State IX Coordinator: G. Rozalynn Foris, Alaska Department of Education  
Juneau, Alaska 99811

Legislative Information Offices keep current information on all bills before the legislature, and help citizens to send public opinion messages and to participate in teleconferences. Currently there are four offices, and new ones are scheduled to open soon.

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101 College Rd. Building F Room 250  
Fairbanks, Alaska 99701  
Phone No. 452-4449

Legislative Information Office  
415 Main Street, Room 301  
Ketchikan, Alaska 99901  
Phone No. 225-9675

Legislative Information Office  
P. O. Box 25  
Nome, Alaska 99762  
Phone No. 443-5287

Legislative Information Office  
1024 W. 6th Avenue  
Anchorage, Alaska 99501

Public Opinion Messages are a free service by which citizens may send opinions to Juneau. You may do so by calling the Legislative Information Office in your area and dictating to them a short paragraph, or send the office a short written paragraph along with your name, address and phone number. Address your message to your local legislator or to appropriate committee members; time them to arrive shortly before votes are scheduled. The Legislative Information Office can give you this information.

Teleconferences are sometimes set at the request of committee chairpersons to increase statewide input on matters before the committee. Public opinion messages and letters can be used to request teleconferences.

Watch your local newspapers and broadcast media for announcements of teleconferences on HB 411, or check with your local Legislative Information Office. If you wish to participate in a teleconference, go to the Legislative Information Office to have your opinion televised and relayed to Juneau.

LEGISLATIVE STANDING COMMITTEES  
1979 - 1980  
ELEVENTH LEGISLATURE - FIRST SESSION

HOUSE

Commerce

Brown (Chairman)  
Munson (Vice-Chairman)  
Malone, Osterback,  
Bettisworth, Halford, Randolph

Community & Regional Affairs

Parker (Chairman)  
Carney (Vice-Chairman)  
Parr, Zharoff,  
Branson, Metcalfe, O'Connell

Finance

Heekins (Chairman)  
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Duncan, Guy, McKinnon, Moss, Rogers,  
Smith, Schaeffer,  
Haugen, Montgomery

Health, Education & Social Services

Buchholdt (Chairman)  
Munson (Vice-Chairman)  
Huribert, Hiles, Barnes,  
Belrne, Chatterton

Judiciary

Parr (Chairman)  
Anderson (Vice-Chairman)  
Brown, Buchholdt, Malone,  
Barnes, Martin, O'Connell, Phillips

Labor and Management

Huribert (Chairman)  
Rogers (Vice-Chairman)  
McKinnon, Miller,  
Bettisworth, Branson, Hayes

Resources

Osterback (Co-Chairman),  
Hiles (Co-Chairman)  
Zharoff (Vice-Chairman)  
Carney, Cotten, Fuller,  
Chatterton, Eliason, Halford

Rules

Cotten (Chairman)  
Brown (Vice-Chairman)  
Anderson, Miller, Parr,  
Hayes, Phillips

State Affairs

Miller (Chairman)  
Fuller (Vice-Chairman)  
Gardiner, Parker,  
Eliason, Martin, Metcalfe

SENATE

Commerce

W. Bradley (Chairman)  
Sturgulowski (Vice-Chairman)  
Kelly, Ferguson, Stimson

Community & Regional Affairs

Sturgulowski (Chairman)  
Mulcahy (Vice-Chairman)  
Kelly, Rodey, Stimson

Finance

Sackett (Chairman)  
Bennett, Dankworth, Heckney,  
Sumner, Hohman, Ray

Health, Education, & Social Services

Heckney (Chairman)  
Ferguson (Vice-Chairman)  
Collette, Sturgulowski,  
Fahrankamp

Judiciary

Ziegler (Chairman)  
Dankworth (Vice-Chairman)  
Bennett, Meland, Ray

Labor and Management

Ferguson (Chairman)  
Ray (Vice-Chairman)  
Bradley, Collette, Karttula

Resources

Sumner (Chairman)  
Dankworth (Vice-Chairman)  
Bennett, Mulcahy,  
Fahrankamp, Karttula,  
Meland

Rules

Collette (Chairman)  
Ziegler (Vice-Chairman)  
Sumner, Tillon, Hohman

State Affairs

Mulcahy (Chairman)  
Kelly (Vice-Chairman)  
Bradley, Rodey, Ziegler

# ALASKA STATE LEGISLATURE

ELEVENTH LEGISLATURE - FIRST SESSION

1979 - 1980

---HOUSE OF REPRESENTATIVES---

Name	Address	District
Anderson, Nels A., Jr. (D)	Box 234, Dillingham 99576	16
Barnes, Ramona L. (R)	Box 3382, Downtown Station, Anchorage 99510	10
Bairne, M. F. (R)	1020 "I" St., Suite 1, Anchorage 99501	7
Bettlaworth, Robert H. (R)	Box 80288, College 99708	20
Branson, Margaret (R)	Box 740, Cooper Landing 99572	5
Brown, Fred E. (D)	Box 1718, Fairbanks 99707	20
Buchholdt, Thelma (D)	2607 Kona Lane, Anchorage 99503	9
Carnay, Patrick J. (D)	S.R. Box 3051, Wasilla 99187	6
Chatterton, C. V. (R)	2308 Boniface Parkway, Anchorage 99504	10
Cotton, Samuel R. (D)	Box 296, Eagle River 99577	8
Duncan, Jim (D)	R. R. 4, Box 4316, Juneau 99803	4
Elisson, Richard I. (R)	Box 143, Sitka 99835	5
Freeman, Oral (D)	2743 3rd Ave., Ketchikan 99901	1
Fulmer, John G. "Jack" (D)	Box 689, Homer 99762	22
Gardiner, Terry (D) <u>SPEAKER</u>	Box 6092, Ketchikan 99901	1
Guy, Phillip (D)	Ketchikan 99671	17
Halford, Richard W. (R)	Box 66, Chugiak 99567	8
Haugen, E. J. (R)	Box 1049, Petersburg 99833	2
Hayes, Joe L. (R)	625 W. Fifth Ave., Suite 1, Anchorage 99501	12
Hurlbert, Vernon L. (D)	General Delivery, Sleetmutes 99668	18
Malone, Hugh (D)	Box 9, Kasilof 99611	19
Martin, Terry (R)	3960 Naka Drive N-6, Anchorage 99504	8
McKinnon, Joseph M. (D)	1411 W. 32nd St., Anchorage 99503	9
Mockins, Russ, Jr. (D)	1526 "K" Street, Anchorage 99501	7
Montcalfe, Ray M. (R)	Box 4-2766, Anchorage 99509	11
Miles, Bill (D)	P.O. Box 4-2038, Anchorage 99507	7
Miller, Mike (D)	Box 1494, Juneau 99802	4
Montgomery, Joe H. (R)	1048 Beach Lane, Anchorage 99501	19
Moss, N. Pappy (D)	P.O. Box 182, Delta Junction 99737	19
Munson, Joyce (D)	935 East 79th, Anchorage 99302	11
O'Connell, Patrick M. (R)	Route 2, Box 743, Soldotna 99669	13
Osterback, Alvin (D)	Box 71, Sand Point 99681	15
Parker, Bill (D)	280 Denali Street, Anchorage 99501	7
Parr, Charles H. (D)	S.F. Box 50399, Fairbanks 99701	20
Phillips, Randy (R)	Box 142, Eagle River 99577	8
Randolph, Richard L. (L)	Box 123, Fairbanks 99707	20
Rogers, Brian (D)	P.O. Box R, College Branch, Fairbanks 99708	20
Schaeffer, Leo P., Jr (D)	General Delivery, Kobuk 99751	21
Smith, Sarah J. (D)	321 Church Street, Fairbanks 99701	20
Zharoff, Fred F. (D)	Box 403, Kodiak 99615	14

--SENATE--

Name	Address	District
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*Collette, Mike (R)	Box 3188, Anchorage 99501	I
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Ferguson, Frank R. (D)	Box 131, Knikshus 99752	P
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*Holman, George H. (D)	Box 289, Bethel 99559	M
Kelly, Tim (R)	283 Mildom Rd., Station Box 76, Anchorage 99504	F
*Korntula, Jalmar M. (D)	Box 2, Palmer 99845	D
*Maland, H. D. "Pete" (D)	Box 53, Sitka 99835	S
Malcahy, Bob (R)	Box 244, Kodiak 99615	L
Ray, Bill (D)	183 Behrens - Home, Juneau 99801	:
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*Serkett, John C. (R)	1547 LeTouche, Anchorage 99501	H
Stinson, Tazzy (D)	1610 "K" Street, Anchorage 99501	E
Sturgisushi, Arilee (R)	2937 Sheldon Jackson St., Anchorage 99504	N
*Summer Bill (R)	2216 Culver Place, Anchorage 99503	E
*Tillson, Clem (R) <u>PREIDENT</u>	Box 373, Homer 99803	K
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\*Senators terms expire in 1981. Others have terms expiring in January 1981.

