

ALASKA LEGISLATIVE COUNCIL FILED 1902

1677

SJ

SB 99.

STATE OF ALASKA
THE LEGISLATURE

POUCH Y STATE CAPITOL
JUNEAU, ALASKA 99811
907.465-3800

LEGISLATIVE AFFAIRS AGENCY

MEMORANDUM

February 24, 1981

SUBJECT: Sex discrimination in education
[CSSB 99 (Jud)]

TO: Senator Patrick M. Rodey, Chairman
Senate Judiciary Committee

FROM: Richard A. Bradley ^{RB}
Legislative Counsel

The bill requested by the committee is enclosed.

The revisor notes that the repealer introduced in the final section of the bill may violate the single subject requirement of the constitution. The section repeals the authority of the State Schools Textbook Committee, a matter which does not fit neatly within the expressed subject of the bill, "An Act prohibiting sex discrimination in education in the state and implementing art. I, sec. 3 of the Alaska Constitution".

RAB:ljb

Enclosure



Official Business

Alaska State Legislature

Senate

Committee on Judiciary

Pouch V
State Capitol
Juneau, Alaska 99811

A G E N D A

Senate Judiciary Committee Hearing
Friday, March 6, 1981
John Butrovich Committee Room

CALL TO ORDER

ADOPTION OF COMMITTEE SUBSTITUTE FOR S.B. 99

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

S.B. 190 "An Act revising the drug laws and making amendments to the criminal laws of the state; and providing for an effective date."

PUBLIC TESTIMONY

Daniel W. Hickey
Chief Prosecutor
Department of Law

Commissioner William Nix
Department of Public Safety

ADJOURN

TELEGRAM

ALASKA COMM. INC.
PHONE: 556-6442
JUNEAU, AK 99802

RECEIVED

MAR 04 1981

02:10 N. TDA KODIAK ALASKA 110 03-03 305P AST

PMS SENATOR PAT RODEY

JUNEAU AK 165

WE HAVE BEEN OBSERVING THE PROGRESS OF SENATE BILL 99 THROUGH THE SENATE AND WOULD LIKE TO URGE A MORE GENERAL APPROACH TO LEGISLATIVE EQUALITY OF EDUCATIONAL OPPORTUNITY AND EMPLOYMENT WITHIN THE SCHOOLS. PLEASE SUPPORT THE AMENDED VERSION OF THE BILL WHICH HAS BEEN PROPOSED BY AASB AND DO NOT BURDEN THE SYSTEM WITH MANDATED SUPVEYS AND PLANS FOR COMPLIANCE. THESE KINDS OF PAPERWORK MANDATES ARE COSTLY IN TERMS OF THE AMOUNT OF TIME AND ENERGY OF STAFF WHOSE MAJOR RESPONSIBILITY SHOULD BE DEALING WITH STUDENTS AND PROGRAMS. THIS SCHOOL BOARD URGES YOU TO PASS AN AMENDED AND SHORTENED VERSION OF SENATE BILL 99.

KODIAK ISLAND SCHOOL BOARD, LOUISE COLLINGS BOARD PRESIDENT,
DOREEN THOMPSON SUPERINTENDENT KIBSD



Official Business

Alaska State Legislature

Senate

Committee on Judiciary

Pouch V
State Capitol
Juneau, Alaska 99811

March 6, 1981

Mr. Fred Pomeroy
Superintendent
Kenai Peninsula Borough
School District
Box 1200
Soldotna, Alaska 99669

Dear Mr. Pomeroy:

Thank you for your comments with regard to S.B. 99. A committee substitute has now been passed by the Judiciary Committee, and has been referred to the Senate Rules Committee.


By copy of this letter, I am forwarding your letter to the Senate Rules Committee Chairman, Senator Tim Kelly. I am sure his Committee would appreciate any further comments you have.

Sincerely,

Pat M. Rodey
Chairman

PMR/ods
cc: Senator Tim Kelly

KENAI PENINSULA BOROUGH SCHOOL DISTRICT



SOLDOTNA, ALASKA 99669

March 2, 1981

RECEIVED

MAR 06 1981

Senator Pat Rodey
Alaska State Senate
Pouch V
Juneau, Alaska 99811

Dear Senator Rodey:

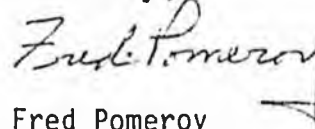
I am corresponding with you in regard to SB 99.

I would like to indicate that although we support the basic concept of Title IX as it has come to us from the federal level, we find several aspects of SB 99 difficult.

It appears that the language which specifically identifies guidance and counseling services, career education, textbook selection and purchase, discrimination in course offerings, etc., to be rather restrictive in nature. It would appear that a draft which essentially speaks to the notion of discrimination between sexes is all that is necessary to enforce what is already federal mandate.

I would urge your consideration for amendment which speaks only to the issue of sex discrimination. Thank you for your consideration.

Sincerely,



Fred Pomeroy
Superintendent

FP/bj

cc: Bob Greene, AASB

Date Feb. 25, 1981

C S S B
99

SENATE JUDICIARY COMMITTEE HEARINGS

WITNESS SIGN-UP SHEET

Name	Address/Phone	Representing
	P	
Dianne J. Dzur		
Susan J. Buttrille	Box 1087 715-3553	self
	Petersburg 99833	0



Official Business

Alaska State Legislature

Senate

Committee on Judiciary

Pouch V
State Capitol
Juneau, Alaska 99611

A G E N D A

SENATE COMMITTEE ON JUDICIARY HEARING

Butrovich Committee Room

1:30 p.m., Wednesday, February 25, 1981

CALL TO ORDER

CSSB 99 "An Act prohibiting sex discrimination in education in the state and implementing art. I. sec. 3 of the Alaska Constitution."

HEARING OF SCHEDULED TESTIMONY:

Robert Greene
✓ Association of School Boards

Bill Brown, Counselor
✓ Floyd Dryden Junior High School

Professional Business Women's Club
✓ Claire Strand
✓ Joleen Whinther

Robert Cooksey
✓ National Education Association

Alice Bergdoll - Individual

✓ Margaret Holland
Alaska League of Women Voters

Advised
Barbara Dale
Commission on the Status of Women

Susan Clark
American Association of University Women

Steve Hole
Department of Education

ADJOURNMENT



Official Business

Alaska State Legislature

Senate

Committee on Judiciary

Pouch V
State Capitol
Juneau, Alaska 99811

February 26, 1981

Dr. Dick H. Bower, Superintendent
Aleutian Region School District
Technical Center
640 West 36th Avenue
Anchorage, Alaska 99503

Dear Dr. Bower:

Thank you for your letter concerning S.B. 99.

I agree that the original bill was too specific in its language and scope. The Judiciary Committee has drafted a committee substitute which removed specific conditions, such as the mandated survey of all sixth grade and up students on their sports interests. In addition, we have changed some sections to leave certain duties with the local boards, rather than forcing state-wide compliance.

I do believe that the bill is needed, however, and in the final form will not be repressive to school districts such as the Aleutian Region.

Please find enclosed a copy of the draft legislation. I would appreciate any comments you care to make.

Sincerely,

Patrick M. Rodey, Chairman

PMR/ods
Enclosure

Aleutian Region School District

TECHNICAL CENTER
640 West 36th Avenue
Anchorage, Alaska 99503
(907) 276-0006

Dr. Dick H. Bower
Superintendent

Board of Directors
Sandra Roberts, President
Cold Bay, Alaska 99571
Clayton Brown, Clerk
Cold Bay, Alaska 99571
Audrey Medina
Nelson Lagoon, Alaska 99695
Vasha Golodoff
Atka, Alaska 99502
Helen Prokopioff
Akutan, Alaska 99553



20 February 1981

Senator Pat Rodey
Senate Judiciary Committee
Pouch V
Juneau, Alaska 99811

Dear Senator Rodey:

Please review carefully SB 99 and its provisions for both need and appropriateness in Alaska. We believe it to be too specific and restrictive in its present form.

Our district and its Board of Directors are committed in every way to educational programs and practices that do not discriminate in any way. In the area of sex equity there are certain cultural practices which will take time and education to overcome. We are working on it, however.

The passage of laws and promulgation of regulations which are difficult or impossible to monitor or enforce places some of us in untenable positions. The financial impact of something as simple as the constitutional guarantee of "due process" in such things as pupil suspension or employee matters is tremendous. We are still living up to our responsibility, however.

There are school boards operating throughout the state whose members are duly elected civil officers of the State. All teachers and administrators are bound by constitutional, judicial, and legislative direction or mandate. Please do not allow additional and unnecessary restrictions and specific procedures to be laid upon us which will further diffuse or dissipate our energies and resources.

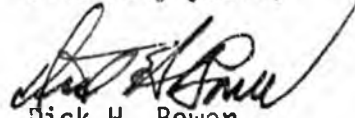
Teachers, administrators and school board members take oaths of office in which they swear to uphold the Constitution and laws of both the United States of America and the State of Alaska. Isn't it possible enough has now been done to provide direction in this matter for now? Let us see how well things work out. Individual rights are now well protected through grievance procedures and available legal advice and recourse to the courts.

Senator Rodey
20 February 1981

Page Two

We hope you will help see that redundant, unnecessary and repressive mandates are not imposed upon those bodies now adequately controlled by existing State and Federal laws and regulations.

Sincerely yours,



Dick H. Bower
Superintendent

DHB:sc

cc: Senator Mulcahy
Senator Stimson
Senator Sturgulewski
Senator Kerttula



Official Business

Alaska State Legislature

Senate

Committee on Judiciary

Pouch V
State Capitol
Juneau, Alaska 99811

February 25, 1981

Dale and Sue Miller
P. O. Box 376
Douglas, Alaska 99824

Dear Mr. & Mrs. Miller:

Thank you for your comments on CSSB 99.

