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IDENTIFIERS New Jersey

ABSTRACT

One in a series of curriculum documents in career education, this manual provides plans, resources, and materials for training counselors and teachers to provide sex fair career counseling and programs. Objectives for a workshop are presented, and directions, including a flow chart, are given for its preparation. These are followed by detailed workshop plans for conducting eight hours of training (in either one, two, or four sessions) on the following topics: Legislation; sex fair tests, texts, and occupational information; and techniques and resources for programs. Media resources and extensive materials resources are listed with company or organization names, addresses, and publication titles (plus cost, if any). Also listed are names and addresses of inservice trainers or organizations and persons able to assist in securing qualified trainers. These are given by region and individual States, with a special page devoted to trainers located in New Jersey. Attitude exploration activities are presented, along with guidelines for assessing sex bias in career interest inventories and in educational materials. New Jersey equal education legislation is appended as well as excerpts from the 1974 Federal Register outlining Federal rules and regulations on educational programs and sex nondiscrimination. Suggested questions for evaluating a workshop conclude the manual. (BL)

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State of New Jersey
Department of Education
Division of Vocational Education

Workshop in Providing Equal Career Opportunities

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Elementary Career Awareness Consultant

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Woodbridge, N.J.

Curriculum Laboratory
Vocational-Technical Education Department
Building 4103 - Kilmer Campus
Rutgers University
New Brunswick, N.J.

June, 1977
Publication #0056
PREFACE

This publication is one of a series of curriculum documents in career education written under the statewide curriculum development project conducted by the New Jersey Curriculum Management Center. Materials developed under this project are published by the New Jersey Vocational-Technical Education Curriculum Laboratory in order to ensure the widespread availability of these materials to practitioners in the field at a reasonable cost.

Dr. Joseph F. Kelly
Project Director
New Jersey Curriculum Management Center
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INTRODUCTION

Workshop in Providing Equal Career Opportunity provides a step-by-step procedure for training counselors and teachers to provide sex fair career counseling and programs. With new federal and state equal education legislation, affirmative action legislation, and the increasing demand of 51% of the population for equal career opportunities, it becomes imperative that counselors and teachers gain proficiency in helping young persons overcome sex role stereotyping in career selection.

This manual provides plans, resources and materials for an eight-hour training session. It is suggested that one eight-hour session be held. A full day meeting provides continuity of program and ensures full attendance for the eight hours of training. However, two alternate plans are included if a full day session is not feasible: four two-hour sessions or two four-hour sessions.

Areas to be covered in the Workshop programs are: LEGISLATION--Counselors and teachers will have an opportunity to become familiar with equal education legislation (Federal Title IX) and its impact on career education and career guidance. SEX FAIR TESTS, TEXTS, OCCUPATIONAL INFORMATION--Guidelines for sex fair tests, texts and other materials will be presented and discussed with emphasis on implementation. PROGRAMS/TECHNIQUES AND RESOURCES--The major thrust of the Workshop will be developing programs for providing sex fair counseling and information to all students. Included in the manual are suggested programs and techniques as well as listing of resource personnel and materials.
WORKSHOP OBJECTIVES

By the end of the workshop, educators will be able to:

1. Identify need and rational for providing sex-fair career guidance.

2. Identify equal rights legislation and its impact on educational programs including but not limited to:
   --career education programs
   --educational counseling
   --career counseling
   --occupational information
   --career/interest assessment materials
   --vocational training programs

3. Develop programs to provide all students with information and role models of both sexes working in previously non-traditional careers.

4. Discuss and implement guidelines for evaluating occupational information for sex bias.

5. Discuss and implement guidelines for evaluating career/interest assessment instruments for sex bias.

6. Identify resource personnel and materials to be utilized in sex fair career programs and counseling.
PREPARATION FOR WORKSHOP

1. Identify need in school system

2. Prepare or select Workshop objectives and plans

3. Secure administration approval for workshop

4. Identify target population

5. Establish criteria for participant selection—whom to select if more than 30 apply—suggestions:
   --male/female balance
   --one from each school or area
   --elementary vs. secondary balance

6. Establish date and time—suggested workshop time is one eight-hour day with 30 to 45 minutes for lunch or to coincide with normal school day.

7. Arrange for in-guide or continuing education credit from a college, if available.

8. Secure facilities for workshop—preferably large room with space for small groups and media presentations

9. Prepare workshop announcements

10. Send announcements

11. Arrange for meals/refreshments as necessary
    NOTE: If lunch is included, have it served on premises to save time

12. Contact resource personnel to direct workshop

13. Select participants—no more than 30

14. Arrange for substitute coverage if necessary

15. Notify participants of acceptance. Request each participant bring a sample of career information material used.

16. Arrange for necessary A.V. materials

17. Collect materials for distribution to participants

18. Prepare press release for local newspaper

19. Prepare evaluation form
20. Check facility and media arrangements

21. Implement Workshop
**PREPARATION FOR WORKSHOP**

**FLOW CHART OF ACTIVITIES**

1. Identify Need
2. Prepare or Select Workshop
3. Secure Administrative Approval
4. Identify Target Population
5. Establish Criteria for Selection
6. Establish Dates/Times
7. Arrange In-guide Credit or Continuing Education Units
8. Secure Physical Facilities
9. Arrange for Meals or Refreshments
10. Prepare and Send Announcements
11. Select Appropriate Materials for Participants
12. Check Substitute Facilities
13. Communications to Participants
14. Implement Workshop
15. Check Substitute Facilities
16. Prepare Audio-Visual Equipment
17. Contact Resource Person
18. Prepare Press Release
19. Submit Release
20. Implement Workshop
POST WORKSHOP ACTIVITIES

1. Collate evaluations
2. Prepare press release
3. Distribute press release to local media
4. Prepare report
5. Distribute report to educational participants, resource persons and appropriate administrators
6. Follow-up on suggestions and recommendations of participants
WORKSHOP
PLANS
WORKSHOP IN PROVIDING EQUAL CAREER OPPORTUNITY