The addresses listed above should be used when the Legislature is not in session. During sessions, members of the Legislature receive mail at Pouch V, Juneau, Alaska 99911 (Mail Stop Number 3100)

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AK 99685

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# Alaska State Legislature

## Senate

Charlie Parr, Chairman  
Terry Stinson, Vice-Chairman  
Vic Fischer  
Tim Kelly  
Mike Colletta

### Committee on

Health, Education & Social Services

Pouch V  
State Capitol  
Juneau, Alaska 99811

465-4907  
465-4908

#### MEMORANDUM

TO: Senate HESS Committee Members  
FROM: Rocky Plotnick Weller  
DATE: January 30, 1981  
RE: Senate Bill 99 - Prohibiting Sex Discrimination in Education

The attached packet has been prepared from a workshop. Sex Bias in Education, compiled by the Alaska Commission on the Status of Women in October, 1979. Several pages have been omitted because they are outdated. If anyone wants to see the entire packet, I have a copy.

*Rocky*

JAY S. HAMMOND  
GOVERNOR



PHONE  
(907) 276-3003

**STATE OF ALASKA**  
OFFICE OF THE GOVERNOR

ALASKA COMMISSION ON THE STATUS OF WOMEN  
338 DENALI STREET, SUITE 880  
ANCHORAGE, ALASKA 99501

**SEX BIAS IN EDUCATION WORKSHOP**

COMPILED FOR ACSW BY  
KAY REESE  
OCTOBER, 1979

Boys and girls in America grow up with different lifeplans and different concepts of themselves. Sometimes, unfortunately, these ideas may greatly limit the individual's potential for growth and choice; and sometimes these limitations are based solely on sex. This kind of sex-biased training is the suspect of this workshop.

About Title IX:

In 1972, Title IX of the Federal Education Amendment forbade sex discrimination in any school receiving federal funds. It specifically addressed several areas: Sports, vocational education, counseling, and employment, and required each school district to comply with detailed guidelines.

Since that time, some Alaskan school districts have complied with Title IX by assessing the sex-fairness of their programs, by hiring a person to oversee Title IX implementation and by instituting reforms to eliminate sex bias and discrimination in their schools. On the other hand, some districts have done very little.

About HB 411:

Because much sex discrimination still exists in Alaskan schools, there is now a bill before the Alaska House of Representatives which would ban sex discrimination from the state level as well as from the federal level. A copy of this bill, HB411, is included in this packet.

The purpose of this workshop is twofold: 1) to give you a tool with which to discover whether sex discrimination and bias exist in your local school system, and 2) if so, to give you suggestions as to how to work for the passage of HB411, to eliminate that problem.

### About This Workshop Packet:

The packet is divided into three main sections: introductory and background material, workshop activities, and follow-up activities.

#### I. Introduction and Background Material, ppl 1-16 :

Here you will find an outline of this workshop packet, a copy of HB411, and a short summary of Title IX. Each member of the group should read this section, so as to keep the basic purpose of the workshop in mind.

II. Workshop Activities, pp 17 - 43 : These activity packets cover the five areas which would be regulated by HB411: textbooks, high school counseling, vocational education, sports, and employment.

In each activity packet you will find:

The Problem: a very brief statement of the main problem in this area.

The Goal: a simple statement of a sex-fair goal.

Finding Out: two or three activities your group can do to evaluate sex-fairness in your school.

These materials are meant to be flexible, so that your group can spend from two to twenty hours on them, depending on the number of people and amount of time you have.

If your time and numbers are short, you might assign one activity packet to each person and have that person report back to the group.

If your time and numbers allow, have the entire group deal with each activity packet so that everyone will gain more familiarity with all the problems involved in sex discrimination in schools. Some exercises, such as interviews, can easily be done by one person and then shared with the group; some exercises, such as the textbook evaluations and the analyses of information, can well be done by each group member.

However you decide to allot the work within your group, be sure to set aside time to discuss each subject after the paperwork is done.

Notes: At the end of each packet is a brief attachment, usually a copy of some new material which attempts to be sex-fair or encouraging to women.

#### III. Implementation and Contact List, pp. 44-51 :

After you have completed the workshop activities and have come to some conclusions about your school system, you may decide to press for passage of HB411. This section details a step-by-step procedure for doing this. Also in this section you will find a list of people who will be able to give you information about your schools, or who are in a position to influence passage of HB411.

### Why Another Law?

It may occur to you or to some of the people you contact to wonder why the state of Alaska needs a sex-fairness law, when the federal Title IX already exists. There are two reasons:

1. HB411 would cover two important areas not covered by the federal law, textbooks and curriculum.
2. Having state law expands the number of possible remedies in case of infraction. Under Title IX, the remedies are to file a complaint through the local school system, or to complain directly to the Department of Health, Education and Welfare, with the possible result that federal funds may be withheld if an infraction is found. A recent U. S. Supreme Court ruling also indicates that a citizen may sue a post-secondary school directly for civil damages if discrimination is suspected.

If the State of Alaska passed an antidiscrimination law, the citizen would have not only the above remedies, but would also be able to file a complaint with the State Human Rights Commission and to sue in state courts. Thus, the remedy would be faster and local and the school would be faced with the possibility of losing not only federal, but also state funds.

#### Before You Begin:

Many of the activities in this workshop are based on activities developed for the purpose of evaluating compliance with Title IX. While that is not the primary purpose of this workshop, Title IX materials have been used as guidelines, since many of the issues are the same. Sometimes Title IX guidelines are quoted simply to explain what ought to be the status quo in schools now.

In gathering information for this workshop, remember that your purpose is not primarily to evaluate compliance with the federal Title IX, but rather to discover whether sex discrimination exists in your schools so that you can decide whether to urge passage of HB411.

When you may encounter hostility from school employees who feel that they and their values are being personally questioned. Try to emphasize that your interest is not in questioning any one person's attitudes, but in examining and learning how the school system works, so that you can decide whether a new law is needed. You may find that the very fact that your group is examining this issue will serve to point out problems to school officials and perhaps stimulate improvements.

As you participate in the workshop you may decide to interview school employees and to request certain records and statistics. Remember that access to this information is your right as a taxpayer. You are not a busybody; you are a citizen, perhaps a parent, who pays for the education of children in your community. You have a right to know how that education is being conducted.

The activities in this workshop deal with all the issues covered in HB-11, but they only scratch the surface of sex bias in education. There is much more to be said about the history of sex bias, about its ramifications for both boys and girls, and about possible remedies. This workshop will not make you an expert.

If, however, after completing this workshop, you become convinced that sex bias does exist in your schools, and you can point to specific examples, you may find that you know more about the subject than many people do. There is a widespread feeling that sex bias in education, if it ever existed, is a thing of the past. You will be in a position to offer proof that this is not true, and to share that information with people who have the power to affect the future of our children.



## SUMMARY OF THE REGULATION\* FOR TITLE IX EDUCATION AMENDMENTS OF 1972

*Title IX of the Education Amendments of 1972 says:*

**"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. . . ."**

With certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, occupational training or other educational program (preschool to postgraduate) operated by an organization or agency which receives or benefits from federal aid. Exempted from the provisions of Title IX are schools whose primary purpose is training for the U.S. military services or the merchant marine and educational institutions controlled by religious organizations whenever compliance with Title IX would be contrary to their religious beliefs. In addition, the "Bayh Amendment" to Title IX exempts the membership policies of the Girl and Boy Scouts, the YMCA and YWCA, Campfire Girls and other single sex "youth service organizations" whose members are chiefly under age 19. This special exemption does not apply to recreational youth groups such as Little League. Also exempted by the amendments are university-based social fraternities and sororities.