I will enclose your letter in each Committee Member's bill file and also in the permanent file.

The Judiciary Committee will consider CSSB 99 again on Monday, March 2, at 1:30 p.m. in the Butrovich Committee Room.

Sincerely,

Kevin K. Bruce
Committee Aide

KKB/ods
Enclosure

P.O. Box 376
Douglas, Ak. 99824
February 16, 1981

Kevin Bruce
Pouch V.
Juneau, Ak. 99811

Re: Senate Bill No. 99 (HESS), Sex Discrimination in Education.

Please record two objections against passage of this bill.

In both Sec. 14.18.010 and Sec. 14.090 the State would require compliance through withholding of State and Federal monies which not only ^{force} taxpayers who are against this bill to be forced by their own tax monies to adhere to this bill, but combined with the section 14.18.080 on Compliance, effectively creates a police state to enforce it.

Sec. 14.18.060, discrimination in textbooks, would force upon those violently opposed to a philosophy of unisex materials, and in addition, would provide for in-service monies to train teachers to be Change Agents to endorse this philosophy of a unisex society.

Sec. 14.18.050, Discrimination in course offerings might sound good to those who have not experienced the reverse discrimination felt by those who do not believe in bodily contact sports for their female children. In practice, the way it works is that these children are offered a nebulous alternative; they and their parents are made to feel that their objections are peculiar or strange, and conflict between school approval and offerings versus parent values is promoted and distinctly felt by the children involved.

Sec. 14.18.040 would require such a vast sum of money to implement, that it staggers the mind. Additional monies for additional teachers, equipment, training facilities, trips etc. would put a stranglehold on small schools and seriously affect larger schools. The solutions of not having sports for either boys or girls could be considered, seriously curtailing activities for both, or receiving more foundation monies from State and Federal Government, which would only gain more control as evidenced from this bill.

Just the paper work alone demanded by part c of this section to develop surveys yearly, would add another layer of paper work to a system already bogged down by the financial outlay, time outlay and additional personnel required to comply.

There are many laws already on the books which adequately speak to women's rights; and which the courts have shown their ability and willingness to use to end sex discrimination: 13th and 14th Amendments to the Constitution of the U.S., the Equal Pay Act of 1963, Civil Rights Act of 1964, Health and Manpower Training Act of 1971, The Equal Employment Opportunity Act of 1972, The Comprehensive Employment and Training Act of 1972, Small Business Act, 1972 Housing and Community Development Act of 1974, Federal Employees Compensation Act of 1974. In addition, complaints to the Human Rights Commission and many others not named, speak to no sex discrimination.

Schools should be places to learn academic skills which present many views as means of mastering skills. Social Studies and other discussion type classes as literature should present several philosophies for critical analysis and study, not be watered down and diluted to present only the side of those social change agents who desire to force their philosophy that women are the same as men and should have equal opportunity in all areas, in exact diametrically opposed position to those who hold traditional beliefs; boys and girls are different, those differences should be recognized, children should be taught how to complement each other with those differences, school is to teach academics, not philosophies of social change or a propaganda factory.

It is through such bills that you are proposing, that State Regulated and Controlled Schools and losing students to the quickly growing private schools which teach a traditional curriculum based upon the Constitution of the United States and the moral and ethical principles promoted in the Bible.

The philosophy you are promoting by this bill is yet another one of the type already inflicted upon the people that has caused social disruption, unhappiness and weakening of family relationships, which weakening in turn, affects the individual, the State and the Nation.

Our recommendation is : DO NOT PASS THIS BILL!

Sincerely,

C. Dale Miller

Sue Miller

C. Dale Miller

Sue Miller



Official Business

Alaska State Legislature

Senate

Committee on Judiciary

Pouch V
State Capitol
Juneau, Alaska 99811

March 3, 1981

David and Judy Lewis
8845 Gail Avenue
Juneau, Alaska 99801

Dear Mr. & Mrs. Lewis:

Thank you for your comments on CSSB 99.

I will enclose your letter in each Committee Member's bill file and also in the permanent file.

The Judiciary Committee will consider CSSB 99 again on Wednesday, March 4, at 1:30 p.m. in the Butrovich Committee Room.

Sincerely,

Kevin K. Bruce
Committee Aide

KKB/ods

David W. Lewis
8845 Gail Ave
Juneau, AK 99801

February 27, 1981

Kevin Bruce
c/o Pat Rodey
Pouch v
Juneau, AK 99811

Re: Senate Bill No. 99 (HESS) Sex Discrimination
in Education

This bill should not be passed for some of
the following reasons:

1. It implies that the purpose of schools
is to change attitudes. The purpose of
schools rather is to teach reading, writing
and arithmetic. The purpose is not to
set up conflict between traditional vs
feminist views of roles of family members.

2. It implies that students are irreparably
harmed if taught a variety of ways by a

variety of teachers, and with a variety of textbooks. It implies there is only one way to teach - to change attitudes and to force that change by withholding State and Federal funds.

3. It implies that there are not already many statutes and laws that if adequately enforced, speak to the sex-discrimination issue.

4. It implies women have had no rights or privileges and never have had. It implies that our education in the State of Alaska has been discriminatory. Instead, we feel we have never been denied the choice of any occupation or sport we have desired and have been encouraged to explore many alternatives.

Career education has been active in all schools for many years, encouraging women to be all that they want to be.

An examination of textbooks used throughout the State should prove to you that the texts that have been

presented to you as harmful and sexist are few in number. In fact, in Juneau schools particularly, they are quite varied between what is termed sexist and what is termed non-sexist, in spite of emotional and one-sided appeals to the contrary presented by the feminist lobby that has been appearing at your hearings.

There are differences in boys and girls, and they are not equal. No State bill can force a change in one's nature. Such a bill can only create anger, distrust, and confusion in students. Let the schools do what they do best, teach reading, writing and arithmetic. Let parents teach roles and values. Do not pass this bill.

Sincerely,

David W. Lewis
Judy L. Lewis
David W. Lewis
Judy L. Lewis



Official Business

Alaska State Legislature

Senate

Committee on Judiciary

Pouch V
State Capitol
Juneau, Alaska 99811

A G E N D A

SENATE COMMITTEE ON JUDICIARY HEARING

Butrovich Committee Room

1:30 p.m., Wednesday, February 25, 1981

CALL TO ORDER

CSSB 99 "An Act prohibiting sex discrimination in education in the state and implementing art. I. sec. 3 of the Alaska Constitution."

HEARING OF SCHEDULED TESTIMONY:

Robert Greene
Association of School Boards

Bill Brown, Counselor
Floyd Dryden Junior High School

Professional Business Women's Club
Claire Strand
Joleen Whinther

Robert Cooksey
National Education Association

Alice Bergdoll - Individual

Margaret Holland
Alaska League of Women Voters

Barbara Dale
Commission on the Status of Women

Susan Clark
American Association of University Women

Steve Hole
Department of Education

ADJOURNMENT

February 25, 1981

Testimony presented to the Senate Judiciary Committee by Alice Bergdoll on CS for Senate Bill No. 99 - "An Act prohibiting sex discrimination in education in the state and implementing art I, sec. 3 of the Alaska Constitution."

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

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

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

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

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

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

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

cc: Representative Miller
Representative Duncan
Senator Ray

Susan G. Butruille
Box 1087
Petersburg, Alaska 99833

Testimony
Senate Judiciary Committee
February 27, 1981

To the Members of the Committee:

I am a writer/journalist and I wish to testify in favor of SB 99.

A group of grade school students were asked what they wanted to be when they grow up. The boys gave the usual answers: fireman, airline pilot, doctor, astronaut. And the girls gave the usual answers: teacher, nurse, mommie, stewardess.

Then, the children were asked what they would be if they were the opposite sex. One boy, stricken at the thought, said, "Well, I guess I would have to be nothing." And a girl brightened up and said, "If I were a boy, I'll bet I could grow wings and fly!"

I would like to see all children grow their own wings. That's why I strongly favor SB 99. The most important part of the bill, in my opinion, is the one providing for the phasing-in of textbooks and materials which show a balanced portrayal of males and females.

As the mother of two boys, as a member of a textbook evaluation committee in our local school, and as an instructor in women's history, I have seen the sex stereotyping in school textbooks and materials. I know that what children see and read in books affects the way they view themselves.

In 10 textbooks used in our schools, our review committee discovered that two and one-half times as many males appeared as main characters in stories, and over twice as many males were pictured in illustrations. Moreover, boys and men were generally depicted as independent, adventurous and in control of their environment. Girls and women were most often shown as weak and dependent--watching the males'

activities, anxious to please, and unable to handle situations themselves.

In short, the reader gets the picture that it's not much fun to be a girl--and that it doesn't take many brains to be a woman. Moreover, when boys are portrayed as aggressive and girls are portrayed as passive, that's what they tend to become. When they become adults, they continue to act as they believe they are supposed to, often leading to acts of violence.

A recent study has shown that the woman who has the best chance of thwarting a would-be rapist is the one who fights back. Yet sex-role stereotyping encourages passivity in women.

Women in history have not been portrayed fairly or accurately. In my son's history book, he learns that men worked for the cause of abolition. No mention is made of the work of Harriet Beecher Stowe, who wrote the classic anti-slavery novel, Uncle Tom's Cabin. Nor is mention made that women were the strongest early abolitionists, but they were not even allowed to speak in public. The struggles of women for every measure of freedom they have won are totally missing, as are the stories of such heroines of Mother Jones and Elizabeth Cady Stanton.

Students in my women's history classes consistently tell me that they had never realized how much women have done, or of their personal struggles.

Our students should know of women's contributions to our society as well as men's contributions.

It is my hope that my two sons will study in an environment where girls are regarded not as "nothings"--or as people to be conquered and protected, but as individuals with whom my sons share rights and responsibilities.