<table>
<thead>
<tr>
<th>TYPE:</th>
<th>One 8-hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVE</td>
<td>TOPIC</td>
</tr>
<tr>
<td>Registration</td>
<td>Participants secure name tags and sign in.</td>
</tr>
<tr>
<td>Welcome</td>
<td>Welcome by Superintendent, Principal, Workshop Director, or other appropriate person.</td>
</tr>
<tr>
<td>Introduction of participants</td>
<td>Participants introduce themselves with name and area of responsibility. Have them comment on why enrolled or what they hope to gain from the workshop.</td>
</tr>
<tr>
<td>Outline course objectives schedule</td>
<td>Workshop director should discuss Workshop objectives and Workshop schedule. Ask for comments.</td>
</tr>
<tr>
<td>Attitude Assessment Questionnaire</td>
<td>Administer and score attitudes questionnaire.</td>
</tr>
<tr>
<td>Discussion</td>
<td>Where do you see examples of sex bias in your school?</td>
</tr>
<tr>
<td>Awareness of Sexism</td>
<td>Show film and discuss</td>
</tr>
<tr>
<td>COFFEE BREAK</td>
<td></td>
</tr>
<tr>
<td>Legislation and its implications</td>
<td>Presentation</td>
</tr>
<tr>
<td>Legislation and its implications</td>
<td>Questions and discussion from participants. Speaker might cite some examples.</td>
</tr>
<tr>
<td>Guidelines for evaluating bias of career and other material</td>
<td>Using guidelines, discuss what to look for when evaluating material.</td>
</tr>
<tr>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>TYPE:</td>
<td>One 8-hour</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>TOPIC.</th>
<th>PROCEDURES/METHODS</th>
<th>TIME</th>
<th>MATERIALS/RESOURCES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>#4 &amp; #6</td>
<td>Perusal of non-sex biased materials</td>
<td>Have materials displayed on table.</td>
<td>30 min.</td>
<td>See Appendix D for listing of possible materials</td>
<td></td>
</tr>
<tr>
<td>#4 &amp; #6</td>
<td>Discuss displayed materials.</td>
<td>Have bibliographies available.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#5</td>
<td>Guidelines for eliminating sex bias in educational materials.</td>
<td>Have participants evaluate material brought according to guidelines.</td>
<td>45 min.</td>
<td></td>
<td>Evaluation of material could be done in small groups.</td>
</tr>
<tr>
<td>#5</td>
<td>Guidelines for sex bias in interest inventories.</td>
<td>Discuss guidelines and cite test which are and are not sex biased.</td>
<td>30 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#3 &amp; #6</td>
<td>Programs &amp; Techniques</td>
<td>In groups, identify additional techniques and resources to help provide sex fair career education.</td>
<td>60 min.</td>
<td></td>
<td>Groups can be broken up by grade level or by teachers/counselor. Groups should be no larger than 10</td>
</tr>
<tr>
<td>Summation</td>
<td></td>
<td>Recorder in each group report to large groups.</td>
<td>20 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop Evaluation</td>
<td></td>
<td>Participants fill out workshop evaluations.</td>
<td>10 min.</td>
<td></td>
<td>Evaluation forms See Appendix H</td>
</tr>
</tbody>
</table>
**WORKSHOP IN PROVIDING EQUAL CAREER OPPORTUNITY**

**TYPE:** Four 2-hour

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>TOPIC</th>
<th>PROCEDURES/METHODS</th>
<th>TIME</th>
<th>MATERIALS/RESOURCES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>#1</td>
<td>Registration</td>
<td>5 min.</td>
<td>Prepared name tags</td>
<td>Registration should occur as participants arrive. Be prepared for early arrival.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participants secure name tags and sign in.</td>
<td></td>
<td>Blank name tags</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Welcome</td>
<td>5 min.</td>
<td>Marking pens</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Welcome by Superintendant, principal, workshop director, or other appropriate person.</td>
<td></td>
<td>Sing in sheet for name and department or school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#1</td>
<td>Introduction of participants</td>
<td>10 min.</td>
<td>Workshop director should discuss Workshop objectives and discuss Workshop schedule. Ask for comments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participants introduce themselves with name and area of responsibility. Have them comment on why enrolled or what they hope to gain from the workshop.</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>#1</td>
<td>Outline course objectives and schedule.</td>
<td>10 min.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Workshop director should discuss Workshop objectives and discuss Workshop schedule. Ask for comments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#1</td>
<td>Examples of sexism in career choice.</td>
<td>30 min.</td>
<td>&quot;A Chance To Choose&quot; See Appendix A for discussion guide</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Film presentation and discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#1</td>
<td>Identification of sex bias</td>
<td>30 min.</td>
<td></td>
<td>Break into small groups for 25 minutes. Have groups report at end.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In small groups, identify instances of sex bias and discrimination.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#1</td>
<td>Attitude Assessment</td>
<td>30 min.</td>
<td>Questionnaire See Appendix B</td>
<td>Homework: Identify additional examples of bias and discrimination.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administer and score questionnaire.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 2</td>
<td>#1</td>
<td>Identification of sex bias.</td>
<td>15 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report on instances of bias/discrimination encountered (homework)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#2</td>
<td>Legislation and its implications for education.</td>
<td>30 min.</td>
<td>See Appendix C for possible sources of speakers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a--Speaker presentation</td>
<td>a--30 min.</td>
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</tr>
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<td></td>
<td></td>
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<td>b--75 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 3</td>
<td>#4</td>
<td>Guidelines for evaluating bias of careers and other material.</td>
<td>60 min.</td>
<td>Scott Foresman Guidelines in Appendix F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using guidelines; discuss what to look for when evaluating material. In small groups, have participants evaluate material brought for sex bias.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>TOPIC</td>
<td>PROCEDURES/METHODS</td>
<td>TIME</td>
<td>MATERIALS/RESOURCES</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>------------</td>
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<td>-------</td>
<td>---------------------</td>
<td>----------</td>
</tr>
<tr>
<td>#4 &amp; #6</td>
<td>Perusal of non-sex biased materials</td>
<td>Have materials displayed on table Have bibliographies available.</td>
<td>20 min.</td>
<td>See Appendix D for listing of possible materials</td>
<td></td>
</tr>
<tr>
<td>#4 &amp; #5</td>
<td>Guideline for evaluating sex bias in test material</td>
<td>Distribute and discuss Guidelines and research on tests.</td>
<td>40 min.</td>
<td>See Appendix E for guidelines and research</td>
<td></td>
</tr>
<tr>
<td>Session 4 #3 &amp; #6 Programs &amp; Techniques</td>
<td>In small groups, identify techniques and resources to help provide sex fair career education</td>
<td>60 min.</td>
<td></td>
<td></td>
<td>Groups can be broken up by grade level or some other means but should be no larger than 10.</td>
</tr>
<tr>
<td>Summation</td>
<td>Recorder in each group report to large groups.</td>
<td>20 min.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop Evaluation</td>
<td>Participants fill out workshop evaluations.</td>
<td>10 min.</td>
<td>Evaluation forms</td>
<td>See Appendix H</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX "A"

MEDIA RESOURCES
APPENDIX A

MEDIA RESOURCES

Sex Role Stereotyping in Counseling:

"A Chance To Choose"

A.P.G.A.
1607 New Hampshire Avenue N.W.
Washington, D.C. 20006

Sex Role Stereotyping in Textbooks:

1. "Dick and Jane as Victims" ($40.00 rental, 20 min.)
   Women on Words and Images
   Box 2163
   Princeton, New Jersey 08540

   OR

   25 Cleveland Lane
   R.D. 4
   Princeton, New Jersey 08540

2. "Dick and Jane Receive a Lesson in Sex Discrimination"

   Corrine Perkins
   815 Oakcrest Avenue
   Iowa City, Iowa 52250 (write for information)

3. "The Girls Corner: Textbooks and Options"--with tapes
   Six different slide shows each 30 min. and music

   a. Introduction
   b. Math Books
   c. Readers
   d. Social Studies Books
   e. Science Books
   f. Spelling Books

   Lenore Weitzman
   University of California
   Sociology Department
   Davis, California (write for information)

4. "This Book is Rated S* (* Sexist) ($15.00 rental)

   Fort Worth Education Task Force
   Berry Block
   2619 Hartford Drive
   Fort Worth, Texas 76109
Media Resources continued:

Development of Sex Role Stereotyping: ($60.00 rental)

1. "Growing Up Female: As Six Becomes One" ($60.00 rental)

   New Day Films
   267 West 25th Street
   New York, New York 10001

2. "Masculine or Feminine Your Role in Society"

   Coronet
   65 East South Walter Street
   Chicago, Illinois 60601
APPENDIX A-1

"A CHANCE TO CHOOSE"
Discussion Guide

1. What kind of attitudes did the research indicate counselors had about sex roles?

2. How could you account for the differences in numbers of female doctors, lawyers and engineers in this county compared to other countries cited?