Basically, the regulation for Title IX falls into five categories: general matters related to discrimination on the basis of sex, admissions, treatment of students once they are admitted, employment and procedures.

The following summary was adapted by PEER from a summary prepared by the Resource Center on Sex Roles in Education of the National Foundation for Improvement of Education.

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\*45 CFR Part 66. The text appears in the *Federal Register*, June 4, 1975, page 24128. Copies are available from the Director, Office for Civil Rights, U.S. Department of Health, Education and Welfare, 330 Independence Ave., SW, Rm. 3230, Washington, D.C. 20201.

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PEER, the Project on Equal Education Rights, is a project of the NOW Legal Defense and Education Fund, funded by the Ford Foundation to monitor enforcement progress under federal law forbidding sex discrimination in education. 1029 Vermont Avenue, NW, Suite 600, Washington, D.C. 20005. Project Director: Molly Knox, Associate Director: Cletia Steele. Staff: Robin Gordon, Mary McRae, Chris Puenzo, Lynda Weston.

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## TITLE IX, PEER SUMMARY (cont.)

### GENERAL PROVISIONS — § 86.3 - 86.9

Each recipient of federal education aid must evaluate its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must keep a description of these steps on file for three years, and they must complete the evaluation and steps to overcome the effects of bias by July 21, 1976.

The regulation also requires that recipients adopt and publish grievance procedures to resolve student and employer complaints alleging discrimination prohibited by Title IX. (Victims of discrimination are not required to use these procedures — they may file a complaint directly with the U.S. Department of Health, Education and Welfare.)

Recipients (for example, a school district, state education agency, or university) must appoint at least one employee to coordinate its efforts to comply with Title IX.

The regulation requires recipients to notify students, parents, employees, applicants, unions and professional organizations that they do not discriminate on the basis of sex. Students and employees must be told how to contact the employee coordinating Title IX compliance efforts.

By Oct. 21, 1975, recipients were required to issue this notice in the local press, student and alumni newspapers, and by a letter sent directly to students and employees. After that, all announcements, bulletins, catalogs and applications must contain a notice.

### ADMISSIONS — § 86.21 - 86.23

The regulation bars sex discrimination in admissions to certain kinds of institutions: those of vocational, professional, graduate, and public coeducational undergraduate institutions. Admissions to private undergraduate institutions are exempt, including admissions to private, undergraduate professional and vocational schools. HEW will look at the admissions practices of each "administratively separate unit" separately.

Specifically, the regulation bars limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, preference for one sex, ranking applicants separately by sex, and any other form of differential treatment by sex.

The recipient may not use a test or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict successful completion of the educational program, and unbiased alternatives are not available. Also prohibited are rules concerning parental, family, or marital status of students which make distinctions based on sex; discrimination because of pregnancy or related conditions; and asking an applicant's marital status. Recipients can ask an applicant's sex if the information is not used to discriminate.

The recipient must make comparable efforts to recruit members of each sex, except when special efforts to recruit members of one sex are needed to remedy the effects of past discrimination.

Implementation is laid out in clearer detail in the "AAC Partial List of Actions"

Grievance procedures are required at the school/district level.

TITLE IX, PEER SUMMARY (cont.)

TREATMENT OF STUDENTS —

§ 86.31 - 86.42

General Coverage — § 86.31

Although some schools are exempt from coverage with regard to admissions, all schools must treat their admitted students without discrimination on the basis of sex. Briefly, the treatment of students section covers courses and extracurricular activities (including student organizations and competitive athletics), benefits, financial aid, facilities, housing, rules and regulations (including rules of appearance), and research. A student may not be limited in the enjoyment of any right, privilege, advantage or opportunity based on sex.

The regulation forbids a recipient to aid or perpetuate sex discrimination by providing "significant assistance" to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees (with some exceptions, including the membership policies of social fraternities and sororities, Boy and Girl Scouts, YMCA and YWCA). (Significant assistance may include the provision of a facility or faculty sponsor.)

Situation 5

Housing and Facilities — § 86.32 and 86.33

Institutions may provide housing separately for men and women. However, housing for students of both sexes must be as a whole:

- proportionate in quantity to the number of students of that sex that apply for housing, and
- comparable in quality and cost to the student.

Institutions may not have different housing policies for students of each sex (for example, if a college allows men to live off campus, it must allow women too).

Toilets, locker rooms and shower facilities may be separated on the basis of sex, but these facilities must be comparable for students of both sexes.

Rights to privacy are protected.

Courses and other Educational Activities —  
§ 86.34 and 86.35

Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

Situation 1

However, sex education is an exception: portions of elementary and secondary school classes dealing with human sexuality may be separated by sex.

Again, rights to privacy are protected.

In physical education classes, students may be separated by sex within coeducational classes when playing contact sports. Contact sports include wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

Recipients must end single sex physical education classes "as expeditiously as possible," but elementary schools have until July 21, 1978, to comply fully. Secondary and post-secondary institutions must comply fully with this requirement by July 21, 1978.

## TITLE IX, PEER SUMMARY (cont.)

Choruses may be based on vocal range or quality and may result in single-sex or predominantly single-sex choruses.

Local school districts may not, on the basis of sex, exclude any person from:

- any institution of vocational education;
- any other school or educational unit, unless the school district offers that person courses, services and facilities which are comparable to those offered in such schools, following the same policies and admission criteria.

### Counseling -- § 86.36

A recipient may not discriminate on the basis of sex in counseling or guiding students.

Whenever a school finds that a class has a disproportionate number of students of one sex, it must take whatever action is necessary to assure that sex bias in counseling or testing is not responsible.

A recipient may not use tests or other appraisal and counseling materials which use different materials for each sex or which permit or require different treatment for students of each sex. Exceptions can be made if different materials used for each sex cover the same occupations and they are essential to eliminate sex bias.

Schools must set up their own procedures to make certain that counseling and appraisal materials are not sex-biased. If a test does result in a substantially disproportionate number of students of one sex in a course of study or classification, the school must take action to ensure that bias in the test or its application is not causing the disproportion.

### Student Financial Aid -- § 86.37 and 86.31(c)

The regulation covers all forms of financial aid to students. Generally, a recipient may not, on the basis of sex:

- provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate;
- assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid;
- employ students in a way that discriminates against one sex, or provide services to any other organization which does so.

If all sopranos turn out to be girls, its OK to have an all-girl soprano section; and so on.

### Situation 4

This is a strongly worded section: no exceptions or exemptions.

This is not an "exception": Its purpose is to eliminate sex bias.

## TITLE IX, PEER SUMMARY (cont.)

There are exceptions for athletic scholarships and single-sex scholarships established by will or trust.

**Athletic scholarships.** An institution which awards athletic scholarships must provide "reasonable opportunities" for both sexes, in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics. Separate athletic scholarships for each sex may be offered in connection with separate male/female teams to the extent consistent with both the section on scholarships and the section on athletics (86.41).

**Scholarships for study abroad.** The regulation exempts discriminatory student assistance for study abroad (such as Rhodes Scholarships), provided that a recipient which administers or helps to administer the scholarship awards makes available similar opportunities for the other sex. (86.31(c)).

**Single sex scholarships.** An institution may administer or assist in the administration of scholarships and other forms of student financial aid whenever a will, trust, or bequest specifies that the aid can only go to one sex, as long as the overall effect of making sex-restricted awards is not discriminatory.

To ensure this, institutions must:

- select financial aid recipients on the basis of nondiscriminatory criteria, not the availability of sex-restricted scholarships;
- allocate sex restricted awards to students already selected in such a fashion; and
- ensure that no student is denied an award because of the lack of a sex-restricted scholarship.

### Student Health and Insurance Benefits — § 86.38

Student medical, hospital, accident or life insurance benefits, services, or plans may not discriminate on the basis of sex. This would not bar benefits or services which may be used by a different proportion of students of one sex than of the other, including family planning services.

Any school which provides full coverage health services must provide gynecological care.

### Marital or Parental Status — § 86.40

The regulation bars any rule concerning a student's actual or potential parental, family, or marital status which makes distinctions based on sex.

A school may not discriminate against any student in its educational program, including any class or extracurricular activity, because of the student's pregnancy, childbirth, false pregnancy, miscarriage, or termination of pregnancy, unless the student requests voluntarily to participate in a different program or activity.