I urge you to recommend passage of SB 99.

Jolene L. Winther, President
Mitkof Marine Ways, Inc.
Box 1234
Petersburg, Alaska 99833

Testimony
State Judiciary Committee
Alaska State Legislature
February 25, 1981

RE: CSSB:99 "An Act prohibiting sex discrimination
in education in the state and implementing
Art. 1, Sec. 3 of the Alaska Constitution.

I wish to testify in favor of SB 99.

I own and operate the only shipyard in Petersburg, repairing
and rebuilding commercial fishing vessels.

Are you amazed that a woman runs a shipyard? You shouldn't
be...Yet when I'm asked my occupation I find both men and women
amazed that a woman would run a shipyard.

Why? Because it doesn't fit the stereotype business that a
woman would be in.

I'm confident that given the proper expectation, training,
and skills a woman can run a construction company, logging
operation, a factory, or a shipyard just as efficiently as she
can run a boutique or a flower shop. In my opinion "a business
is a business"...it's the bottom line that counts.

Why would I choose to run a shipyard?

Number one: money. I finally figured out that you make
more money behind the desk than in front of it.

Number two: To me, running the shipyard is a fascinating
challenge. That is what I want to do.

It took a long time for me to get where I am today -- a lot longer than it should have. I was locked into thinking of myself only in roles suitable to women.

I worked for years as a secretary and administrative assistant and finally one day I said, "Hey! Why am I here? I should be running 'My Own' business."

I am opposed to the text-books in schools that portray the woman in only stereotyped roles -- working for men.

From a very early age girls are conditioned to be sweet and passive while boys are encouraged to be aggressive leaders. Remember Dick and Jane in our very first primer? The boys were always the "doers" while the girls looked on.

Well, when the little girls grow up it just doesn't work that way in the real world -- the business world.

Girls need to develop a strong self image with high expectations and achievements in their early life to be successful leaders in the future.

I would like to see my sons and daughters study text books depicting women, as well as men, efficiently owning and managing their own business.

I urge you to recommend passage of SB 99.

Kristin Stenborg
Haines, Alaska 99827

Testimony
State Judiciary Committee
Alaska State Legislature
February 25, 1980

RE: CSSB:99 "An Act prohibiting sex discrimination
in education in the state and implementing
Art. 1, Sec. 3 of the Alaska Constitution.

As a former teacher of high school English and U.S. History,
I would like to make public my stand in favor of this act
prohibiting sex discrimination in education.

My reasoning: it opens wider the gates to potential use of
all human resource.

I have seen in my students talents and skills in all areas
of human endeavor and this bill helps make available growth for
more students in more areas.

I'm proud of Alaska for wanting to make this federal concern
a part of its state process.

Lets pass it -- we've only to gain human worth.

Testimony
Senate Judiciary Committee
February 27, 1981

To the Members of the Committee:

The Alaska Federation of Business and Professional Women supports SB 99, "an act prohibiting discrimination in education." We represent 500 women statewide and 165,000 women nationally. Our federation seeks to promote the standards and interests of business and professional women and to enhance educational opportunities for women, especially in industry, science and vocational activities.

Women in our organization represent a variety of occupations. We are business owners, teachers, secretaries, waitresses, accountants, nurses, interior designers, legislators, journalists. One of our members runs a shipyard. Another contracts for a flying service.

Yet most textbooks and educational materials our children read limit the roles of women to homemaker, teacher, nurse or airline stewardess. Most of us do have families, but we are here to demonstrate that realistically, women's roles are far wider than those depicted in most school materials.

While we strongly support all provisions of SB 99, our federation is particularly interested in the provision providing for gradual replacement of sex-biased textbooks and materials with those that are sex-fair and promote educational equality for all students.

In addition to not realistically portraying the actual roles of women and men, we believe that the effects of sex-role stereotyping in educational materials has damaging effects.

School textbooks represent a norm and a powerful voice of authority--encouraging readers to conform. We have seen the stereotypes in our own schools and in the books studied by our children. The messages to our children are clear. Boys are to be achieving, imagining, adventuring and dominating. Girls are to stay close to home, seek protection and be dependent.

In children's stories, it is not unusual to see victimization and humiliation of the opposite sex, and excessive aggression. Males are usually the aggressors and females are often the victims. Girls are attacked as a class, and the negative behavior goes unpunished. Often if a girl goes adventuring, she will have an accident, get lost, or have to ask a male for help.

In other words, much of the material our children are reading sets up boys to be the aggressors and girls to be the victims. As you know, Alaska has one of the highest rates of rape and domestic violence in the country. We believe that there is a definite connection between stereotypes learned by children and the high incidence of rape and domestic violence.

In a recent survey conducted among Los Angeles teenagers by UCLA and the Rand Corporation, young people were asked if they thought forcing a girl to have sex under "certain circumstances" is all right. A shocking 54 percent of the boys said sexual force was justified in cases where a girl said "yes," but then changed her mind, or if she has "led him on" or "gets him sexually excited." And 48% of the girls agreed. The males in the survey revealed that they believed almost anything a girl did--including merely telephoning a boy--was an indicator she was willing to have sex. Who is the aggressor and who is the victim?

On a recent Phil Donahue Show, movie critics Roger Ebert and Gene Siskel commented on the recent popularity of the current brand of R-rated horror movies, including Friday the 13th and Halloween. The critics noted that the killers "luxuriate in killing the victim"--almost always an independent woman. The message is for the woman to get back in line, to stay home and bake bread.

Testimony from Alaska hearing for the 1980 White House Conference on the Family contained repeated references to domestic violence and child abuse. A statement from one community noted: "The hardest issue we have had to deal with has been that of incest--the sexual assault of children by a family member."

Book critic Grace Paley has stated: "Certainly any culture that prefers women to be childlike and dependent will, with a certain terrible logic, use its children as though they were grown women."

It is time to look at the messages we are giving our children through the materials they read. At a recent conference on health issues for teenagers in Alaska, the students made the following recommendation: "Students need to re-examine roles and standards set by society for males and females."

We agree. Passage of SB 99 would be a significant step in that direction.

The Alaska Federation of Business and Professional Women
Peggy Ormasen, President

THE FOLLOWING MATERIAL
WAS SUBMITTED BY:

SUSAN CLARK

AMERICAN ASSOCIATION OF UNIVERSITY
WOMEN

Preface

From Biased Textbooks

Published by The Nell Foundation for the Improvement
of Education c. 1974

Research on the images of males and females in textbooks was funded
by a grant from the Rockefeller Family Fund

Textbooks clearly represent a powerful mechanism of providing our children with a vision of the world about them. Not only do they provide them with a vision of what the world is like, but also what is important in the world around them. Children learn about what is good, what is to be valued, and how they should conduct their own lives. Sadly, we have given inadequate attention to the messages that are subtly conveyed to children.

The past ten years have seen an increasing amount of attention being devoted to gaining an understanding of the messages of textbooks. Racial and ethnic minorities were the first to raise questions about the omission of their contributions and role in our society, and the stereotyped ways that they were presented. Women are now beginning to document the similar omissions of their contributions and role, and the negative stereotyped ways they have been presented.

The following research represents one of the most comprehensive studies of the presentation of men and women in textbooks that has been completed to date. Lenore Weitzman and Dianne Rizzo have provided an excellent analysis and description of the problem. The patterns of omission and stereotyping are clearly documented.

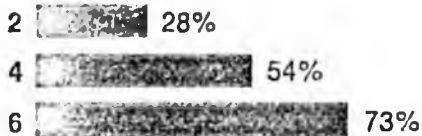
Documentation is not enough. Teachers, parents, students, policy makers, and other interested persons must act. Each of us can contribute to bringing about change in textbooks. A list of specific action steps is included to encourage you to accept the responsibility of helping to provide our children with textbooks that provide alternatives. Textbooks that portray the diversity of our society and the life styles of individuals. And textbooks that encourage and inspire them to develop their talents, abilities and potential in the manner that is uniquely theirs.

representation of males and females, as well as the differences by grade level and subject area.

Major Findings

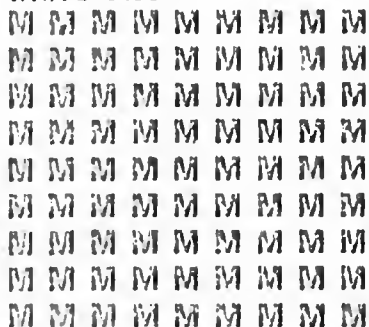
2. Percentage Adults by Grade Level

GRADE PERCENTAGE ADULTS



3. Racial Distribution of Textbook Illustrations

WHITE 6480



BLACK 640



AM INDIAN 320



ASIAN 160

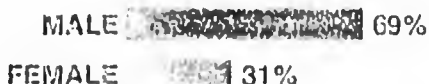


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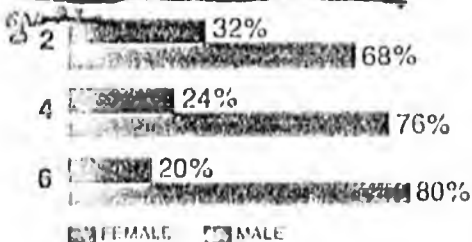


4. Sex Distribution in Textbooks

PERCENTAGE OF ILLUSTRATIONS



5. Sex Distribution by Grade Level



In examining the people in the world of textbooks, three major classifications were used: age, race and sex.

Age With regard to age, we found that the majority of the pictures, 57%, are children, while adults are 43% as shown in Figure 1. The large number of children in the illustrations makes it easier for a child to identify with the pictures and, therefore, to assimilate the lesson.