3. Why is it important to have equal representation of minorities and women in all career material?

4. What effect do biased forms of career interest inventories have on students?

5. What parts of this filmstrip are reflected in your counseling office or in your materials?

6. What must counselors do to counteract sex bias in counseling?
APPENDIX "B"

ATTITUDE EXPLORATION ACTIVITIES
APPENDIX B-1
SELF EVALUATION

Do you ask boys to do heavy work and to perform executive duties in the classroom, and girls to do light work and secretarial chores?

_____ YES     _____ NO

Do you pity girls who are unable or unwilling to be fashionable?

_____ YES     _____ NO

Do you call special attention to girls who are unable or unwilling to be athletic?

_____ YES     _____ NO

Do you call special attention to boys who are athletic?

_____ YES     _____ NO

Do you react negatively to boys who have long hair or wear earrings, or do you react negatively to girls who wear slacks?

_____ YES     _____ NO

Do you plan different activities or different adaptations of the same activity for boys and for girls?

_____ YES     _____ NO

Do the lessons you use include more exciting role models for boys than for girls? Do they stereotype women as housewives, mothers or workers in menial or supportive positions?

_____ YES     _____ NO

Do you sometimes say, "Boys shouldn't hit girls," or "Ladies don't talk that way," or "Ladies before gentlemen"?

_____ YES     _____ NO

Do you expect girls to be more verbal and artistic than boys, or boys to be more mathematical and scientific than girls?

_____ YES     _____ NO
Do you feel it is more important to help boys sort out career options than to help girls do the same?

_____ YES  _____ NO

From the Gibbons School, New Brunswick
The following survey attempts to investigate attitudes toward women.

**General Directions**

1. Circle correct answer on separate answer sheet.
2. Do not write in space for score.
3. You will score your own survey according to directions given at completion of survey.

**Directions for marking your answers:**

The survey consists of 68 statements. You are to react to each statement, indicating degree of support or non-support.

The scale and its interpretation is as follows:

<table>
<thead>
<tr>
<th>IBM CODE</th>
<th>RESPONSE SCALE</th>
<th>INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Strongly Agree (SA)</td>
<td>Indicates a concerned, strong, positive feeling about the statement.</td>
</tr>
<tr>
<td>B</td>
<td>Mildly Agree (MA)</td>
<td>Indicates less concern, but still a positive feeling about statement.</td>
</tr>
<tr>
<td>C</td>
<td>Equally Agree and Disagree (EAD)</td>
<td>Indicates an ambivalent feeling about the statement, to which you cannot give direction.</td>
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<td>D</td>
<td>Mildly Disagree (MD)</td>
<td>Indicates less concern, but still a negative feeling about the statement.</td>
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<td>E</td>
<td>Strongly Disagree (SD)</td>
<td>Indicates a concerned, strong, negative feeling about the statement.</td>
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Approach the survey in a truthful and candid manner. Try not to qualify and make exceptions to the statements, but rather react quickly to them.
1. Nurturance and concern for others are equally important for men and women.

2. In a mature marriage, the man's ego needn't feel threatened because his wife is a successful career woman.

3. A woman who works full time cannot possibly be as good a mother to her grade school age children as one who stays at home.

4. Any woman, married or single, should receive the same pay for a particular job as a man would.

5. A girl's college education is more often wasted than a boy's.

6. Women tend to respond emotionally, men by thinking.

7. The 1962 actions of dental and engineering societies, which have indicated that they would like more women to train for professions, are beneficial recommendations.

8. Physical care of aging parents should more often be the daughter's responsibility.

9. Nothing can be more satisfying to most women than a well kept home, clean and neatly dressed children, and a good meal always ready for their family.

10. Doctors who tell distraught mothers to work part time or go to school are performing a valuable service.

11. There should be a sex advantage for boys, other things being equal, on the granting of graduate fellowships.

12. Women with ability should feel a responsibility for using their talents for the betterment of mankind.

13. The values and ideals held by women will have more impact on society if women are encouraged to get sufficient education and professional training.

14. Men are meant to lead, and women, except in extreme circumstances, to follow.

15. A married woman with pre-school age children is justified in working simply because she wants to.

16. True love for her family and an active concern for mankind are inseparable for a married women.

17. Many emotional and adjustment problems in children are primarily due to working mothers.

18. Women should be granted maternity leaves from their jobs on the same basis as men are granted military leaves from theirs.
19. A woman should interrupt her college education to put her husband through school.
20. Choice of college is not as important for a girl as for a boy.
21. Many women have a responsibility to put their humanizing talents to work outside the home.
22. Marriage and children should take precedence over everything else in a married woman's life.
23. Man is traditionally the breadwinner and woman is the homemaker, and we should attempt to maintain a definite role separation.
24. Pre-school age girls should be encouraged to explore and manipulate their environment on the same scale as pre-school age boys.
25. Women who work are taking jobs away from men.
26. As a general rule, women tend to minimize their abilities.
27. Courses in math and physics should be considered by more girls than are considering them today.
28. Most women tend to lose their femininity when they perform jobs usually executed by men.
29. The fact that her husband will have additional home responsibilities should not deter married woman from working.
30. The emphasis on beauty and desirability tend to encourage a premature concern about marriage among our teen aged girls.
31. Mothers of children under three should not work either full or part-time unless there is a serious economic necessity for so doing.
32. A school district is not justified in making the wife resign after marriage when both she and her husband have been teaching in that system.
33. Going to college to get a husband can justifiably be the prime goal of a girl's college career.
34. Less serious academic and career aims for girls should be understood and accepted by teachers working with girls.
35. Sex stereotypes impede logical career evolution for many individuals in that sex stereotypes, rather than the abilities and interests of the individual, become paramount.
36. Women should decorate and enhance their homes and leave the larger world to men.

37. Love and charity begin in the home; therefore, women with children should stay in the home after marriage and not worry about extending their love and charity beyond.

38. We need more good child-care facilities so that mothers who have a desire to work can do so without worry about the welfare of their children.

39. A single woman should be hired over a married woman, even though the married woman has slightly higher qualifications.

40. Sexually mixed, elective home economics classes and industrial arts classes would be a good idea.

41. Elementary schools should expose girls to wider occupational horizons than the traditional picture of mother in the home that is found in elementary school text books.

42. Women handle routine, detailed repetitive tasks better than creative and imaginative tasks.

43. A choice between being a wife and mother and working full time is no longer necessary, as the two can be workably integrated.

44. A wife's opinion should have the same bearing upon important decisions for the family as her husband's.

45. Mother substitutes can hardly ever do as adequate a job rearing as the child's own mother.

46. Women should be given advancement opportunities commensurate with their interest and ability, even if it means a man of slightly lower qualifications will be by-passed.

47. "An insurance policy to be used only if needed," is a good way for a girl to view her college career preparation.

48. Marriage and children should be viewed as decidedly limiting factors in the career development of girls.

49. One of our greatest untapped resources of competent professionals, in many areas, is women.

50. Married women should not crave personal success, but instead be satisfied with their husbands' achievements.

51. A man should never be expected to do the dishes in other than emergency circumstances.

52. Women who graduate from college and work at least part-time have children who are generally more independent.
53. School districts should refuse to hire married women as teachers.

54. Courses in the arts and romance languages should be considered by more boys than are considering them today.

55. Boys need to be educated so that they will be cognizant of the broader role of today's women.

56. Few women have the fortitude and ability to compete in a man's work world, such as in economics and politics.

57. A man can establish a beneficial relationship with his child by greater participation in the child's physical care.

58. A stimulating, interesting, non-dependent type of wife can be an asset to a marriage.

59. More than one caretaker is likely to be confusing to a year old child.

60. The difficulties involved in women supervising men on jobs have been exaggerated.

61. With the exception of work involving considerable physical strength, there isn't an area of work today in which women couldn't make a major contribution.