If a school does offer a voluntary, separate education program for pregnant students, the instructional program must be comparable to the regular instructional program.

A school may ask a pregnant student to have her physician certify her ability to stay in the regular education program only if it requires physician's certification for students with other physical or emotional conditions.

At this time, elimination of discrimination is being defined as "providing reasonable opportunities."

Situation 2

## TITLE IX, PEER SUMMARY (cont.)

Recipients must treat disabilities related to pregnancy the same way as any other temporary disability in any medical or hospital benefit, service, plan or policy which they offer to students. Pregnancy must be treated as justification for a leave of absence for as long as the student's physician considers medically necessary. Following this leave, the student must be reinstated to her original status.

### Athletics — § 86.41

**General coverage.** The regulation says that no person may be subjected to discrimination based on sex in any scholastic, intercollegiate, club or intramural athletics offered by a recipient of federal education aid.

**Separate teams and contact sports.** Separate teams for each sex are permissible in contact sports or where selection for teams is based on competitive skill. Contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

In noncontact sports, whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

**Equal opportunity.** A school must provide equal athletic opportunity for both sexes. In determining whether athletic opportunities are equal, HEW will consider whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes. The Department will also consider (among other factors): facilities, equipment, supplies, game and practice schedules, travel and per diem allowances, coaching (including assignment and compensation of coaches), academic tutoring, housing, dining facilities, and publicity.

Equal expenditures are not required, but HEW "may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex."

**Adjustment period.** Elementary schools must comply fully with the section covering athletics "as expeditiously as possible" but no later than July 21, 1976. Secondary and post-secondary institutions have until July 21, 1978, to comply fully.

### Textbooks — § 86.42

The regulation does not require or abridge the use of particular textbooks or curriculum materials.

At this time, elimination of discrimination is being defined as "equality of opportunity." This is a complicated, somewhat vague term resting heavily on the good faith of the school and district.

### Situation 5

Situation 6; State laws and guidelines may cover textbooks and materials.

## TITLE IX, PEER SUMMARY (cont.)

### EMPLOYMENT — § 86.51 - 86.61

#### General Provisions — § 86.51 - 86.55

All employees in all institutions are covered, both full-time and part-time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits discrimination based on sex in employment, recruitment, and hiring, whether full-time or part-time, under any education program or activity which receives or benefits from federal financial aid. It also bars an institution from entering into union, employment agency, or fringe benefit agreements which subject individuals to discrimination.

An institution may not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment, hiring and firing, promotion, tenure, pay, job assignments, training, leave, and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

#### Fringe benefits — § 86.56

Fringe benefit plans must provide either for equal periodic benefits for male and female employees or equal contributions for both sexes. Retirement plans may not establish different retirement ages for employees of each sex.

#### Marital status and pregnancy — § 86.57

An institution may not apply any employment policy concerning the potential marital, parental or family status of an employee or employment applicant which makes distinctions based on sex.

In addition, it may not have policies based on whether the employee or applicant is head of household or principal wage earner in the family.

An institution may not discriminate in employment on the basis of pregnancy or related conditions. A temporary disability resulting from these conditions must be treated as any other temporary disability for all job-related purposes, including leave, seniority, reinstatement and fringe benefits. If the employer has no temporary disability policy, pregnancy and related conditions must be considered a justification for leave without pay for a "reasonable" time period and the employee reinstated to her original or comparable status when she returns from leave.

#### Effect of state and local laws — § 86.58 and 86.6

The obligation to comply with this regulation is not precluded by any state or local laws.

Situation 7

## TITLE IX, PEER SUMMARY (cont.)

### ENFORCEMENT PROCESS — § 86.71\*

In enforcing Title IX, the U.S. Department of Health, Education and Welfare will follow the procedures of Title VI of the Civil Rights Act of 1964. Under these procedures HEW conducts compliance reviews — broad-based investigations of school districts or universities initiated by HEW.

HEW must also investigate promptly complaints submitted by individuals or groups. Letters charging that discrimination has occurred may be sent to the Director, Office for Civil Rights, U.S. Department of HEW, 330 Independence Avenue, SW, Room 3256N, Washington, D.C. 20201 or to the Director of the Regional Office for Civil Rights responsible for enforcement in that state.

The Title IX procedures require educational institutions to keep records demonstrating whether they are complying with the law's requirements. Records must be available to HEW upon request.

Discrimination complaints must be filed with HEW within 180 days of the date of discrimination. Aside from this requirement, no specific time limits are set on any other proceedings. If after this investigation, HEW finds that discrimination exists, it must try to achieve voluntary compliance by the institution. Failing this, HEW may then begin administrative hearings which could lead to termination of federal financial assistance.

HEW can also refer the matter to the Department of Justice for possible federal prosecution or to state or local authorities for action under state or local laws. Under the provisions for administrative hearings, recipient institutions (but not the complainant) are granted the right to counsel and the right to appeal.

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\*The full text of these procedures appears at 45 CFR §§ 80.6 - 80.11 and 45 CFR Part 81.

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♀ peer

Each of the packets in this workshop contains two or three activities your group can do to gather and analyze information on sex-fairness in your schools. Your group may have time to do all the activities, or only some of them. Before you begin the packets, however, you will need to take the following steps.

- Step 1: Take a look at all the activities in the packets. Decide which activities your group will do.
- Step 2: Notice that much of the information required in the packets is available from your local school Superintendent's office. For your convenience in organizing, all these types of information are listed on page 18.
- After your group has decided which activities to do, check on page 18 all the information you need from the Superintendent.
- Step 3: Write a memo to the Superintendent based on the pattern on page 19, so that the Superintendent will have your requests in convenient form.
- Mail a copy of the memo to your local School Board President, so that the School Board knows what you are doing.
- Step 4: Arrange to visit the Superintendent to explain your group's purpose and to present your list of requested information.
- Step 5: During your visit with the Superintendent, get a definite date when you will be able to have the information. This will help you schedule your group meetings.
- Step 6: Arrange to see your local Title IX Coordinator (see contact list). Ask whether your school district has completed its self-evaluation, if there is one, for your own background information.
- Step 7: Inform the local Title IX Coordinator that your group is going to do a sex-fairness study of your school district. Explain that you are not trying to evaluate compliance with Title IX, but are trying to decide whether HB411 should be passed.

**INFORMATION AVAILABLE AT SUPERINTENDENT'S OFFICE**

Read workshop activities; then check below items of information your group will need.

- \_\_\_\_\_ Names of local school board members
- \_\_\_\_\_ Names and salaries of school district administrators
- \_\_\_\_\_ Names and salaries of school district employees
- \_\_\_\_\_ List of high school graduation requirements

MEMO TO SUPERINTENDENT

You may use this form as a model for the memo you write to your superintendent.

Dear Mr. \_\_\_\_\_,

We are a group of citizens interested in the problem of sex bias in public schools. We are beginning a short examination of \_\_\_\_\_ schools to see whether any sex bias or discrimination exists in the areas of (sports, vocational education, textbooks, counseling, employment; include those that your group has decided to study.)

If we find that improvement is needed in our schools, we may decide to press for passage of Alaska House Bill 411, which would eliminate sex bias and discrimination in education. We would then go to the \_\_\_\_\_ School Board with our findings and urge that they and your local legislators support HB411.

We would very much appreciate your helping us by supplying the following information: (include those that your group needs)

- Names of local school board members
- Names and salaries of school district administrators
- Names and salaries of school employees
- List of high school graduation requirements

We know that you can share our interest in providing a quality education in our district. Thank you very much for your help.

Sincerely,

A recent poll of Anchorage high school girls asked the question, "What will you be doing in ten to fifteen years?"

Here are some typical answers:

"I think I'll be coaching a basketball team. That's what I want, but I bet I'll be home with four screaming kids."

"Raising a family. I'd rather be working in a lab as a biologist."