However, as Figure 2 indicates, the higher the grade level, the larger the percentage of adults. While adults are only 28% of the pictures in the first grade, by the sixth grade they are 73% of the total. Thus the textbook world shifts from the world of the child to the world of the adult. And, as the child grows older, he or she is also supposed to shift to adult role models—to imagine the self as an adult and to learn what behavior is appropriate for an adult.

Race With regard to race, we found that the textbook world is primarily a white world. As shown in Figure 3, whites are 81% of the illustrations, while only 8% are black, and even fewer are American Indian, Latin, Chicano or Asian. This underrepresentation of minorities means that the minority child is more likely to feel excluded—and will have more difficulty in identifying with the textbook characters. In addition, all children are deprived of a well-rounded picture of our society.

As with age, the proportion of minority persons changes with the grade level of the textbook. In each series the proportion of minority persons decreases as the grade level of the textbooks increases. Thus 33% of the illustrations are of minority persons in the first grade, but this decreases to 26% by the 6th grade. In math the percentage of minority persons declines from 25% to 15%; and in science from 11% to 8%. Thus with each successive year in each series, nonwhites are increasingly excluded from the world of textbooks.

Sex Since women comprise 53% of the U.S. population, one might logically expect half of the illustrations to be female. However, females are only 31% of the textbook total—while males are 69%, as illustrated in Figure 4. Of the total of over 8,000 pictures analyzed, more than 5,500 are male. Males overwhelmingly predominate.

The percentage of females varies by grade level. They are 32% in the second grade but decline to only 20% by the sixth grade.

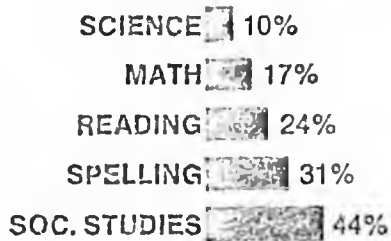
This means that by the sixth grade there are four pictures of males for every one picture of a female. The percentage of males, in contrast, increases with each grade level, as is vividly illustrated in Figure 5. As a greater proportion of the pictures become adults, women become less numerous, and by implication, less important as role models.

This declining representation of females is particularly striking in some of the series. For example, in spelling, 43% are females in the second grade, but by the time we reach the sixth grade the percentage has declined to a mere 15%. In science, it drops from 36% to 18%.

When we combine the sex and race categories, we find that minority females are doubly disadvantaged. As Figure 6 indicates, there are only half as many minority females as minority males.

In summary, the data indicate that the textbook world is a world of

12. Percentage of Non-Whites in Textbooks
 % NON-WHITES IN ILLUSTRATIONS



Conclusion

doors. Again the textbooks could expand rather than thwart the children's potential.

The social studies series is also unique in its presentation of racial and ethnic minorities and the attention it gives to people of other cultures. As Figure 12 shows, the percentage of minorities varies by series—from a low of 10% in science to a high of 44% in social studies. Social studies is by far the best series in its representation of nonwhite and minority persons. The large number of blacks in this series demonstrates that pressure against textbook publishers can have some effect.

However, it is disappointing to note that publishers have not yet made the same effort with regard to women. Although this series has the largest percentage of females in pictures, still two out of every three are male. Once we move away from the home, we find that women are absent from the discussion of history, government, and society. The ways of life are still portrayed as "The Ways of Man."

After studying these textbooks for two years, we cannot help but conclude that our children are being crippled by the latent messages in their textbooks. Why not examine the textbooks you use again: count the number of males and females in the first hundred pages and examine the ways in which each sex is stereotyped. We urge you to examine the textbooks yourselves because only you can change the impact that these textbooks will have on our daughters and our sons and on the next generation of adults.

The Resource Center on Sex Roles in Education has developed suggestions for what students, teachers, teacher groups, administrators, parents and community groups can do to counteract the covert messages in textbooks. These are attached for your information.

What is most sorely lacking in the textbooks, and thus most desperately needed in the classroom, is a new image of adult women and a wide range of adult role models for young girls. Both girls and boys should learn about the history of women in this country; about women's suffrage, and the current women's liberation movement and struggle for equality; and about the female heroines of our country and our world. Girls of all racial and ethnic minority groups need to understand the roles that their foremothers have played in the development of our society. What a difference it would make if young girls could point to adult women with pride—and feel that they had an exciting life ahead. This is, an imperative for our children, ourselves and our society.

¹ The sample was drawn from the teacher associations in each of these areas, faculty at educational and research institutions, and the publishers of textbooks mentioned as leaders in the field. In each subject area we tried to determine the books with the largest sales and usage pattern over the five-year period from 1967 to 1972.

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Images of Males and Females In Elementary School Textbooks In Five Subject Areas

LENORE J. WEITZMAN AND DIANE RIZZO

Despite recent technological advances the textbook remains a cornerstone for our educational system. The textbook represents the official prescribed body of knowledge which the school age child is to master. It is thus an important and unique authority for a young child.

Although the primary function of textbooks is to convey information about a specific subject area, textbooks also attempt to instruct the child in ethical and moral values. They portray what is good, desirable and just. They provide the child with a vision of the future and aid him or her in establishing personal goals for the future. Thus, at the same time that a child is learning history and mathematics, books are also influencing values and aspirations. The results are that textbooks actually provide two distinct forms of knowledge to the young reader. The first kind of knowledge consists of information and skills in a specific subject. The second kind of information consists of ethical prescriptions, a vision of the good life, and the motivations and incentives to attain it.

This second type of information, what sociologists refer to as the "latent content" of textbooks, also conveys images of appropriate male and female behavior. Textbooks provide norms and standards for how men, women, boys and girls should act. This research report focuses on the latent content of textbooks: it examines and analyzes the ways the two sexes are portrayed and the types of behavior encouraged for each.

Methodology

1. Age Distribution in Textbooks



The object of this research was to systematically analyze the textbooks being used in the average classrooms in the United States today in grades 1 through 6. Instead of examining the current best sellers, or the most innovative books, we sought to sample books that had been used in most schools during the past five years. In this way we hoped that our study would reflect the situation in the typical classroom in the United States, not just the avant garde in education. An expert panel of educators and publishers was consulted to determine the most widely used textbooks over a five-year period¹ in science, mathematics, reading, spelling and social studies.²

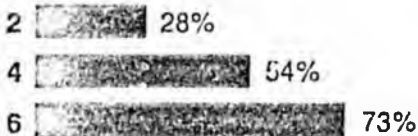
The major focus of this analysis was the textbook illustrations, as they provided a single uniform indicator with which to compare the different series. Each person in each illustration was categorized along 50 different dimensions including age, sex, race, expression, activity, and occupation. The coded data provided the basis, for a systematic analysis of the

representation of males and females, as well as the differences by grade level and subject area.

Major Findings

2. Percentage Adults by Grade Level

GRADE PERCENTAGE ADULTS



3. Racial Distribution of Textbook Illustrations

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AM. INDIAN 320

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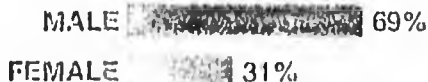
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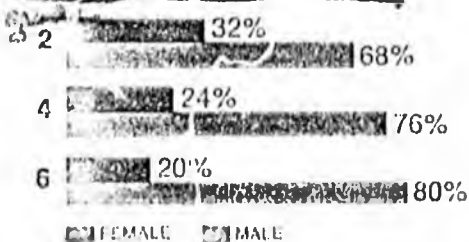
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PERCENTAGE OF ILLUSTRATIONS



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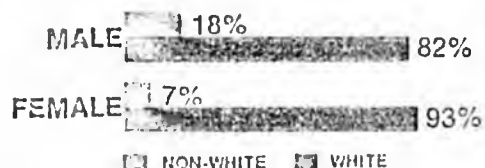
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6. Race by Sex in Textbooks

PERCENTAGE of ILLUSTRATIONS



Images of Boys and Girls

white males, and as the textbooks increase in sophistication, with each grade level, they become increasingly adult-oriented, and women become increasingly invisible.

It is difficult to understand the impact that these pictures have on children without examining the illustrations themselves. However, several statistically significant differences in the illustrations should be noted.

In the pictures of children, there is a strong contrast between the activities of boys and girls. First, the world of boys is one of action and energy. In contrast, girls are typically shown as passive, watching and waiting for boys. Second, most boys are shown outdoors while a greater percentage of girls are shown indoors.

A third difference is in the traits encouraged in boys and girls. Boys are encouraged to be skillful and adventurous. In contrast, girls are encouraged to pursue homemaking and grooming. Throughout the textbooks girls are shown in domestic roles doing household chores, caring for others, helping their mothers, sewing, baking, mopping, making beds, dusting, and washing dishes. One message for a young girl is that she should learn to help, care for, and serve others.

Girls are also encouraged to make themselves attractive: they are shown combing their hair, trying on clothes, shopping for pretty things, sitting under the hair dryer and being rewarded for their attractiveness. It is clear that feminine success is reserved for the pretty girl.

These pictures project the message that success for girls will lie in serving, pleasing, and watching others, while success for boys will result from independence and activity. If a little girl identifies with the pictures of girls in the texts, she will be assimilating a lesson of subservience and passivity. At the same time the little boy is learning to express independence and creativity.

A fourth difference in the images of boys and girls is in their emotional expression. Girls express a much wider range of emotions. They are affectionate and often shown nuzzling and nurturing pets and dolls. Girls also frighten easily and are often shown crying. In contrast, boys almost never cry, and the young boy is taught that to be a man he must control his emotions. Thus, in the same way that girls are constrained by images which stereotype them as passive, boys are constrained by images which stereotype them as strong and silent. The textbooks thereby encourage both boys and girls to limit themselves--to be less than full human beings.

Finally, it is interesting to note that in a significant minority of the illustrations with both boys and girls, most of the action centers around boys. Boys act, and girls watch. Often the girls seem thrilled just to watch the boys perform.