62. Colleges would benefit by hiring more women staff members.

63. Adjustment to the traditional role of wife and mother should take precedence over utilizing the unique career abilities of a woman.

64. Most men are happier if their wives are dependent and subservient.

65. Girls are overly protected in our culture.

66. Colleges and universities should continue to enforce the anteneptism rules by not permitting joint hiring of husband-wife teams, irrespective of qualifications.

67. Women should continue to enter the careers that they have traditionally entered, such as teaching, nursing, library work, and social work; to the exclusion of more traditionally masculine pursuits, such as law and engineering.

68. A married woman with children at home should not become involved at the career level of work.
A SURVEY OF SEX ROLE ATTITUDES

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Sub Total

Sub Total

TOTAL
SCORING

Items numbered 1, 2, 4, 7, 10, 12, 13, 15, 16, 18, 21, 24, 26, 27, 29, 30, 32, 35, 38, 40, 41, 43, 44, 46, 49, 52, 55, 57, 58, 60, 61, 62, and 65 are the items which indicate a favorable attitude toward the changing (emergent) role of woman and should be given the following number of points for each of the five possible choices.

(SD) 1 pt.  (MD) 2 pts.  (EAD) 3 pts.  (MA) 4 pts.

(SA) 5 pts.

Items numbered 3, 5, 6, 8, 9, 11, 14, 17, 19, 20, 22, 23, 25, 28, 31, 33, 34, 36, 37, 39, 42, 47, 48, 50, 51, 53, 56, 59, 63, 64, 66, 67 and 68 are the items which indicate an attitude supportive of the traditional role of woman and should be given the following number of points for each of the five possible choices.

(SD) 5 pts.  (MD) 4 pts.  (EAD) 3 pts.  (MA) 2 pts.

(SA) 1 pt.

The highest possible score that can be obtained on the questionnaire is 340 and would indicate an extremely positive attitude toward more female participation in traditionally masculine areas and support for sexual equality. The lowest possible score is 68 and of course would indicate a strong preference for seeing women limit themselves to their traditional role and functions. Scores from 204 to 240 can be considered in the emergent direction and from 204 down to 68 in the traditional direction.

Items in Englehart's survey were divided into subscales to identify more specific attitudes toward various areas affecting women's changing role. The subscales and items relating to each are as follows:

SUBSCALES

1. Equal Educational Opportunities (9)  
   Items: 11, 20, 33, 34, 40, 41, 47, 54, 55;

2. Role in Home (11)  
   Items: 8, 9, 22, 23, 36, 37, 43, 51, 58, 63, 64;

3. Working Wife/Mother (10)  
   Items: 2, 3, 10, 15, 17, 29, 31, 38, 48, 68;

4. Female Societal Position (9)  
   Items: 1, 6, 14, 19, 30, 42, 44, 50, 65;

5. Maximizing Women's Potential (6)  
   Items: 12, 13, 26, 27, 35, 49;

6. Equal Job Opportunities (15)  
   Items: 4, 7, 18, 25, 28, 32, 39, 46, 53, 56, 60, 61, 62, 66, 67;

7. Child Rearing Practices (5)  
   Items: 24, 45, 52, 57, 59;
Composite - (65) (Omitted - Items 5,16,21)

SCORING:

Score underlined items (favorable) with:
A=5, B=4, C=3, D=2, E=1;

Score items not underlined (unfavorable) with:
A=1, B=2, C=3, D=4, E=5:
1. If a lightbulb burned out in the movie projector in my classroom, I would:
   - ask a male student to replace it.
   - ask a female student to replace it.
   - replace the bulb myself.

2. If a spitball flew across my classroom, I would:
   - look for the male student who threw it.
   - look for the female student who threw it.
   - look for the student who threw it.

3. As a female physical education teacher, I coach a girl's soccer team and I discover that I put in as much time, but am paid less than a male coach doing similar work. I would:
   - talk to my principal.
   - feel quietly "that's the way it is".
   - talk to my husband or other member of my family.
   - seek legal advice.

4. As a female assistant principal, I applied for an opening as principal. I was advised that a man would be appointed because it was felt that a man would be have greater respect in the community and would be able to maintain better control in the school. I would:
   - accept that as a fair evaluation.
   - feel that it was unfair evaluation, but accept the fact of the discrimination and take no action.
   - try to "fight" the situation in some way.

5. As a parent, my son tells me that he would like to take the home economics elective in Jr. High, but that no boys ever sign up and he'd feel funny being the only boy. I would:
   - encourage him to sign up for industrial arts.
   - encourage him to sign up for home economics despite his feelings.
encourage him to talk to his counselor. _____

talk to someone in the school myself. _____

6. As a parent, I begin to notice subtle ways in which my spouse encourages the girl children and the boy children to fit into accepted sex roles (for example, insisting that boys control their feelings while girls may express them; being concerned when girls take physical risks, but expecting that behavior of boys.) I would:

be thankful for my spouse's positive influence. _____

disagree with that influence and try to discuss the matter frankly. _____

disagree but hide my opinions for fear of disrupting family harmony. _____

try to find a group or meeting in which we both might confront the issue outside our own family. _____

7. As a father, I feel that my children are cared for and handled primarily by their mother. I want a larger part in their upbringing. I would:

take no action for fear of disturbing family harmony. _____

discuss my feelings frankly with the children's mother. _____

take more initiative in matters affecting the children. _____

As regards the field of sports, boys can be counted upon to:

I particularly dislike seeing girls

If I had the opportunity of entertaining a 10 year old boy for a whole Saturday, I would suggest that we
I would be particularly pleased if a little girl I had been close to grew up to be

I particularly dislike seeing boys

If I had the opportunity of entertaining a 10 year old girl for a whole Saturday, I would suggest that we

I would be particularly pleased if a little boy I had been close to grew up to be

In the blank space provided, briefly note an aspect of your life experience as indicated. Leave the boxes blank until later.

--My career field is __________________________________________________________________________.

--My favorite leisure time activity is __________________________________________________________________________.

--After my financial obligations are taken care of, I best like to spend money on __________________________________________________________________________.

--Most of my friendships were formed through __________________________________________________________________________.

Now go back and peruse your answers. If you feel that the life experience you noted is the result of a free and personal choice and the reflection of your individuality, check the left-hand box. If you feel that this aspect of your life would have been or would be different if you were of the opposite sex, check the right-hand box.
APPENDIX B-4

Discuss the following quotes in either large or small group settings.

Suggested items to consider:

1. What role has been assigned to the female?

2. Do you think the author is conscious of the role he has ascribed to women?

3. How would author deal with females in general?

4. How would the author deal with professionally competent women?

5. What would you say to the author about his opinions?

6. Why do you think the author feels as he does?

"For me, women are only amusing, a hobby. No one spends too much time on a hobby."

Henry Kissinger, 1973

"Like most women (my wife) thinks with her glands, instead of her head... There are many ways a wife can make a difference in a political campaign, especially a close one. The first time I won by 17,000 votes when I got married I won my next election by 67,000. So you can figure a good wife is worth at least 50,000 votes."

Senator Mark Hatfield, 1973

"Well, we've never sent any woman into space because we haven't had a good reason to. We fully envision, however, that in the near future we will fly women into space and use them the same way we use them on earth--for the same purpose."