".... because I'm going to get married, and by that time I'll probably have children which will mean all my schooling will be a waste."  
(this girl wants to be an attorney)

"Either continue in this field (oceanography) or get married and be a housewife because if I have kids, I would have to take care of them."<sup>1</sup>

THE  
PROBLEM:

We live in an age in which women need to prepare themselves for new challenges. 1975 figures indicate that the average married woman will hold a paying job for 25 years.<sup>2</sup> Yet statewide and nationwide surveys show that girls still plan to enter low-paying traditionally "female" occupations; they plan to become nurses, teachers, and secretaries, or they plan to become homemakers and do not prepare for paying jobs.<sup>3</sup>

In order to expand their career options into growing fields like engineering, chemistry, and systems analysis, highschool girls need a background in advanced math and science; yet most girls do not choose these courses.

Highschool counselors are in a unique position to help girls cope with the new economic realities. By advice and testing, they can help girls discover their aptitudes, and consider and prepare for new types of careers. On the other hand, if counselors have stereotyped ideas of the abilities of girls and feel that only a few occupations are suitable for women, these ideas may limit the student's sights.

THE  
GOAL:

The goal of career and course selection counseling should be to discover the student's innate ability and to open to him or her options which are suitable to those interests and abilities, regardless of traditional notions of "men's work" and "women's work".

This means taking into account that the student may have sex-role assumptions that will need to be questioned.

FINDING OUT  
About  
Counseling  
in your  
School:

Large schools employ counselors to guide students in choice of courses and careers by administering and interpreting tests and giving advice. In small schools sometimes there is a part-time counselor and sometimes teachers do whatever guidance is done.

Find out who has this responsibility at your school, and arrange to visit the counseling office or teacher's room.

I. Interviewing the Counselor (one or two people to gather information and report to the group)<sup>4</sup>

1. Ask for enrollment information for high school math and science courses. How many boys are enrolled? How many girls? (exclude remedial and business courses.)
2. Ask the counselor what is done to encourage girls to take these courses.
3. Ask what help is given to boys and girls to expand their horizons, to help them choose non-traditional careers if their abilities and interests point in that direction.
4. Does the counselor discuss changing roles and responsibilities of students and remind them of useful courses that they might overlook, such as P.E. and shop for the girls and cooking and child-rearing for the boys?
5. Does the counselor give girls realistic information about their probable job futures (i.e., most of them can expect to hold paying jobs, even if they marry)?
6. If the counseling office acts as an employment service for students, how does it assure itself that employers do not discriminate?
7. Do occupational interest tests include both males and females in consideration for all occupations and provide the same occupational scores for each?
8. Ask for copies of course descriptions, career brochures, and other materials given to students.

II. Analyzing Counseling Materials (one person or the whole group)

1. Are course descriptions and titles worded in such a way as to discourage one sex or the other? For example, are there titles like "Powder Puff Mechanics" or "Bachelor Cooking"?

Watch for course descriptions that discourage one sex. For example, compare these two descriptions of a basic auto mechanics course:

- a. "If you like to tinker with your car and want to learn more...."
- b. "Basic auto mechanics will teach you how to check out the car you drive."

Since girls in our society still do not tinker with their cars as much as boys do, they might be discouraged by the first course description.

2. Do career brochures suggest that some occupations are only for one sex? How many pictures of men do they show? How many of women? Are there photos of each in non-traditional occupations?

3. Are there materials which deal directly with the fact that many occupations are newly opened to and attractive to women?

4. Are there materials which discuss traditional sex stereotyping in career choices, and deal with changing roles and lifestyles?

5. Are there materials which explain that employers, unions and employment agencies may not discriminate with regard to sex? (Title VII of the 1964 Civil Rights Act.)

### III. Polling the Students (one or two people to gather information and report to group)

Ask the counselor if there is a recent poll of high school students asking their career plans. If so, ask for a copy of the results. If not, arrange with a teacher to conduct the following simple poll. (page 23) Be sure that the student group includes both boys and girls.

### IV. Interpreting poll results (one person to analyze and report to group, or one whole group to analyze and discuss)

This information will simply tell you how young people view their prospects. If your students are like the national average, your results will be something like this.

1. Girls traditionally choose: secretary, stewardess, teacher, medical technologist, dental hygienist, nurse, housewife.

2. Boys traditionally choose: doctor, veterinarian, dentist, attorney, scientist, engineer, accountant, electronics technician, truck driver, fire fighter and skilled trades.

3. Boys usually can name more options than girls can.

4. National figures show that men spend more years in college and training programs than women.

5. National figures show that men will work for 43 years, the average married woman, for 25.6

If your poll results agree with the national averages, you can conclude that choices for both boys and girls in your community are limited by sex-role expectations.

### NOTES on Counseling:

Attached are copies of sex-fair or female-oriented materials from a high school counselor's office. The math brochure pictures both male and female math graduates, an effort to break the "math is for boys" stereotype. The other two brochures are more direct attempts to interest high school girls in careers which have traditionally been male-dominated. Such materials can help counteract years of training and the pervasively male orientation of many other counseling materials.

Career Choice Poll

We are interested in knowing your career plans, so that we can help you and other students prepare for the future. You do not need to sign your name to this poll. Thank you for your time.

Female \_\_\_\_\_ Male \_\_\_\_\_

1. What occupation do you plan to enter when you are finished with school?
  
2. Name several other occupations you might enter if you can't have your first choice.
  
3. For how many years do you expect to work? \_\_\_\_\_
  
4. Do you plan to go to college or training school? \_\_\_\_\_  
If so, for how many years? \_\_\_\_\_

SOURCES:

1. The Status of Women in Alaska, 1977 Dorothy M. Jones, Marsha Bennett, Mariana W. Fclhart, Mary Ann Vandecastle and Joan M. Katz (Institute of Social & Economic Research, Anchorage, Alaska 1977) pp.8-9.
2. Project Awareness, A Training Program, Feminists Northwest (Seattle, Washington 1976) p. H 2-1.
3. Status of Women in Alaska, p. 8.
4. Activities based partially on materials in Project Awareness and Cracking the Glass Slipper: Peer's Guide to Ending Sex Bias in Your Schools, Mary Ellen Verheyden-Hilliard (NOW Legal Defense & Education Fund, 1977) "Counseling".
5. Cracking the Glass Slipper, "Vocational Education," p. 3.
6. Project Awareness, p. H 2-1.
7. Tables of Degrees Earned By Women, United States, 1959-60, 1969-72 (Council for University Women's Progress, University of Minnesota, 1971).

"It makes good common sense when you think about it. The right to test yourself, to meet a challenge, to know that you can survive and win are important learnings for later life. We routinely provide these opportunities for our sons, our daughters deserve the chance to grow, too."1

THE PROBLEM:

School sports programs have long been dominated by traditionally male sports. In the past, schools might require boys to take more physical education courses than girls for high school graduation, and almost all P.E. classes were sex-segregated, with boys concentrating on competitive, high prestige sports such as football, wrestling, hockey, baseball, and track, while girls took volleyball, gymnastics, and swimming.

Extracurricular athletic programs have been even more dominated by male-oriented activities, with boys' sports programs given heavy financial and community support; girls have often been relegated to a cheering role.

THE GOAL:

To give individual students equal chance to develop their physical abilities and their qualities of leadership and cooperation. Girls as well as boys need to learn that they can demand a great deal of their bodies, that they are worthy of community support and that they can be winners.

FINDING OUT  
About the  
Sports Program  
in your School:

Physical Education is part of the curriculum for all students in your school. Under Title IX, sex-segregated P.E. classes are illegal, although classes may be divided during the playing of contact sports such as football, hockey, and wrestling. HB 411 makes the same stipulation.

I. Curriculum (one person to gather information and share with the group)  
Obtain a list of high school graduation requirements and a list of P.E. course offerings in the school you are examining.

1. Does your program offer a good balance of contact sports and lifetime sports? (e.g., physical fitness, archery, badminton, tennis, bait-casting, canoeing, running, dance).

2. Are all P.E. classes co-educational? (Exception: only while actually participating in contact sports may students be separated on the basis of sex.)

3. Do course descriptions imply that a course is only for one sex or the other?
4. Are high school graduation requirements the same for boys and girls?

II. Interview one or more P.E. teachers. (One or two people)

1. Do you emphasize certain fitness activities, such as running, for both boys and girls? If so, what are these activities?
2. Do you ever organize exercises for the girls to "improve their figures?" for boys?
3. Do you ever excuse girls, but not boys, from such exercises as chi -ups?
4. By what standards do you judge progress within a course? Are these standards explicit, and not slanted toward one sex or the other?
5. Do you use as examples successful female athletes as well as male athletes?
6. Does your district negotiate longer and better contracts with some coaches than with others? If so, who are they, and what do they coach?