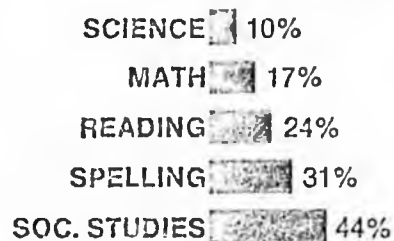
Images of Men and Women

An examination of the images of adults in textbooks indicates that the adult world is a world of men. Men are shown in over 150 occupational roles--they are doctors, chefs, farmers, chemists, waiters, carpenters, pilots, etc. The illustrations of adult men are glamorous and exciting--and they stimulate young boys to dream about a wide range of occupational choices.

In contrast, choice is almost nonexistent for girls because the adult women in textbooks are all the same. Although adult women in our society do many things, almost all the women in textbooks are housewives.

The housewife in textbooks is hard to believe; she has little to do,

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% NON-WHITES IN ILLUSTRATIONS



Conclusion

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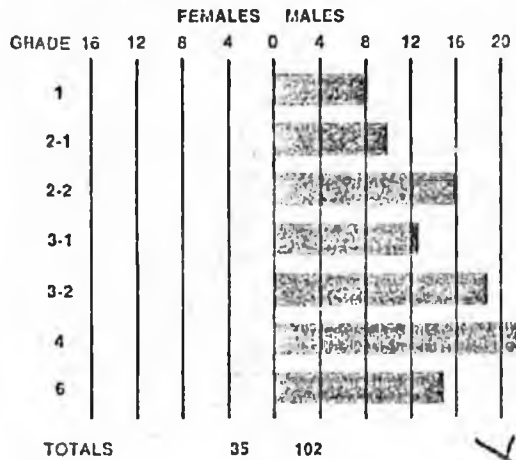
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lems. Despite the Equal Pay Act of 1963 we found math problems in which girls were paid less than boys for the same work. It would be hard to imagine a textbook publisher allowing this example if a black boy was being paid less than a white boy.

11. Males and Females in Story Titles
Reading Series



Reading In the reading series, story titles provide a good indicator of the relative importance of males and females. Boys predominate in every grade. In Figure 11, we see that in total, there are 102 stories about boys, while only 35 are about girls. When we examine the stories, we find that even the female heroines reinforce the traditional female roles. For example, Kirsten, the heroine of a third-grade story, surprises the girls who have rejected her by making Danish cookies and having the most popular booth at the school fair. The moral in this story is that girls can succeed by cooking and serving others.

But Kirsten slights herself and the very skill that has earned her favor. She says: "It's easy; even I can do it and you know how stupid I am." Thus, even when girls succeed, they tend to deprecate themselves.

In contrast, boys show a great deal of confidence and camaraderie. Among both boys and men, male pride and male bonds are very strong.

In the reading textbooks there are two kinds of roles in which females predominate. Although they are only a small percentage of the pictures, they are significant. First, more women than men are shown as mean or evil characters. It is women who are overrepresented among the witches and villains of the textbooks. By representing evil characters as women, the textbooks further reinforce the secondary status that women are accorded.

The second role in which there are more females than males is among people who are shown as clumsy or stupid, and as the foolish objects of a joke.

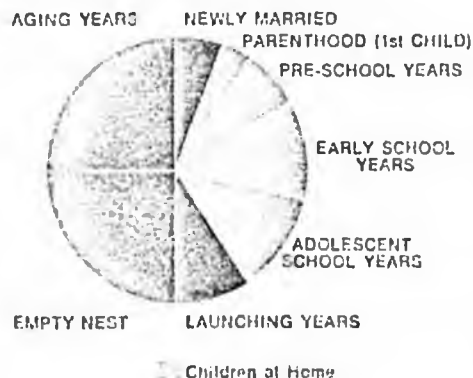
Spelling The antagonism toward women is even more pronounced in the spelling series. In the early spelling books the vowels are shown as females and the consonants are shown as males. Although one might expect statements about how necessary vowels are, or how we can't make words without them, instead the female vowels are treated in an antagonistic and derogatory manner. In the dialogue women are yelled at, kicked out, pushed around, used as puppets, and told to shut up.

Social Studies The last series, social studies, is unique in several ways. It is the only series with a strong family orientation, and it has the largest percentage of females. Here, mothers are shown as skillful, and they play an important role in passing on their cultural tradition to their daughters. There are many pictures of mothers in other cultures teaching their daughters specific skills.

The social studies series is also unique in its presentation of men in a parental role. There are many warm and tender pictures of fathers and sons; fathers instruct their sons in specific vocational skills—as well as in the ways of life.

But Although we applaud these pictures of fathers and sons, it should be noted that fathers teach their sons—but not their daughters. Similarly, mothers teach only their daughters. Thus, once again boys learn vocational skills and girls learn domestic skills. Because of the two sexes are segregated, and each sex learns a limited range of skills, traditional sex roles are perpetuated. Today, boys need to learn to manage in the home and to be parents, and girls need to learn about vocations and the out-

7. Married Woman's Adult Years



everything goes smoothly, and she is always happy and calm. The reality and difficulties of managing a household (juggling the demands of husband, children, cleaning, cooking, shopping, laundry, entertaining, book-keeping) and the many important volunteer activities of housewives should be discussed so that both boys and girls can understand their mother's complicated role.

Although the textbook housewife seems artificial, the image of *mothers* in textbooks is consistently positive—in fact, it is the most positive female image in textbooks.³ Mothers are appreciated and loved and there is a very warm and happy bond between mothers and their children. The problem is that motherhood is presented as the *only option* for girls—motherhood is shown as a full-time lifetime occupation. But, in reality, as Figure 7 shows, the average woman in the U.S. spends only one-third of her adult years raising children. Most women will want to work outside the home—or will have to work because of economic necessity—in the other two-thirds of their adult years. If our daughters are told to think only of motherhood in their futures, they will not develop the skills they will need for two-thirds of their lives.

Today, 40% of the United States labor force is female. In fact, 90% of all women in this country work outside their home at some point in their lives. One of the most frustrating experiences of working women is discovering too late that they don't have the skills or training they need for the jobs they want—or the jobs that pay well. And yet, the textbooks are encouraging the same mistake in our daughters. It is totally inaccurate to portray motherhood and work as mutually exclusive. Most girls will want both. The educational system is thwarting and simply *cheating our daughters* if it doesn't provide them with the skills and aspirations for both.

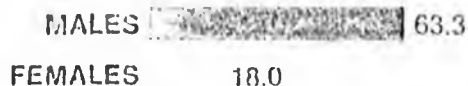
Although most textbook women are confined to their homes, a few are shown working. They are teachers, librarians, sales clerks and nurses. Thus, girls' occupational choices, when they exist at all, are severely limited.

In contrast, by providing boys with over 150 occupational choices, the textbooks encourage young boys to imagine themselves in a wide variety of roles—and to dream of becoming anything from a laborer to a doctor.

While boys learn that an exciting future awaits them, the implicit message may also be a heavy responsibility. It is clear that men *must* have jobs. In fact, all men seem to do is work. This overwhelming occupational focus—and the frenetic activity encouraged in boys—may be what leads to so many ulcers and heart attacks in adult men. As Figure 8 shows, the death rate from heart attacks among men in the prime of their lives is four times as high as it is for women—and yet the textbooks seem to be stimulating the same hyperactivity in young boys.

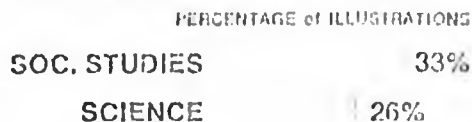
Boys who are pressured to think only of work are being constrained in the same way as girls who are told to think only of motherhood. To confine either sex to stereotyped roles is to arbitrarily restrict their individual talents.

8. Mortality Rates from Heart Disease
AGES 25-45 DEATH RATES per 100,000



Subject Differences

9. Percentage Female by Subject Area



There are systematic differences in the treatment that women receive in the different subject areas.

As Figure 9 shows, the percentage of women varies from a high of 33% in social studies to a low of 26% in science. These differences, although they may not appear to be dramatic, are important in understanding why children like certain subjects and want to major in them—or why, in contrast, they may feel unwelcome or excluded because of the covert

messages they receive.

Science In science, the most male-oriented series, three out of every four pictures are males. Throughout the science series the textbooks seem to imply that females have no place in the world of science.

For example, when we open the first grade science textbook, on the very first page we are told that we are going to learn about making things move. Immediately we learn it is boys who make things move. The next few pictures show boys riding bicycles and pushing objects. The following page contains a picture of a girl and movement, but here we find that the *wind* is propelling her balloon. It is clear she has *no control* over the movement of the balloon. The boy on the same page is *throwing* his basketball. This contrast continues throughout the series. When boys are shown, they are actively involved in experiments; looking through microscopes; pouring chemicals and experimenting. Boys control the action, and it is they who demonstrate scientific principles of motion, growth, energy and light.

In contrast, when girls are shown, they observe. They are shown smelling soap and perfume, and looking at rocks, thermometers and their sunburns. In some pictures girls are used as the objects of experiments, being injected or having balls thrown at them.

Adult women fare even worse than girls do in the science series. As Figure 10 shows, while girls are only 20% of the total illustrations, adult women are a mere 6%. In some grades, such as the 2nd grade science book, the percentage of adult women is as low as 1%. This means that in the 2nd grade science book, there are no adult women in 99 out of every 100 pictures.

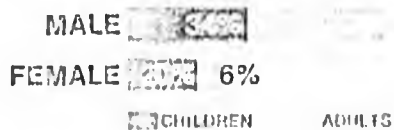
Although our knowledge of women in science is terribly incomplete—because of the burdens they have had in gaining recognition for their work—at a minimum the science books could mention Madame Curie or Mary Leaky. Instead, science textbooks give children the impression that no woman has—or can—play a role in building our scientific knowledge. The scientific world is presented as a masculine domain: all scientists are male, only men do scientific work. The epitome of the male prototype in science is the romantic emphasis on the astronaut. But, once again, it is only boys who are shown in astronaut costumes and in the text only boys are told to imagine that they can explore the moon.