Astronaut James Lovell
APPENDIX B-5
OTHER TECHNIQUES

1. Advertisement Analysis:

Have prepared clippings from magazines and newspaper advertisements depicting sex role stereotyping. Include pictures of women in stereotyped roles—beautiful, glamorous, as secretary, washing floor, etc. and men in the stereotyped role of executive, athletic, being the protector, etc.

---distribute male pictures to one group and female picture to another. Have each group list adjectives describing people in the pictures. Then compare lists of adjectives.

NOTE: Save this list to compare to the adjective study noted in "A Chance To Choose".

---have group pick out and discuss stereotypes perpetuated by the ads. What effect do these ads have on people and their expectations of self and others?

2. Salary Assignments:

Break into two groups at random. Give each group an identical list of ten job titles.

Direct each group to assign an average salary that J____ Dough might earn at that job. For one group, give the person's name as Jane and the other group the name will be John.

Compare results. Are men still expected to earn more? Are they inherently worth more?

3. Counseling Vignette:

Prepare a simulated or real audio or video tape recording of a counseling session with a client exploring a non-traditional career. An example might be a girl who expresses interest in becoming a forest ranger or a boy exploring clerical careers.

Have workshop participants discuss how they might handle the situation.

4. Life Planning:

Prepare a sheet for each participant. The sheets will be of two types: one will read:

"Susan Smith is 17 and a junior in high school. She is well"
liked, active in school activities, and is student council vice-president. Susan has a B+ average and likes science and literature best. Susan is going steady and is fairly serious about her boyfriend. She is trying to plan her future—what should she consider?"

The other set of sheets will read exactly the same except it will be Sam Smith and the pronouns will become masculine.

Have the participants answer the question individually. Form groups of four—two who had "Sam" sheets and two who had "Susan" sheets. Have the groups note different sex-related trends.
APPENDIX "C"

RESOURCE PEOPLE
APPENDIX C-1

RESOURCE PEOPLE FOR IN SERVICE TRAINING REGARDING SEX ROLE STEREOTYPING AND SEX DISCRIMINATION IN EDUCATION

New Jersey 1974

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<td>Barbara Rubin</td>
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<tr>
<td>4 Cannoe Brook Drive</td>
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<td>6 Academic Road</td>
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<td>609-597-2035</td>
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The listings on pages C-2, C-3 and C-4 are persons or agencies who will be able to assist in securing qualified resource persons for workshops.
APPENDIX C-2

WOMEN’S BUREAU
(October 1974)

<table>
<thead>
<tr>
<th>REGION AND STATES</th>
<th>REGIONAL DIRECTORS</th>
<th>ASST. REG. DIR.</th>
<th>ASSOC. ASST. REG. DIR.</th>
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<tbody>
<tr>
<td><strong>1. BOSTON</strong></td>
<td>Gerald Reidy</td>
<td>Walter Parker</td>
<td>Ms. Vivian L. Buckles</td>
</tr>
<tr>
<td>(Conn., Me., Mass., N.H., R.I., Vt.)</td>
<td>Room 1700-c</td>
<td>Room 1600 Al</td>
<td>Room 1612-C J.F.K. Bld.</td>
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<td></td>
<td>J.F.K. Bldg.</td>
<td>J.F.K. Bldg.</td>
<td>(617) 223-4036</td>
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<td>Boston, Mass 02203</td>
<td>Boston, Mass 02203</td>
<td>Patricida Kelly, MA</td>
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<td>(617) 223-5430</td>
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<td><strong>2. NEW YORK</strong></td>
<td>Stephen Blum</td>
<td>Frank Mercurio</td>
<td>Mrs. Mary Tobin</td>
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<tr>
<td>(N.J., N.Y., Puerto Rico, Vir. Isl.)</td>
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<tr>
<td><strong>3. PHILADELPHIA</strong></td>
<td>J.B. Archer</td>
<td>Charles Angell</td>
<td>Ms. Margaretta Seay Bel</td>
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<tr>
<td>(Dela., D.C., MD., Pa., Va., W. Va.)</td>
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<td><strong>5. CHICAGO</strong></td>
<td>Ray Siegel (Acting)</td>
<td>Gerald Mitchell</td>
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<td>(Ill., Ind., Mich., Minn., Ohio, Wisc.)</td>
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<td>7. KANSAS CITY (Iowa, Kansas,</td>
<td>Richard McAvinue</td>
<td>Doyle Loveridge</td>
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<td>(816) 374-5941</td>
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<td>8. DENVER (Colo, Mont., N.D., S.D.</td>
<td>Samuel Martinez</td>
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<td>9. SAN FRANCISCO (Ariz., Cal.,</td>
<td>George Smith</td>
<td>Miss Virgina Allee</td>
<td>Mrs. Madeline Mixer</td>
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<td>10. SEATTLE (Alaska, Idaho,</td>
<td>James T. Hughes</td>
<td>Vernon Nilsen</td>
<td>Mrs. Lazelle Johnson</td>
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<td>Selma Tames, MA</td>
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APPENDIX C-3

STATE TRAINERS FOR THE PROJECT ON SEX EQUALITY IN GUIDANCE OPPORTUNITIES

ALABAMA: Ms. Mary Jo Craddock, 711 11th Street, Apt. E, Tuscaloosa 35401 205-345-0819

ALASKA: Ms. Susan B. Merritt, 2916 Knik Avenue, Anchorage 99503 907-272-6938

ARIZONA: Ms. Jamie Trainer, '216 S. Camino Seco, Tucson 85710 602-885-7118


CAL: Ms. Kay Ragan, Mt. San Antonio College, 1100 N. Grand Avenue, Walnut 91789 213-331-7139

COLORADO: Ms. Nancy Scott, Colorado Women's College, Mountview Blvd and Quebec, Denver 80222 303-394-6980

CONN: Dr. Marguerite Hall Rangel, University of Hartford, 200 Bloomfield West Hartford 06117 203-243-4483

DELAWARE: Dr. Richard A. Edwards, 116 Hullihen Hall, University of Delaware, Newark, 19711 302-738-1219

DISTRICT/COLUMBIA: Ms. Angie King Corley, 3519 14th Street, N.E. Washington, D.C. 20017 202-529-7431

FLORIDA: Ms. Coleen Story, College of Education, University of South Florida, Tampa 33620 813-974-2100 Ext. 376, 233

GEORGIA: Dr. Kathleen D. Crouch, Georgia State University, University Plaza Atlanta 30303 404-658-3016

HAWAII: Dr. Richard White, Kamehameha Schools, Kapalama Heights, Honolulu 96817 808-841-8211 Ext. 570

IDAHO: Ms. Leila Lewis, Consultant, Pupil Personnel, State Department of Education, Boise 83720 208-334-2282

ILLINOIS: Ms. Barbara Yocum, Moraine Valley Community College, 10900 South 88th Avenue, Palos Hills, 60465 312-974-4300 Ext. 267, 268

INDIANA: Dr. Marianne H. Mitchell, Department of Counseling and Guidance, School of Education, Indiana University, 2805 East Tenth Street, Room 180, Bloomington 47401 812-337-9118 or 9010