Athletics are extracurricular activities, and provide organized competition.

I. The Budget. Although sex-fairness cannot be judged entirely on the basis of how much money is spent on boys' and girls' programs, the school budget will give you a good indication of the main emphasis of your school's athletic program.

The information needed below should be available from the school district budget office and the high school principal's office. It will be easiest if you pick only one school and analyze its entire sports program. (One or two people to gather and analyze information and share with group, or one or two people to gather information and present to group for analysis.)

ATHLETICS SURVEY

SPORT	LEVEL (Elem., Jr. High, Sr. High)	NUMBER OF PARTICIPANTS	SINGLE SEX TEAM?	NUMBER OF DAYS IN OPERATION	NUMBER OF INTRAMURAL COMPETITIONS	NUMBER OF INTER- SCHOLASTIC COMPETITIONS	TOTAL EXPENDI- TURE OTHER THAN SALARIES	SEX OF COACH(ES)	SALARY OF COACH(ES)
		Females:							
		Males:							
		Females:							
		Males:							
		Females:							
		Males:							
		Females:							
		Males:							
		Females:							
		Males:							

1. What is the total expenditure for boys' sports? for girls'?
2. In how many sports do boys predominate? girls? In how many sports is participation equal?
3. Add together your expenditure figures for all predominately male sports. Divide by the number of students participating. This tells you how much the school district spends on each male athlete. Do the same for female athletes, and compare the figures.
4. Are there several levels of competence in boys' sports? In girls'? (e.g. can students play on intramural, junior varsity, or varsity teams, according to ability?)
5. Do coaches seem to be chosen on the basis of sex?

II. Ask the Coaches the following questions (one or two people to gather information and report to group).

1. How often does each team travel? Who pays for boys' travel? girls' travel?
2. Who pays for the boys' uniforms? For the girls'? Are the uniforms in equally good condition?
3. Are boys and girls granted the same awards for their achievements? (letter jackets, trophies, banquets, etc.).
4. Do school and community media give equal publicity to boys' and girls' sports events? Ask for copies of the school paper and check this out.
5. Are both boys and girls informed about athletic scholarships?
6. Get a schedule of boys' and girls' games and a practice schedule. Does either sex seem to have a more convenient and popular schedule?

NOTES on Sports:

Attached is information on how some secondary schools have developed sex-integrated physical education programs. The P.E. programs discussed in these articles are in large urban schools with resources different from those in many Alaskan schools, but it is often useful to know how other schools have solved their problems.

SOURCES:

1. Cracking the Glass Slipper: Peer's Guide to Ending Sex bias in Your Schools, Mary Ellen Verheyden-Hilliard (NOW Legal Defense and Education Fund, 1977), "Cinderella, the Bonsai Tree, and You" p. 2
2. Activities adapted from Project Awareness, A Training Program, Feminists Northwest, (Seattle, Washington, 1976) pp. H3-31 through H3-52.
3. Title IX Sex-Integrated Programs That Work (American Alliance for Health, Physical Education and Recreation, Washington, D.C., 1977) pp. 8-9

- 90% of all women will be employed at some time in their lives.
- 40% of the labor force are women.
- One out of eight families is headed by a women.
- Even if a women marries, she can expect to spend 25 years working outside the home.
- The majority of women work because of economic need.

THE  
PROBLEM:

Girls traditionally are not aware of these economic facts and do not adequately prepare themselves for employment. When they do take vocational education courses, they tend to concentrate in areas that are low-paying, or in non-paying, "self-improvement" courses.

THE  
GOAL:

To offer both boys and girls vocational training suitable to their needs and interests, regardless of sex; to make girls as capable of supporting themselves as boys with the same level of training. Because of changing lifestyles and family roles, boys also need to learn the skills necessary to run a home and raise children.

Finding Out  
About Vocational  
Education in  
Your Community

Each school district has some sort of vocational education program. In your school district, vocational education may begin in junior high, with exploratory industrial arts and home economics courses, or it may begin in the high school grades. It may be handled in a separate school. If there is a community college in your area, the college will probably offer vocational education courses.

Call the central office of your school district and get the name of the person responsible for vocational education. Arrange a visit and interview that person.

## I. Interviewing the Vocational Education Supervisor

(one or two people to gather information and present to group)<sub>2</sub>

Note: It is helpful to read part II of this section before the interview.

1. Do junior highs offer prevocational programs? If so, ask for a breakdown of enrollment by sex.
2. What vocational courses are offered? Get an enrollment breakdown by sex.
3. How are students counseled into these courses?
4. Ask for some of the promotional materials the vocational program distributes to prospective students. How are these materials distributed?
5. What is done to encourage boys and girls to enter non-traditional fields of study?
6. Ask for a copy of the course descriptions that are given to students when they choose courses.
7. If the vocational program serves as an employment placement service for students, how does the school assure itself that the employer does not hire or pay different wages on the basis of sex?

## II. Analyzing your Findings

(one or two people to present to group, or whole group analyzes)

1. Course Enrollment: Here is a list of courses commonly offered in vocational schools. An M in the second column means the course has traditionally been a male field of study; F means female, and N neutral. Use the third column to show how your school compares.<sub>3</sub>

<u>COURSE</u>	<u>Traditional Enrollment</u>	<u>Your School</u>
Homemaking	F	
Health Occupations	F	
Child Care	F	
Cosmetology	F	
Secretarial Skills	F	
Fashion Merchandising	F	
Interior Decorating	F	
Tourism	F	
Small Engine Repair	M	
Auto Mechanics	M	
Carpentry	M	
Electronics	M	
Masonry	M	
Surveying	M	
Fire Management	M	
Photography	M	
Commercial Fishing	M	
Commercial Food Preparation	N	
Horticulture	N	
Commercial Art	N	

Notice that traditionally male and neutral fields prepare students for jobs that pay well, whereas many traditionally female fields are low-paying or non-paying. If enrollment in your community follows traditional lines, then your young women entering the job market will be earning approximately 47% less than your young men. A. sex-biased education costs females money.

2. Counseling and Encouragement: Part of the problem in vocational education is that girls have stereotyped ideas of occupations and need to expand their horizons. High school counselors and vocational schools can do much to offer girls new options. Some possibilities are:
  - using women carpenters, mechanics, surveyors, etc., as recruiters to talk to junior high school girls about their jobs.
  - holding workshops for teachers and counselors to alert them to the problems and possibilities for girls in vocational education.
  - developing brochures and personal counseling techniques that deal directly with changing roles and options.
3. Promotional Materials: How many pictures of girls are there in the brochures, and how many of boys? Do photos show girls in non-traditional courses as well as traditional ones? Boys?
4. Distribution of Materials: Be aware that in some communities, vocational education brochures are sent only to boys.<sup>5</sup>
5. Course Titles and Descriptions: Titles may be worded so that they exclude one sex; for example, "Powder Puff Mechanics" and "Bachelor Cooking".

Sometimes course descriptions have the effect of discouraging one sex from enrolling. For example, compare these two descriptions of a basic auto mechanics course:

- a. "If you like to tinker with your car and want to learn more..."
- b. "Basic auto mechanics will teach you how to check out the car you drive."

Since girls in our society still do not tinker with their cars as much as boys do, they might be discouraged by the first course description.<sup>6</sup>

Notes on Vocational Education: See the attached brochure from Anchorage Career Center for an example of an attempt at non-sexist promotion.

Notice that females are pictured in not just one, but several non-traditional jobs, as well as traditional ones, and that the language is sex-fair.

#### SOURCES:

1. Guidelines: Sex-Bias - Free Vocational Education Programs (State of Alaska Department of Education, Juneau, Alaska, 1978) P.4
2. This activity based on Cracking the Glass Slipper: Peer's Guide to Ending Sex Bias in Your Schools, May Ellen Verheyden Hilliard (NOW Legal Defense and Education Fund, 1977) "Vocational Education".