Mathematics In the mathematics textbooks most males are shown as mathematically competent, but some of the females have difficulty with simple addition and are shown as baffled by counting to 3 or 20. These "dumb girl" images are not only derogatory and insulting to a girl student trying to learn mathematics—but they clearly contradict reality, for girls do better than boys in mathematics in elementary school. Adult women are also stereotyped: they deal only with math problems of dividing pies and shopping, and some are portrayed as mathematically incompetent. It seems ironic that housewives—who use so much math in balancing bank accounts and managing household budgets—are shown as baffled by simple addition.

Another feature of the mathematics textbooks is the frequent use of sex as a category for dividing people. For example, in explaining set theory, girls are set off as people who sew and cry. When sex is used as a category, girls are told that they can be classified as different—as typically emotional or domestic.

There is also strong sex-stereotyping in the examples and math prob-

10. Age and Sex in Science Textbooks
PERCENTAGE OF ILLUSTRATIONS



exclusion of female students from auto shop, wood shop and metal shop classes. In each case, the respective school districts yielded before final judgment and consent decrees were entered. The school districts' inability to defend the discriminatory practices involved in the litigations is indicative of the lack of legal justification for those policies. Nevertheless, similar discriminatory assignment of students to vocational programs continues to exist unchallenged in many school districts.

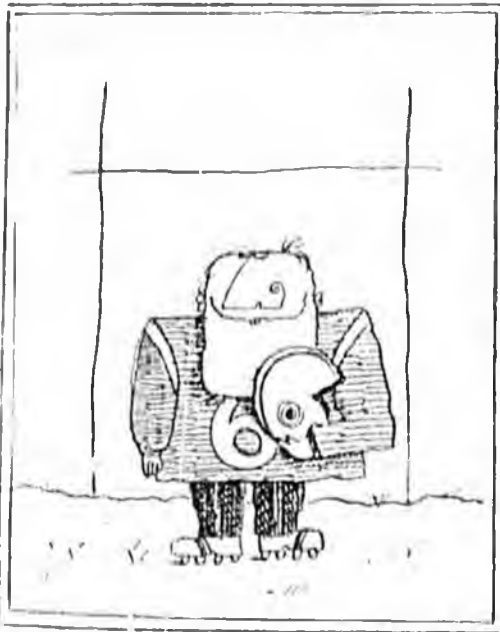
The real problem in vocational education is not that of the exclusion of women, a readily challengeable practice which was overturned in the *Sanchez, Della Casa* and *Steward* cases, but the more insidious counseling and tracking of female students into 'acceptable' vocational programs. The adoption and implementation of the HEW anti-sex discrimination guidelines will undoubtedly eliminate overt barriers to women in vocational education classes. Several approaches to the 'counseling' problem will be discussed *infra*.

Athletics

The greatest proliferation of sex litigation in education has surrounded that long-standing practice of excluding or discriminating against female students in school athletic programs. Women have routinely been denied the opportunity to enter interscholastic athletic competition, often the avenue to lucrative college scholarships and opportunities. In other instances where women are permitted to compete, their teams are often financed by candy sales while the male athletic teams are supported by generous allocations in the school budget.

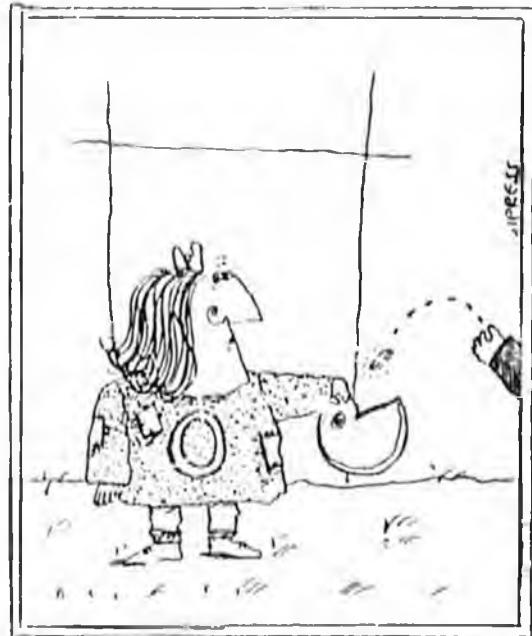
The existing structure of providing impressive athletic programs for male students while providing female students with either no programs or token programs is highly vulnerable to legal challenge. Challenges to such discrimination have generally fared well in the courts, particularly where the athletic competition involved is a non-contact sport such as skiing¹¹ or golfing¹²

CENTRAL HIGH SCHOOL
BOY ATHLETE OF THE YEAR



ROCKY SMITH COLLECTED 15 VARSITY LETTERS FOR THE BOYS' TEAMS THIS YEAR AND A FULL ATHLETIC SCHOLARSHIP TO STATE U.

CENTRAL HIGH SCHOOL
GIRL ATHLETE OF THE YEAR



JUDY JONES COLLECTED \$17.30 CENTS FOR THE PURCHASE OF VARSITY LETTERS FOR NEXT YEAR'S GIRLS' TEAMS...

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

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
333 DENALI STREET, SUITE 850
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.

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.

Even so, 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 HB411, 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.

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, pp 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:



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.

*45 CFR Part 85. 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. 3239, Washington, D.C. 20201.

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

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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.

TITLE IX, PLER 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, 1976, to comply fully. Secondary and post-secondary institutions must comply fully with this requirement by July 21, 1978.

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 employee 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.)

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 — § 86.39

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.)

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.)

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 those 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.)

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 3

Situation 5: State laws and guidelines may cover textbooks and materials.

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 learn. 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.

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.



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, ACSW 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 tried 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 counselor 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.

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

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

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

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

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

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

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

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

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

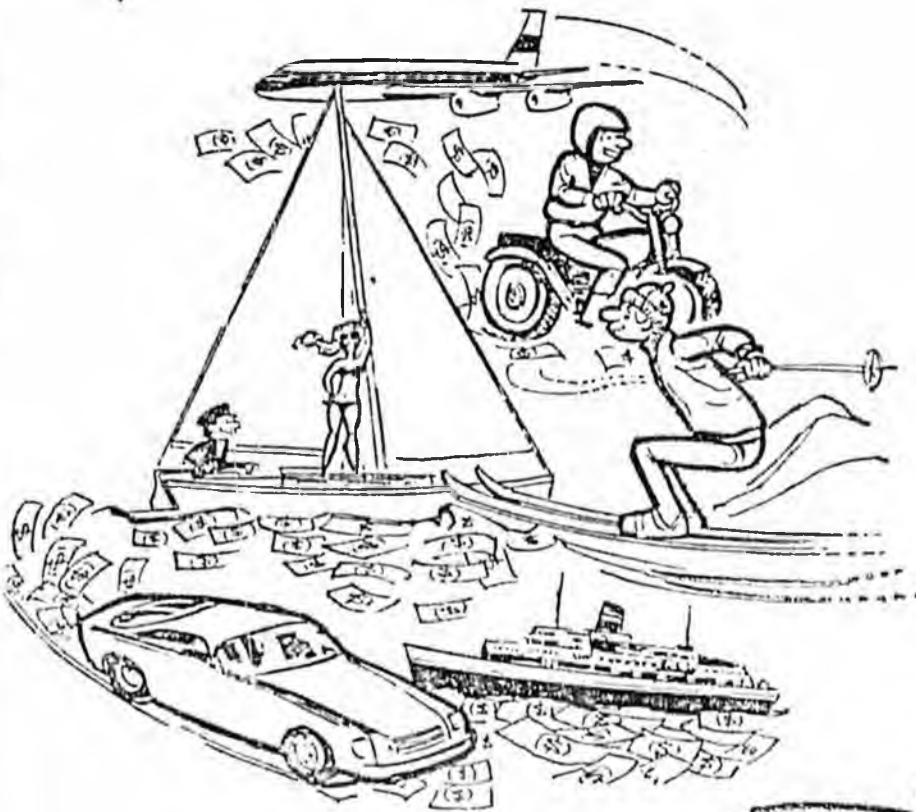


There were many more pictures of men.

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



Work done well helps develop a sense of pride.



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



Is this here a hobby?

Can- important! wife & kids?



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

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



surely more important than women

To the starving person, food is the most impor.

Influencing Others

The victim at fault

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

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

Karen, (The victim) at fault.

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

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

Initiative

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

Willingness to Learn

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

Cooperation

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

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

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

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

Linda and Lisa are secretaries in a large corporation that manufactures

TELEGRAM

ALASKA TELEPHONE CO. INC.

PHONE: 866-6442

JUNEAU, AK 99802

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PMS SEN PAT RODEY

1653

RECEIVED

FEB 27 1981

JUNEAU

LOWER YUKON BOARD OPPOSES SENATE BILL 99 IN ITS PRESENT FORM.

LOWER YUKON SCHOOL BOARD WOULD SUPPORT THE AMENDMENT WHICH

HAS BEEN PROPOSED BY THE ASSOCIATION OF ALASKAN SCHOOL BOARDS.