IOWA: Dr. Lauralee Ebersman, Division of Counselor Education, W. 114 East Hall, University of Iowa, Iowa City 52240 319-353-3370
<table>
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<th>State</th>
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<tr>
<td>Kansas</td>
<td>Dr. Margery A. Neely, Holton Hall</td>
<td>Kansas State University, Manhattan 66505</td>
<td>913-522-5938</td>
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<tr>
<td>Kentucky</td>
<td>Ms. Angela Wilkins, Kentucky Division of Guidance</td>
<td>Capital Plaza Tower, Room 1731, Frankfort</td>
<td>502-564-3678</td>
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<tr>
<td>Louisiana</td>
<td>Dr. Laurabeth Hicks, Counselor Education</td>
<td>Southern University, Baton Rouge</td>
<td>504-771-2890</td>
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<tr>
<td>Maine</td>
<td>Ms. Barbara Spath, Counseling &amp; Testing Services</td>
<td>University of Maine at Fort Kent, Pleasant</td>
<td>207-834-3162</td>
</tr>
<tr>
<td>Maryland</td>
<td>Mrs. Brady J. Fletcher</td>
<td>One Waterway Court, Rockville</td>
<td>301-460-3956</td>
</tr>
<tr>
<td>Mass</td>
<td>Ms. Mary Dunnington Mitchell</td>
<td>223 Old Beaverbrook Road, Village of Nagog</td>
<td>617-263-9731</td>
</tr>
<tr>
<td>Michigan</td>
<td>Ms. Celess Mc Lester</td>
<td>Michigan Department of Education, Lansing</td>
<td>517-373-1434</td>
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<tr>
<td>Minnesota</td>
<td>Ms. Arlene Breckenridge</td>
<td>Crystal 55422</td>
<td>612-537-0302</td>
</tr>
<tr>
<td>Miss</td>
<td>Ms. Gayle Roberts, Mississippi State University</td>
<td>Counseling Center, Drawer NL, Mississippi</td>
<td>601-325-5502</td>
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<tr>
<td>Missouri</td>
<td>Dr. Queen D. Fowler, Washington University</td>
<td>Box 1085, St. Louis</td>
<td>314-863-0110</td>
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<tr>
<td>Montana</td>
<td>Ms. Carolyn Jennings, Center for Student Development</td>
<td>University of Montana, Missoula</td>
<td>406-243-4711</td>
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<tr>
<td>Nebraska</td>
<td>Mr. Roger Hudson</td>
<td>233 South Tenth, Lincoln</td>
<td>402-435-0993</td>
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<tr>
<td>Nevada</td>
<td>Ms. Beverly Eagan</td>
<td>115 Smithridge, Reno</td>
<td>825-7394</td>
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<tr>
<td>N. Hamp.</td>
<td>Ms. Ruth Nemzoff Berman</td>
<td>57 Raymond Street, Nashua</td>
<td>1-880-2800</td>
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<tr>
<td>New Jersey</td>
<td>Ms. Donna Cubit-Swoyer</td>
<td>71 Main Street, Woodbridge</td>
<td>201-636-0348</td>
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<tr>
<td>New Mexico</td>
<td>Ms. Carmen J. Langston</td>
<td>Rt. #5, Box 228A, Santa Fe</td>
<td>505-455-7472</td>
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<tr>
<td>New York</td>
<td>Dr. Judy Egelston</td>
<td>1362 West Lake Road, Conesus</td>
<td>716-243-2455</td>
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<tr>
<td>N. Carolina</td>
<td>Ms. Cynthia Terres</td>
<td>#7 Pinehurst, Eagle Road, Belmont</td>
<td>704-825-9567</td>
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</table>
N. DAKOTA: Ms. Diana Pace, Counseling Ctr, University of North Dakota, Grand Forks, 58201 701-772-3325

OHIO: Dr. Lewis E. Patterson, 3598 Atherstone Road, Cleveland Heights, 44121 216-382-6520

OKLAHOMA: Dr. Amour J. Andrews, Counseling Ctr., University of Oklahoma, 650 Parrington Oval, Norman 73069 405-325-2911

OREGON: Ms. Pat Moore, 768 State Street, Salem 97301 503-363-9169

PENN: Dr. Judith Scott, University of Pittsburgh, 207 Hill Bldg. Pittsburgh 15260 412-624-4067

R.I.: Mrs. Maxine V.S. Nichols, Whale Rock Road, Narragansett 02882 401-483-4113

SOUTH CAROLINA: Dr. Linda Brooks, Counseling Bureau, University of South Carolina, Columbia 29208 802-777-5223

S. DAKOTA: Dr. Linda Reisser, Division of Student Services, South Dakota State University, Brookings 57006 605-688-4121

TENNESSEE: Mrs. Ruth S. Benn, c/o West High School, 3300 Sotherland Avenue, Knoxville 37919 584-3345

TEXAS: Dr. Jeanne Werner, East Texas State University, Box 5518 Texarkana 75501 214-838-0507

UTAH: Ms. Kay M. Coleman, Women's Resource Center, University of Utah, Salt Lake City 84112 801-581-8030

VERMONT: Ms. Joyce Slayton Mitchell, Wolcott 05680 802-888-4652

VIRGINIA: Ms. Joan F. Walker, John Tyler Community College, Chester 23834 804-748-6481

WASHINGTON: Ms. Georgie Kunkel, 3409 S.W. Trenton, Seattle 98126 206-935-8663

W. VIRGINIA: Mr. William Mullett, 203 Branchfield Drive, Charleston 26062 304-342-3779

WISCONSIN: Ms. Joan Daniels-Pedro, 5917 Old Middleton Road, Madison 53705 608-238-0756

WYOMING: Ms. Lynn Parker, Counselor-Instructor, Laramie County Community College, 1400 East College Drive, Cheyenne 82001 307-634-5853
Other sources of resource people:

Society of Women Engineers*
345 East 47th Street
New York City, New York 10017

American Association of University of Women*
2401 Virginia Avenue, N.W.
Washington, D.C. 20037
(many local chapters have a Women's Caucus)

National Federation of Business and Professional Women*
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Affirmative Action officers at local universities and colleges.

Local National Organization of Women (NOW) Chapters

Feminist Consultants Directory—a listing of qualified persons offering consultation and training in a variety of areas relating to sexism throughout the U.S. Available from:

Association of Feminist Consultants
4 Canoe Brook Drive
Princeton, New Jersey 08550

*The main headquarters listed here will be able to supply information on local Chapters in your area. Governor's Commission on the Status of Women. Most states have a Commission on women or other correlary agency at the state level.
APPENDIX D

MATERIAL RESOURCES
APPENDIX D-1

PUBLICATIONS

1. Guidelines for Improving the Image of Women in Textbooks
   Scott Foresman & Company
   1900 East Lake Avenue
   Glenview, Illinois 60025 - Regional Office, Oakland, New Jersey

2. Jack and Jill
   Bonnie Bilky Zimmerman
   36 Castletown Road
   Pleasantown, California 94566

3. Counseling Girls and Women Over the Life Span
   AFT, AFL-CIO
   1012 Fourteenth Street
   Washington, D.C. 20006

4. Changing Sexist Practices in Classroom - Item #600
   AFT, AFL-CIO
   1012 Fourteenth Street
   Washington, D.C. 20006

5. "Look Jane Look. See Sex Stereotypes"
   NJEA (NJEA Review)
   180 West State Street
   Trenton, N.J. 08608

6. Consciousness Razors and Sex Role Stereotyping in the Schools
   National Education Association
   Publication Division
   1201 16th Street N.W.
   Washington, D.C. 20036

7. The Women's Directory (N.J.) - A Roster of women employed in
   non-traditional female occupations. For use by schools, colleges
   Women's Rights Task Force on Education
   549 Lenox Avenue
   Westfield, N.J. 07090

8. A Bibliography of 67 Positive Female-Image Books in American
   History and Related Biography and Fiction for the Jr. High
   Women's Right Task Force on Education

9. Women's Studies Newsletter - Quarterly
   The Feminist Press
   Box 334
   Old Westbury, New York 11568
10. **Feminist Resources for Schools and Colleges**

For college, high school, in-service and community courses, college and continuing education programs. The Feminist Press.