SOURCES (Cont'd)

3. Compiled from information supplied by Anchorage Career Center and Alaska State Department of Education.
4. The Status of Women in Alaska, 1977, Dorothy M. Jones, Marsha Bennett, Mariana W. Foliart, Mary Ann Vandecastel, and Joan M. Katz (Institute of Social and Economic Research, Alaska 1977) pp- 38-40.
5. Cracking the Glass Slipper, "Vocational Education", p. 3-6 Ibid., P. 4

## EMPLOYMENT

## Workshop Activities

In Alaska in 1976:

- 62.5% of elementary and secondary schools teachers were women.
- 20.3% of head teachers were women.
- 10.6% of principals were women.
- 1.5% of superintendents were women

### THE PROBLEM.

Although several federal and state laws specifically prohibit sex discrimination in employment in educational institutions, 1976 state-wide figures show that the overwhelming majority of principals and superintendents are men and that even when women do have high positions in education, they sometimes earn less than men of the same rank.<sup>1</sup>

As of June, 1979, there are no female superintendents in Alaska.<sup>2</sup>

### THE GOAL:

To offer men and women equal opportunities for employment in the educational system, in order to improve conditions for employees and in order to furnish students with good models of men and women who exercise leadership and authority with other adults as well as with students.

### Finding Out About Employment in Your School District

1. School Census (one or two people to gather and analyze information and report to group),

The Superintendent's office should be able to furnish you with this census of school employees, along with salary figures for each position.

You may handle salary figures in either of two ways:

Average salary: Add together salaries for all females in a particular job. Divide the total figure by the number of women holding the job. Do the same for men. This process is time consuming, but it will give you detailed results and show clearly any differences in male and female salaries.



1. Are men and women present in approximately equal numbers at each staff level?
2. How do salaries compare for each of the categories? Which jobs pay the highest salaries? Are these jobs held equally by men and women?

II. Interview the Personnel Director or other person responsible for hiring for your district. (one or two people to gather information and present to group).

1. Is there a formal hiring announcement, search and interview mechanism which is used for all candidates?
2. Do recruitment practices include non-traditional channels for promising women candidates?
3. Are men and women with comparable experience and qualifications hired at the same level?
4. Do women and men at comparable levels receive equal pay?
5. Are recruitment and hiring procedures ever based on assumptions about family obligations and willingness to relocate?
6. Do contracts include childbirth leave policies which do not penalize women in status, pay, or benefits?
7. Are fringe benefit programs the same for both males and females?
8. Is a good teaching candidate ever overlooked in favor of one who can coach?

SOURCES:

1. The Status of Women in Alaska, 1977, Dorothy M. Jones, Marsha Bennett, Mariana W. Foliart, Mary Ann Vandecastle and Joan M. Katz (Institute of Social and Economic Research, Anchorage, Alaska 1977) P. 14.
2. Information provided by Alaska State Department of Education, Juneau, Alaska in telephone conversation.
3. Activities adapted from Project Awareness: A Training Program, Feminist Northwest (Seattle, WA 1976) pp H 3-31 thru H 3-52.

C. SCHOOLS

		Elementary	Middle or Jr. High	Secondary	Salary
Principals	M				
	F				
Teachers	M				
	F				
Counselors	M				
	F				
Librarians	M				
	F				
Teacher Aids	M				
	F				
Clerical Staff	M				
	F				
Coaches	M				
	F				
Custodians	M				
	F				
Lunch Staff	M				
	F				
Bus Drivers	M				
	F				

"Boys are doctors, girls are nurses. Boys invent things, girls use what boys invent."<sup>1</sup>

"I have yet to find a textbook that states categorically that, for example, females are illogical or that they cannot be the principal source of family income or that the male's work is more important than the female's .... nevertheless, the cues are there."<sup>2</sup>

THE  
PROBLEM:

During the years when children are forming their ideas of how they should act when they become adults, they are exposed in school to hundreds of textbooks containing thousands of examples of boys and girls, men and women.

Unfortunately, many textbooks use illustrations, anecdotes, and examples which are based on sex-role stereotypes. These stereotypes are so much a part of our culture that they often go undetected, while they subtly influence our children.

THE  
GOAL:

Textbooks ought to present models that encourage children to become full human beings capable of a wide range of human activities, interests and emotions.

Finding Out  
About the  
Textbooks Your  
School Uses:

Obtain a selection of textbooks used in different subjects in your school. Try to include some of the oldest books now in use and some of the newest.

1. Counting and Listing Activities (allot one textbook and one or more exercises to each group member)
  1. In a literature or reading book, count the number of male main characters and the number of female main characters in the stories and poems contained in the first hundred pages.
  2. In any illustrated text, count the number of males and the number of females pictured in the first hundred pages.
  3. In any illustrated text, list the occupations shown for adult males and for adult females ( e.g., police officer, home maker, secretary, factory worker, chemist).

4. List the activities shown in which girls engage and ones in which boys engage. (e.g., running, playing baseball, cooking, watching others).
5. List the emotions males express in text or illustrations, and the emotions females express (e.g., happiness, anger).

II. Textbook Evaluation (each group member evaluates one or more books)

Based on the information you gathered in Part I and on your general examination of the book, answer all questions below which apply to your book.

- | <u>YES</u> | <u>NO</u> |  |
|------------|-----------|--|
| ___        | ___       | 1. Females comprise roughly half the illustrations, stories and examples in the book.  |
| ___        | ___       | 2. Adult women are portrayed in a wide variety of occupations, including some non-traditional ones. (They might be doctors, engineers, carpenters, as well as homemakers, teachers, nurses.)                       |
| ___        | ___       | 3. Adult men are portrayed in a wide variety of occupations including non-traditional ones. (They might be shown as homemakers, secretaries, school teachers, fathers).  |
| ___        | ___       | 4. Boys and girls participate equally in intellectual activities.  |
| ___        | ___       | 5. Boys and girls participate equally in physical activities.  |
| ___        | ___       | 6. Girls are shown expressing a wide variety of emotions, including some traditionally "unfeminine" ones, such as pride in accomplishment, competitiveness, anger.   |
| ___        | ___       | 7. Boys are shown expressing a wide variety of emotions, including some traditionally "unmasculine" ones, such as tenderness, fear, loneliness, and uncertainty.   |
| ___        | ___       | 8. Both boys and girls are shown to be self-reliant, clever, brave, capable of facing their own problems and finding their own solutions.  |
| ___        | ___       | 9. Achievements of girls and women are based on initiative and intelligence, and not solely on good looks or their relationship to men.  |
| ___        | ___       | 10. Some quotations, reference and extra reading recommendations are authored by women.  |
| ___        | ___       | 11. Women have names, and are not solely referred to as Mother, Mrs. ____, or ____'s wife.   |
| ___        | ___       | 12. Terms like "the weaker sex" or "the little woman" are not used without being challenged. (students may be asked to challenge or evaluate these terms, or the text may comment on the injustice of such terms.) |
| ___        | ___       | 13. Historical inequities are not portrayed without being challenged. (see "notes")  |
| ___        | ___       | 14. There are no unchallenged derogatory sex-stereotyped characterizations, such as "boys make the best architects" or "girls are silly."  |
| ___        | ___       | 15. Non-human characters are not personified in sex stereotypes.   |

For an ideal textbook, all answers above would be yes.

## NOTES ON TEXTBOOKS:

One often hears the argument that textbooks ought to reflect the "real world", and that since, for example, American political history was made mainly by men, it is only realistic for U. S. history textbooks to reflect this.

Unfortunately, presenting our country's sexist past without questioning the values which lay behind it only perpetuates sexist behavior. To break this cycle, the best new textbooks are doing three things:

1. Increasing the representations of female authors, editors, and story characters, and including more examples of great achievements by women scientists, social reformers, etc.
2. Raising outright the issue of sex bias and encouraging the students to deal with questions like "why were so few women active in public life at this time in history?" or "how did the educational system of colonial New England contribute to the perpetuation of a male-dominated social system?"
3. Broadening the scope of coverage of textbooks to include not only those activities which have been dominated by men, but also those traditionally dominated by women. For example, a U. S. history text chapter on pioneering might include not only the usual accounts of settlement-building, wars and treaties, but might also examine how cloth, soap, preserved foods, candles, and toys were made and how children were reared in pioneer times. In this way students are brought to understand the contributions of women to American culture.