SINCERELY

LESLIE R HUNTER

CHAIRPERSON

LOWER YUKON SCHOOL BOARD

TELEGRAM

ALASCOM, INC.
PHONE: 485-4443
JUNEAU, AK 99801

#

02223 NL ANCHORAGE ALASKA 50 02-26 2154P AST

PMS SEN PAT RODEY
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FEB 27 1981

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JUNEAU

I SUPPORT THE CONCEPT OF SENAT BILL 99 BUT NOT THE LANGUAGE
OF PRESENT BILL. I AM SURE THE LOWER YUKON SCHOOL DISTRICT
SCHOOL BOARD AND TEACHERS COULD SUPPORT THE ASSOCIATION OF
ALASKAN SCHOOL BOARD AMENDMENT. SINCERELY,

WALTER E BROWN

SUPERINTENDENT

LOWER YUKON SCHOOL DISTRICT

BPW FACT SHEET

FOUNDED: 1919

MEMBERSHIP: 165,000

CLUBS: 3,700 in all 50 states, Puerto Rico, Virgin Islands and the District of Columbia

CONCERNS:

- To gain political and economic equity for women
- To establish ties among working women around the nation
- To promote legislative actions benefiting working women
- To participate in programs that address women's concerns
- To benefit from personal and professional development
- To achieve career goals and proficiencies through improved skills
- To support women as business and community leaders

FUNDING:

Income

BPW is almost completely dependent upon membership dues for its income.

Expenditures

BPW's expenditures are channeled toward four major areas: (1) ERA, (2) administration, (3) services to clubs on the state and local level, and (4) the National Business Woman magazine.

The National Federation of Business and Professional Women's Clubs views the most tremendous change for women in the 70's as economic: women entered the work force at an unprecedented rate. Of all women age 16 and over, 51.6 percent now work in salaried employment, according to the Bureau of Labor Statistics (November 1980).

At the same time, women still make around 60 percent of what men make. The median income of female college graduates working fulltime year-round is lower than the median income of male high school dropouts. And nearly 70 percent of women working full-time year-round earn under \$10,000 a year.

What this means to American women is that we have shared concerns over very basic dollars-and-cents issues. BPW, which has supported the development of working women for over 60 years, welcomes unity with other women's organizations which join with us in recognizing the importance of economic issues.

BPW's top priority is ratification of the Equal Rights Amendment. Every member - 165,000 strong - contributes \$1.50 each from annual dues to support this effort. ERA will not go onto BPW's back burner with the changing Administration.

Other areas that BPW has identified as vital in building toward equality for all women in the 80's are:

1. Pay Equity. BPW is carefully examining proposals to encourage more equitable pay for work of comparable worth. Analyzing jobs according to the skill levels involved and their social contributions simply makes sense. In addition, BPW has always supported the movement of women into occupations not traditionally held by women. Apprenticeship programs and growing industries will provide new opportunities for women in the 1980's. We must carefully monitor advances made in these areas.
2. Social Security Reform and other income-related measures. The Social Security System has been in place since 1937 without substantial change, while the social, political and economic structure of American life has changed drastically. Housewives who enter the work force late, displaced homemakers, and married women who never leave the work force were not reckoned into the earlier system, and changes must occur for equity to be ensured. Long-lasting changes will likely be made in the next Congress, and women must have an important voice in these changes.

Pension programs exclude most working women. Major changes are needed in the laws governing pension programs to ensure that women have adequate protection for their retirement years.

Finally, the "marriage tax" actually penalized most married working women and their families. The new Congress is expected to act on this issue and BPW supports efforts for greater tax equity.

3. Women in Elected and Appointed Positions. While BPW recognizes and affirms the great contributions of committed male legislators to the advancement of equity for women, we also see that women must be represented in far more proportionate numbers in government at every level.

During 1980, BPW formed a Political Action Committee - BPW/PAC - to make financial contributions to federal candidates who support BPW objectives. At local levels, BPW members are frequent lobbyists on behalf of working women's issues and, increasingly, are candidates for state legislatures and other local public offices. Our ultimate goal is a United States Congress which reflects the percentage of women in the population at large; until that time, we will work unceasingly to ensure that women are given equal consideration for decision-making positions.

Sincerely,

Dorine Chancellor
President

1980-81 NATIONAL LEGISLATIVE PLATFORM

ACTION ITEMS

Action items require a concerted effort to have bills introduced on each issue; support from members to ensure that these bills are enacted; and continuing opposition to legislative proposals which run counter to our platform.

CONSTITUTIONAL AMENDMENT

Actively work to complete the process of ratification of the Equal Rights Amendment.

Support and seek implementation of legislation that will:

ITEM 1

Secure equal treatment for women in all areas of employment, including the Congress of the United States and the armed services.

ITEM 2

Reform laws governing Social Security and pension programs to achieve equity and adequacy for women.

ITEM 3

Bring about equal treatment of women and men, regardless of marital status, in all phases of economic life, with special emphasis on reforming the income tax system and elimination of discrimination in insurance.

ITEM 4

Promote research on and prevention of all types of family violence, violence against women and provision of services to victims of such violence.

ITEM 5

Provide for the registration of all eligible women and men if Selective Service registration is implemented in the United States of America.

POLICY ITEMS

Policy items should receive Federation support.

ITEM 1

Support the ideals and efforts of the United Nations, and other international organizations in which the United States is a participant, in promoting peace and human rights.

ITEM 2

Support the strengthening of our national security and the security of all Americans, both at home and abroad, without relinquishing our basic freedoms.

ITEM 3

Support the protection and improvement of the quality of all our natural resources and environment with responsible conservation, management and development of all natural resources and energy sources.

ITEM 4

Support those resolutions adopted by the 1977 National Women's Conference at Houston which are in agreement with Federation objectives.

AREAS OF CONCERN

The following items are of concern to the National Federation. State Federations and local clubs are encouraged to actively express their support of selected items through research, study, and/or legislative activity.

The Federation will continue to monitor and if necessary take action on measures that will:

- Obtain equality of opportunity for women in all phases of education.
- Improve and expand public and private developmental child care.
- Develop and expand alternative adult care services.
- Secure equal treatment of men and women, regardless of marital status, in (a) business and personal credit; (b) property rights and other contractual agreements; and (c) inheritance and estate taxes.
- Promote research on and prevention of sexual assault.
- Obtain improved and equal treatment for men and women throughout the criminal justice system.
- Establish and/or improve rehabilitative services for those within the prison system, particularly for women.
- Reform federal statutes to permit greater political freedom for government employees while retaining protection against political coercion.
- Develop and promote services to aid displaced homemakers.
- Establish uniform child custody laws to prevent child snatching.
- Encourage the election and appointment of women who support the goals of BPW to policy-making positions.
- Prevent sexual harassment in employment.
- Support the issue of equal pay for work of comparable value.

THE NATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN'S CLUBS
OF THE UNITED STATES OF AMERICA, INC.

THE NATIONAL LEGISLATIVE PLATFORM - - 1980-81

Explanation of Action Items

CONSTITUTIONAL AMENDMENT -- Actively work to complete the process of ratification of the Equal Rights Amendment.

BPW has actively supported passage of the Equal Rights Amendment since 1937. At this time, three more states are needed for ratification of the amendment. The deadline for ratification has been extended to June 30, 1982. In order to ensure ratification, BPW members must continue a high level of activity in both ratified and unratified states. Ratified states are encouraged to take full advantage of the sister state program to assist in the ratification effort. The strategy in ratified states includes working against candidates who oppose ERA, implementing the principles of equal rights whenever possible, and opposing any rescission movements. In unratified states, BPW members can work for passage of the Amendment through strong, consistent lobbying and education efforts, by supporting pro-ERA candidates for public office and by opposing anti-ERA candidates.

ITEM 1 -- Secure equal treatment for women in all areas of employment, including the Congress of the United States and the armed services.

BPW continues to support measures which advance the position of women in the labor force and/or ensure the enforcement of equal opportunity legislation already in existence. BPW supports Federal enforcement of equal opportunity and affirmative action standards and the principle of setting goals and timetables for achieving an equitable balance of men and women in the work force.

BPW supports legislative efforts to end discrimination against women and expand opportunities for women in all areas of employment. This includes, but is not limited to: support for part-time and flex-time opportunities in the public and private sector; increased training opportunities for women of all ages in traditional and nontraditional fields; limitations on the use of veterans' preference in civil service systems; prevention of sexual harassment in the workplace; promotion of the concept of equal pay for work of comparable value; and encouragement of women to enter traditionally male-dominated fields.

No major employer should be exempt from anti-discrimination and equal opportunity laws. Therefore, BPW supports measures that would extend legal protections against discrimination to employees of the United States Congress. BPW supports legislation that would extend coverage of all existing equal opportunity legislation, such as the Civil Rights Act of 1964 and the Equal Pay Act, to the Congress of the United States and also, supports measures that would create internal administrative procedures in the House and Senate to protect employees from discrimination on the basis of sex, race, religion, national origin, color or age.

BPW supports increased opportunities for women in the military. This includes: repeal of laws which keep women out of specific positions and inhibit their promotional potential; elimination of any military practices which tend to discriminate against women; and recognition of the valuable service women have played and continue to play in defense of our nation.

ITEM 2 -- Reform laws governing social security and pension programs to achieve equity and adequacy for women.

The social security system and most private programs fail American women both in terms of adequacy of protection and equity. As the U. S. population continues to age and more women enter and/or remain in the work force for longer periods of time, the inadequacies and inequities in current retirement systems will increase. Therefore, changes must be made to ensure that all Americans, men and women, are treated fairly with respect to retirement income programs.

BPW supports legislation, such as earnings sharing, to make the social security system more responsive to the needs of women today. Currently, there are serious shortcomings in the way that the social security system treats married working women, two-earner couples, women who interrupt their careers to fulfill traditional family responsibilities and divorced women. Under earnings sharing, payments into the social security system would be shared equally between spouses for each year of marriage. Each individual would be entitled to a primary benefit in her or his own right and each would have a separate social security account in her/his name. These individual accounts would consist of a person's earnings while single and half the couple's combined earnings while married. Earnings sharing provides a way to eliminate many of the inequities which women now face within social security.