12. **Women's Rights on Education: The Study of Sex Discrimination**
In the N.J. Public Schools -- Prepared by Lenore Walker, Education Department, Women's Equity Action League

13. **The Potential of Women, Jan. J. Durkin**
A study measuring aptitude and knowledge areas of men and women in terms of career choices.
Johnson O'Connor Research Foundation
Human Engineering Laboratory
346 Beacon Street
Boston, Mass. 02116

14. **Female Studies: No. 1 Sheila Tobias**
A collection of college syllabi and reading lists

15. **Female Studies: No. 2 Florence Howe**
Literature and Cultural Criticism
KNOW, Inc.
P.O. Box 86031
Pittsburgh, Pa. 15221

16. **Women in the Curriculum**
Bernice Sandler, Dir.
Association of American Colleges
1818 R. Street, N.W.
Washington, D.C. 20009

17. **Women in History--Herstory--Changing Roles of American Women**
Learning materials and activities. High School Board of Education of the City of New York, Office of Instructional Services, Bureau of Social Studies
131 Livingston Street
Brooklyn, New York 11201

18. **Suggested Activities for Teaching About Women in the Schools**
Marjorie Stern, High School
American Federation of Teachers
1012 14th Street, N.W.
Washington, D.C. 20005
19. *Sex Differences in Adolescent Vocational Preferences*—
   Helen Olive,
   Reprint from Vocational Guidance Quarterly
   American Personnel and Guidance Association
   1607 New Hampshire Avenue, N.W.
   Washington, D.C. 20009

20. *Non-sexist Curricular Materials for Elementary Schools*
    Clearinghouse on Women's Studies—The Feminist Press

    Jennifer MacLeod and Sandra T. Silverman, KNOW, Inc.

22. *Women's Studies: Reaction and Evaluation*
    Cleveland Women's Studies Research Group, Women's Center
    Case Western Reserve University
    1111 Euclid Avenue
    Cleveland, Ohio 44106

23. *NEA-ELO-PAK on Sex Role Stereotyping*
    NEA
    1201 16th Street, N.W.
    Washington, D.C. 20036

24. *Today's Changing Roles: An Approach to Non-Sexist Teaching*
    Primary—Intermediate—Secondary
    National Foundation for the Improvement of Education
    Suite 918, 1156 15 Street, N.W.
    Washington, D.C. 20005

    State Department of Minnesota
    Department of Education
    Division of Planning and Development
    Equal Education Opportunity Section
    St. Paul, Minn. 55101

    Comprising Inc.
    P.O. Box 1571
    Hartford, Conn. 06101
APPENDIX D-2

ORGANIZATIONS WHICH PUBLISH MATERIAL ON BREAKING SEX ROLE STEREOTYPING

Write for bibliographies to:

1. American Personnel and Guidance Association
   1607 New Hampshire Avenue, N.W.
   Washington, D.C. 20009

2. American Federation of Teachers
   1012 14th Street N.W.
   Washington, D.C. 20005

3. Board of Education of the City of New York
   Office of Instructional Services
   Bureau of Social Studies
   131 Livingston Street
   Brooklyn, New York 11201

4. Change for Children
   2588 Mission Street
   Room 226
   San Francisco, California 94110
   Non sexist, non-racist curriculum materials for pre-school and elementary school children. Write for brochure.

5. China Books
   125 Fifth Avenue
   New York, New York 10003 or
   2929 Twenty-fourth Street
   San Francisco, California 94110

6. The Clearing House on Women's Studies, an Educational Project of the Feminist Press
   SUNY/College of Old Westbury
   Old Westbury, New York 11562

7. The Emma Willard Task Force on Education
   1520 W. 27th Street
   Minneapolis, Minnesota 55408

8. Citizen's Advisory Council on the Status of Women
   Department of Labor Bldg.
   Room 1336
   Washington, D.C. 20210

9. Cogent Associates
   575 Erving Street
   Princeton, New Jersey 08540
10. Everywomen's Center  
   University of Massachusetts  
   Amherst, Mass 01002

11. Federation of Organizations for Professional Women  
   1818 R. Street, N.W.  
   Washington, D.C. 20009

12. Feminist Book Mart  
   162-11 Ninth Avenue  
   Whitestone, New York 11357  
   Free catalog of women's books and non-sexist children's book

13. Feminist Press  
   Clearinghouse on Women's Studies  
   College at Old Westbury  
   Box 334  
   Old Westbury, New York 11568  
   Clearinghouse for information on non-sexist educational curriculum materials for elementary and high school levels. Publishes more than a dozen paper back feminist biographies, non-sexist children's books and reprints of various works by women. Write for catalog.

14. Feminist Resources for Equal Education  
   Box 185  
   Saxonville Station  
   Framingham, Massachusetts 10701  
   Sets of photos of women in non-traditional roles: (1) community helpers and (2) professional women. $2.00

15. FREE  
   P.O. Box 185, Saxonville Station  
   Framingham, Massachusetts 01701

16. Interact  
   P.O. Box 262  
   Lakeside, California 92040

17. Joyful World Press  
   4 Belvedere Street  
   San Francisco, California 94117  
   Non-sexist children's books. Write for information

18. KNOW, Inc.  
   Feminist Resources for Schools and Colleges - A Guide to Curriculum material  
   P.O. Box 86031  
   Pittsburgh, Pennsylvania 15221

19. Lollipop Power  
   Box 1171  
   Chapel Hill, North Carolina 27514  
   Non-sexist children's books. Write for information
20. Media Plus  
   60 Riverside Drive, 11D  
   New York, New York

21. Ms. Magazine  
   Subscription Department  
   370 Lexington Avenue  
   New York, New York 10017  
   This monthly is a useful periodical for teachers and students of  
   women's studies; includes articles about forgotten women in his-  
   tory, non-sexist children's stories. $9.00 a year (single copy $1.00)

22. National Education Association  
   Customer Service Section 148  
   1201 Sixteenth Street, N.W.  
   Washington, D.C. 20036  
   Write for brochure of non-sexist print and audiovisual materials.

23. National Institute of Education  
   Code 600, Room 511  
   Washington, D.C. 20202

24. N.E.A.  
   Today's Education  
   1201 16th Street, N.W.  
   Washington, D.C. 20036

   60 Union Square  
   Somerville, Massachusetts 02143

26. Pennsylvania Department for Education  
   Images of Women, Subject/Age Bibliography  
   Box 911  
   Harrisburg, Pennsylvania 17126

27. Project on Status and Education of Women  
   Association of American Colleges  
   1818 R Street, N.W.  
   Washington, D.C. 20009  
   Women and Film: A resource handbook 1972 Write for a copy.

28. Resource Center on Sex Roles and Education  
   1201 16th Street, N.W.  
   Washington, D.C. 20036

29. Scarecrow Press Inc.  
   52 Liberty Street  
   Metuchen, New Jersey 08840  
   Write for catalog of non-sexist children's books

30. Times Change Press  
    Penwell Road  
    Washington, New Jersey 07882
31. Women on Words and Images  
P.O. Box 2163  
Princeton, New Jersey 08540

32. Women's Bureau  
U.S. Department of Labor  
Washington, D.C. 20210  
Write for Publications of the Bureau 1974 FREE

33. Women's Action Alliance  
370 Lexington Avenue, Room 313  
New York, New York 10017

34. Women's Film Corporation  
Valley Women's Center  
200 Main Street  
Northampton, Massachusetts 01060  Write for catalog of women's film.