Attached are copies of pages from a new social studies textbook, which attempts to present a fair image of both women and men, and to deal directly with the damaging effects of stereotyping. Notice that the section on technology (pp 54-55) not only shows an equal number of women and men, in photographs, but also avoids the use of generic "he", "man", and "mankind", in the text, using instead the more equitable terms "human beings", "people", and "human groups."

## SOURCES:

1. I'm Glad I'm a Boy! I'm Glad I'm a Girl  
(Whitney Darrow, Jr. ) (Simon and Schuster, New York, 1970)
2. "Sexism in Textbooks: A Guide to Detection," John P. Schenck  
(American Vocational Journal, October, 1976) p. 43.
3. Activities adapted from:
  - a. Project Awareness, A Training Program, Feminists Northwest  
(Seattle, Washington, 1976) pp. H3-31 thru H3-52.
  - b. Images of Males and Females in Elementary School Textbooks  
Lenors, J. Weitzman and Diane M. Risso (University of California Davis, California, 1975)
4. Windows on our World: The Way People Live, Margaret Stimmann Branson  
(Houghton-Mifflin Co., Boston, 1976) pp. 54-55, 148-149

Now that your group has finished its study, perhaps you have found areas that need improvement. Here is a list of steps your group will need to take to press for passage of HB 411.

Some of these activities will demand time and commitment from you, but they are all important. None should be considered optional except the last two. You have done the vital information gathering; now you must get that information into the hands of people who have the power to do something about the problem.

1. Write a brief summary of the findings of your workshop. Include a brief explanation of the damaging effects of sex bias and some of the specific problems you have discovered in the schools.

2. Arrange to make a presentation to your local School Board.

- a. Present your written summary, and be there in person to explain your findings in more detail.

- b. Request that the School Board formally push for passage of HB 411. Request that part of this support be in the form of letters to legislators, and that your group be sent a copy of each letter.

- c. Get the School Board to give you a definite date when you can come back to get a progress report. Do not make the mistake of not following through on this demand if you want to see it done. School boards, like everyone else, work better with a deadline.

3. Call your local newspaper and explain what your group is doing. Give them your written summary and report the responses you have had from the School Board.

4. Spread the word in your community: give your story to local radio and tv stations. Offer to speak at citizens' group meetings explaining what your group has found.

5. Arrange to meet with local legislators before the 1980 session begins. Explain to them the findings of your group and ask for a commitment to support HB 411. Supply them with your written summary.

6. Call the Legislative Information Office nearest you regularly to find out the progress of HB 411. Each time it goes to a new committee or back to the floor of the legislative body, send public opinion messages and letters to the legislators on the committee or to legislators from your area. See the contact list for names, addresses, and information on how to send public opinion messages.

7. Please keep in touch with the Commission on the Status of Women; we would like to have a copy of your written summary and a report on your progress.

8. When you are satisfied that HB 411 is well on its way to passage, you may want to press for implementation of Title IX, if you feel that your district is not in compliance.

You will need to contact your local Title IX Coordinator and possibly the state Title IX Coordinator; these names are listed in the contact list. Be aware that HEW has money available to help local school districts put on workshops, conferences, and other activities needed to bring the district into compliance with Title IX; the coordinator should be able to help with this.

If necessary, you can file a complaint with HEW. Title IX coordinators have information on how to do this, or send for this citizen's packet on Title IX Compliance: Cracking the Glass Slipper; Peer's Guide to Ending Sex Bias in Your Schools. Mary Ellen Verheyden-Hilliard. Available from Peer, 1029 Vermont Avenue, NW, Suite 800, Washington, D.C. 20005. \$5.00

SIGNING ON TO STAIRS

You sign on to STAIRS by entering: aqua (space) password (space) user name

PRESS: CLEAR KEY

TYPE: aqua alaa bbjington

PRESS: ENTER KEY

aqua alaa jrosier

The next screen that you see briefly displays the word "AQUARIUS," which is the name of the real-time query subsystem of STAIRS.

IDENTIFYING THE DATA BASE TO BE SEARCHED

The system prompts you to enter the name of the data base which you want to search by displaying the words:

R0102 ENTER DATA BASE NAME

You respond by typing:

TYPE: st80

PRESS: ENTER KEY

This data base contains the Alaska Statutes.

## INTRODUCTION

Today, organizations in both the private and public sectors are inundated with tremendous volumes of paperwork.

Documents must be typed, edited, revised and published. Once prepared, the documents--reports, directories, minutes, transcripts, procedures, regulations, budgets, statutes, contracts--must be distributed and filed. The documents must be readily available for use by many different people in many departments and locations. Redundant typing and proofreading is common, and the cost to maintain documents and files is staggering.

The computer with its speed, logic, and storage capacity, can be an effective tool to manage the awesome mass of textual information that business and government must process and control.

A computerized text management system, based on the IBM Advanced Text Management System (ATMS) and the Storage and Information Retrieval System (STAIRS), can:

- \* Simplify the preparation of documents
- \* Provide easy access to documents and files
- \* Eliminate manual indexing and filing
- \* Save retrieval time

Thus, productivity of professionals, managers and secretarial personnel can be improved. A text management system not only minimizes the cost of preparing documents, but also offers professionals--administrators, attorneys, legislators, and managers--a readily available pool of facts for better and faster decision making.

### HOW DO I QUERY A STAIRS DATA BASE?

From your terminal, STAIRS lets you perform a flexible dialog with the computer to retrieve desired documents from one or more data bases. When the data bases are loaded into the system, every significant word is placed into a comprehensive dictionary. Hence, you don't need a list of predefined keywords to state your query--you can simply describe in your own words the subject or documents you're interested in.

You can state your query very generally and retrieve many documents that may relate to your subject. You can refine the search by entering query statements that contain more precise search criteria. By carrying on an interactive dialog with the system, you can quickly find the pertinent documents you're looking for.

## Schools — the transmitters of patriarchal structure

This assignment was done by a 7 year old boy in an Anchorage public school in September, 1971. The circled corrections are done by his teacher.

1. ~~Mr.~~ Mrs. Green plays with the baby.  
 2. ~~Mrs.~~ Mr. Green is washing the car.

### Editorial

As I look around at the State of the Women's Movement, I feel depressed, not because there have not been tremendous gains made, not because we are being threatened by powerful forces from the Neo-Conservative Movement, but because I see no active attacks being made toward an institution that is the major transmitter of patriarchal culture in the United States -- the public schools. Oh, a few individual feminists fight lonely battles to change sexist socialization, teaching and stereotyping in their schools, but by and large, the schools remain 19th century institutions that teach us to buckle under to the prevailing societal traditions and to perpetuate them ourselves.

Much has changed in the sports arena for secondary students eliminating sex-biased discrimination against females, but there has been little real change in attitudes, or behaviors toward students anywhere else in the secondary schools.

IT IS TOO LATE...by the time a person is 12 years old, she or he is already socialized into sex-role behavior that is severely limiting the futures of all our children, female and male, but especially our women-children. I feel real resentful toward women who have sons; I know life will be easier for their children than for my daughter. Because they have penises they will get more attention in school, more encouragement in athletics, more scholarships, more prestige academically; people with penises will be welcomed into institutions of higher learning, they will be promoted on the basis of competence, they will be aggressive, they will be

When you have some data collected, you can go to a school board meeting and request that teachers receive new in-service training in sex-biased education. (You have to call the school district and ask to be put on the agenda by noon to be heard---meetings are held every other Monday.) Don't go alone; take some friend and wear women's rights paraphernalia. If you don't have the courage to do that, that's OK. Send it to Karen c/o PO Box 131, Anchorage, 99510. I will make good use of your information while protecting your identity if necessary.

File a Title IX complaint. This will serve to protect your child against "subtle recriminations". You may do this by calling the Community Relations office at the Anchorage School District offices. You may not have a case that can be pursued, but it's worth the effort. Title IX is very broad, open to much interpretation, and tends to become refined as a result of court cases brought by people who wanted to test the law. It costs no money to file this complaint. To continue it in court will, but don't give up on that basis. There are women and maybe men who would be willing to help finance a suit; there are attorneys who would willingly fight such a case.

Last year, and every year for the past few years, a bill before the legislature speaking of sex-biased education, HB 411. It has been passed by the House and Social Services Committee.

**PLEASE NOTE: THE PRECEDING PAGES WERE TREATED  
AS A UNIT IN THE ORIGINAL DOCUMENT.**