The social security "retirement test" places a limit on the amount of money a recipient of social security can earn before losing a portion of his/her benefits. BPW supports legislation to raise these limits substantially so that they

are more realistic. Currently, the limits are \$5,000 in 1980, \$5,500 in 1981 and \$6,000 in 1982. The retirement test is set only on earned income; it has no effect on income from pensions, savings, dividends, etc.

(A working paper "Social Security and the Working Woman" which contains a more complete discussion of social security issues, is available from the Legislation Department at the National Executive Offices (NEO).)

Pensions reform is also needed if American women are to be assured of a decent standard of living in their later years. BPW supports changes in the laws governing private pension programs to make more working women eligible for pension coverage. Desirable changes include: lowering minimum vesting requirements, liberalizing breaks in service rules so that women who leave the labor force to bear and raise children would not lose all their pension rights, lowering the age of participation in pension plans and instituting portability of vested pension credits among different pension programs. BPW also supports extending tax incentives for small employers to establish pension programs for their employees and extending tax incentives for retirement savings to groups currently not covered such as homemakers and individuals whose pension protection is inadequate.

BPW supports equal treatment for women and men under pension and retirement systems. This means that women and men must have equal access to these plans, that women and men must pay equally into plans and that payments to recipients of these programs must also be equal.

(A working paper, "Pensions and the American Working Woman," is available from the Legislation Department at NEO.)

ITEM 3 -- Bring about equal treatment of women and men, regardless of marital status, in all phases of economic life, with special emphasis on reforming the income tax system and elimination of discrimination in insurance.

There are many areas of American economic life where discrimination on the basis of sex or marital status is still common. In some cases discrimination is legal; in other instances the discriminatory practices are illegal, but still quite common. This year, BPW has identified two areas -- income taxes and insurance -- for special attention.

The income tax system discriminates against as many as 54 million taxpayers because of their marital status. Under the current tax structure, single taxpayers (widowed, divorced, or unmarried) may pay up to 20 percent more in taxes than a taxpayer with a non-working spouse who files

a joint return. Married couples where both spouses work pay a "marriage tax penalty" to the government because their tax liability is greater than if they were two single persons with the same incomes. BPW supports measures which would eliminate these inequities in the Federal income tax system and treat men and women equally regardless of marital status.

(A position paper, "Marital Status and the Tax System," which explains in more detail current inequities and possible remedies in the tax system, is available from the Legislation Department at NEO.)

Insurance discrimination affects women in five major areas: disability insurance, health insurance, life insurance, property and liability insurance and annuities. Sex discrimination in insurance includes denying women the right to purchase certain types of insurance policies or options which are available to men, using different standards in deciding coverage for men and women and denying women coverage for reasons which are not applied to men. Some of the issues in insurance discrimination include: payment of higher premiums by women for the same coverage, lower benefits received by women than those paid to men for the same coverage, a longer waiting period for the payment of benefits for women, non-coverage of maternity costs and other gynecological services, marital status affecting women more than men in their application for property and liability insurance and discrimination in underwriting practices. BPW supports legislation which would make sex discrimination in insurance illegal and also supports measures which would encourage the insurance industry to adopt policies and practices that are neutral with respect to gender and marital status.

ITEM 4 -- Promote research and prevention of all types of family violence, violence against women and provision of services to victims of such violence.

Family violence includes child and elderly abuse and neglect and spousal assault (domestic violence). Violence against women includes, but is not limited to, sexual assault.

BPW supports legislation to establish and support shelters for victims of domestic violence, counseling and therapy programs for victims and offenders and programs to provide legal aid and other services to victims of domestic violence.

Programs and legislation to aid the victims of child and elderly abuse include: funding for shelters, support of counseling and therapy and funding for research programs.

Additional legislation on elderly abuse and neglect is also needed to provide social services and health and nutrition programs for elderly persons and to correct abuses in nursing homes and other health care facilities for the elderly.

ITEM 5 -- Provide for the registration of all eligible women and men if Selective Service registration is implemented in the United States of America.

BPW has supported equal rights since its beginnings in 1919. Equal rights means equal responsibilities. American women and men have equal responsibility for the protection of this country and its freedoms. In any emergency endangering the nation, the talents and abilities of all citizens must be appropriately utilized. The nation cannot afford to ignore the potential contributions of half of the population. Therefore, if a Selective Service registration is necessary to prepare for possible emergencies, it should include women and men on an equal basis.

(A working paper on "The Equal Rights Amendment and the Military," is available from the EFA office at NEO.)



Alaska State Legislature

Senate

Judiciary Committee

Pouch V
State Capitol
Juneau, Alaska 99811

Official Business

March 30, 1981

Aleutian Region School District
Technical Center
640 West 36th Avenue
Anchorage, Alaska 99503

Attention: Dr. Dick H. Bower
Superintendent

Dear Dr. Bower:

Thank you for your continued interest in SB 99.

The committee spent considerable time listening to testimony on the bill, and thought it a balanced approach to the interests of the parties.

The bill is now in the Rules Committee, chaired by Senator Tim Kelly. I will forward a copy of your remarks to him for his consideration.

Sincerely,

Pat

Patrick M. Rodey
Chairman

PMR/ods

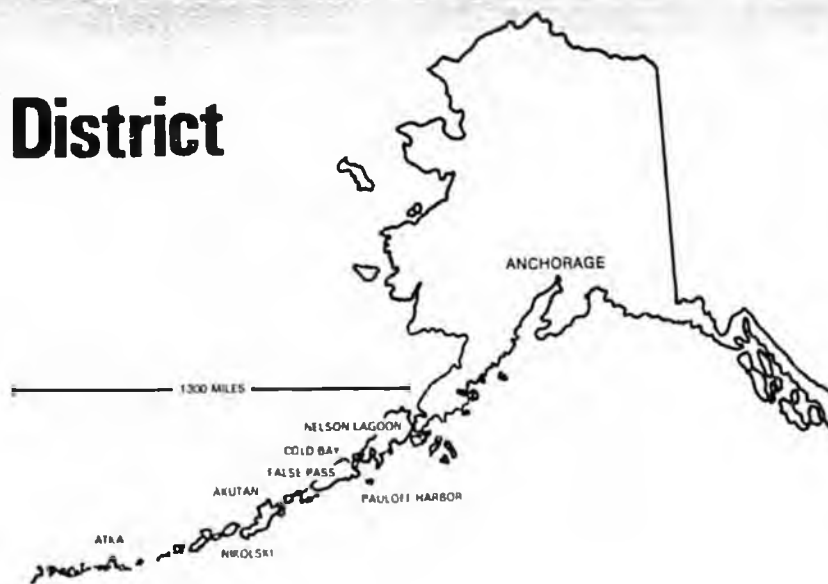
*Please look at the
Committee substitute
we see if it meets
your objections.
most of the school
boards have endorsed
this version.*

Aleutian Region School District

TECHNICAL CENTER
640 West 36th Avenue
Anchorage, Alaska 99503
(907) 276-0006

Dr. Dick H. Bower
Superintendent

Board of Directors
Sandra Roberts, President
Cold Bay, Alaska 99571
Clayton Brown, Clerk
Cold Bay, Alaska 99571
Audrey Medina
Nelson Lagoon, Alaska 99695
Vasha Golodoff
Atka, Alaska 99502
Helen Prokopioff
Akutan, Alaska 99553



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MAR 27 1981

23 March 1981

Senator Patrick M. Rodey
Pouch V
State Office Building
Juneau, Alaska 99811

Dear Senator Rodey:

I appreciated your sending me a copy of the Committee Substitute for Senate Bill No. 99. It does seem to be much less restrictive. One will be unable to tell just what will ultimately result, however, since the Department of Education is given a fairly broad charge and authority.

For the past several years the Department has had a sex equity position mandated and funded by Federal funds for vocational programs. Funded at the \$50,000 level annually, this should have been a means to accomplish some of the objectives of CS SB99. At least there should have been specific information available to the legislature about the degree of the problem as well as specific DOE regulations requiring some action on the part of the Legislature, if necessary. Perhaps you did have this information and I am just unaware of it.

I shall only make one specific comment in regard to Section 14.18.060. Statements such as "School boards shall use educationally sound, non-biased texts and other instructional materials as they become available," often become a serious source of misunderstanding and conflict because of the wide range of perspective and value judgements present in words like "educationally sound" and "non-biased."

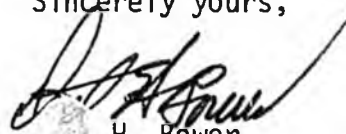
I certainly share your concern and fully support the constitutional guarantees of our nation and our state. I also agree that there have obviously been inequities in the past. I am not sure that new laws are required, however, and that thoughtful and thorough leadership and enforcement of existing laws cannot accomplish the purpose of SB 99. Please refer to the several Statements of Assurance signed by each school district and on file with the Department. I believe you will find these provide the basis for ample enforcement action.

Senator Pat Rodey
23 March 1981

Page Two

Please do not hesitate to call upon me if I can be of any assistance on this matter.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "H. Bower", written in a cursive style.

H. Bower
Superintendent

DHB:sc

cc: Board Members
Robert Greene
Lynn Wright



Official Business

Alaska State Legislature

Senate

Committee on Judiciary

Pouch V
State Capitol
Juneau, Alaska 99811

AGENDA

Monday, February 9, 1981

1:30 P.M. Butrovich Room

CSSB99 "An Act prohibiting sex discrimination in education in the state and implementing art. I, sec. 3 of the Alaska Constitution."

Steve Hole - Department of Education

Robert Manners - NEA-Alaska

Margret Holland - Alaska League of Women Voters

Robert Greene - Association of School Boards

Barbara Dale - Commission of the Status of Women

Susan Clark - American Association of University Women

Cliff Hartman - Alaska Council of School Administrators

Lisa McLaren - Juneau Women's Resource Center