35. The Women's Liberation Center of Nassau County  
14 West Columbia Street  
Hempstead, Long Island, New York 11550  
Syllabus on Women's Role in Society by the Nassau County Women's Center. For use as a unit within the regular high school social studies and English curriculum. Write for information.

36. Women's Equity Action League  
621 National Press Building  
Washington, D.C. 20004

37. Women's Rights Committee of the American Federation of Teachers.  
1012 14th Street, N.W.  
Washington, D.C. 20005

38. Women Sports Magazine  
Subscription Department  
1660 South Amphlett Boulevard  
San Mateo, California  24402  
A useful resource for all teachers and all students. The September 1974 issue's tearout section, The Revolution in Women's Sports, is a comprehensive report of the issues today: Title IX, the coed team debate, monetary inquities where to get help, how to use the law and more. $12.00 a year ($1.00 a single copy)

39. YWCA of Los Angeles  
Jeanne Scott  
1251 Lodi Place  
Los Angeles, California 90038  
Write for their brochure on the Vocational Readiness Package
Functions and Services of the Women's Bureau - 1969

A Doughty Lady Turns 50. Reprint from Manpower, March 1970

FACTS ABOUT WOMEN WORKERS

Why Women Work - 1974
The Myth and the Reality - 1974
Women Workers (by State). (Reports for 50 states, Puerto Rico, Virgin Islands, the District of Columbia, and the Washington, D.C., Standard Metropolitan Statistical Area.)
Highlights of Women's Employment and Education - 1974
Twenty Facts on Women Workers - 1974
Women Workers Today - 1973
Facts About Women Heads of Households and Heads of Families - 1973
A Guide to Sources of Data on Women and Women Workers for the United States and for Regions, States and Local Areas - 1972
Calling All Women in Federal Services: Know your rights and opportunities, Leaflet 53 - 1972 - 35c
Who Are the Working Mothers? Leaflet 37 - 1972 - 25c
Women Workers in Regional Areas and in Large States and Metropolitan Areas - 1971-1972
Guide to Conducting a Consultation on Women's Employment with Employers and Union Representatives. Pamphlet 12-1971
Automation and Women Workers - 1970
Facts About Women's Absenteeism and Labor Turnover-1969
Charts: (8 X 10½ inches, black and white)
Women are Underrepresented as Managers and Skilled Craft Workers--1974
Most Women Work because of Economic Need--1974
Fully Employed Women Continue to Earn Less than Fully Employed Men of Either White or Minority Races-1974

CAREER OPPORTUNITIES FOR WOMEN

Steps to Opening the Skilled Trades to Women--1974
Careers for Women in the 70's--1973 -- 50c
Counseling Women for Careers in Business. Reprint from The Personnel Women, July/August 1973
Help for the Woman Breadwinner. Reprint from Manpower--2/73
Look Who's Wearing Lipstick! Reprint from Manpower--12/72
Why Not Be:
- an Apprentice? Leaflet 52 (In press)
- an Engineer? Leaflet 41 -- 1971 -- 25¢
- a Medical Technologist? Leaflet 44 -- 1971
- an Optometrist? Leaflet 42 -- 1968

EDUCATION AND TRAINING

Get Credit for What You Know. Leaflet 56. 1974 25¢
Continuing Education Programs and Services for Women. Pamphlet 10. 1971 $1.55
Help Improve Vocational Education for Women and Girls in Your Community 1971 25¢

CHILD CARE SERVICES

Day Care Facts. Pamphlet 16 1973 60¢
Day Care: An Employer's Plus 1973
Employer Personnel Practices and Child Care Arrangements of Working Mothers in New York City. 1973
Children on Campus: A survey of Pre-Kindergarten Programs at Institutions of Higher Education in the U.S. 1973
Federal Funds for Day Care Projects. Pamphlet 14 1972 $1.40
Day Care Services: Industry's Involvement. Bulletin 296 1971 $1.00
Child Care Services Provided by Hospitals. Bulletin 295 1970

SPECIAL GROUPS

Facts on Women Workers of Minority Races. 1974
Women Offender Highlights 1973
Fact Sheet on Women of Spanish Origin in the U.S. 1972
How You Can Help Reduce Barriers to the Employment of Mature Women. 1969
Negro Women in the Population and in the Labor Force. 1967
College Women Seven Years After Graduation: Resurvey of Women Graduates--Class of 1957. Bulletin 292 1966

STANDARDS AND LEGISLATION AFFECTING WOMEN

Steps to Advance Equal Employment Opportunity for Women. 1974
State Hours Laws for Women: Changes in Status Since the Civil Rights Act of 1964 1974
State Equal Rights Amendments. 1973
Brief Highlights of Major Federal Laws and Order on Sex Discrimination. 1974
New Law Liberalizes Child Care Deductions. Legislative Series 1 1972
Divorce Laws as of October 1, 1973 (Table) (In press)
Marriage Laws as of October 1, 1973 (Table) (In press)
Conozca Sus Derechos. Leaflet 39-A, 1967 (Spanish translation of "Know Your Rights")

INTERNATIONAL

20 Years of International Work. Reprint from International Labor, May-June 1964

REPORT SERIES:

IR-1 Women in High-Level Elective and Appointive Positions in National Governments 1963
IR-2 Political Rights of Women in Member Nations of the United Nations 1963
IR-3 Policies of National Governments on Employing Women 1963
IR-4 Equal Pay in Member Nations of the International Labor Organization 1963
IR-5 Protective Labor Legislation for Women in 91 Countries 1963
IR-6 Maternity Protection and Benefits in 92 Countries 1963
IR-7 Notes on Women's Employment in the U.S. and nine European Countries 1963

REPORTS ON THE STATUS OF WOMEN

President's Commission on the Status of Women:
Reports of Committees on--
Civil and Political Rights 1964
Education 1964
Federal Employment 1963
Home and Community 1963
Private Employment 1964
Protective Labor Legislation 1963
Social Insurance and Taxes 1963 $1.80
Report on Four Consultations--
Private Employment Opportunities, New Patterns in Volunteer Work, Portrayal of Women by the Mass Media, Problems of Negro Women. 1963

CONFERENCE REPORTS

Report of Consultation on Businesses in Household Employment and Follow-up Survey of Participating Firms. 1973
American Women at the Crossroads: Directions for the Future.
Job Horizons for Women and Girls in the District of Columbia.
Washington, D.C. December 6-7, 1968-69
Washington, D.C. June 20-22, 1968-69
APPENDIX D-4

CHANGING SEXIST PRACTICES

Some ERIC Resources for Teachers
Edited by Christine Ahrens

ED abstracts with MF (microfiche) or HC (hard copy, i.e., xerography) prices are available from EDRS, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210. (Prices do not include postage.) Readers may find it useful to read the complete abstract in RIE before ordering ED documents. To locate EJ documents, readers should refer to the journal cited in each EJ abstract.

Courses on Women or Sex Roles


Feminist materials, including films and tapes, are grouped into several categories relating to biographies, careers, fiction, history, literature and the arts, psychology, and sociology.


Presents an annotated list of animated, documentary and live-action films dealing with the sex and stereotyping of women and suitable for high school students.


A survey of student opinion reflects the influence of schools on the development of sex roles. Activities are suggested to learn the social science skills of data collecting and interpretation in order for students to develop their own concepts and values of role, status, and socialization.

Sex-Role Stereotyping in Materials


The problem of sex bias in textbooks, particularly at the
elementary level, is discussed. A list of available remedies for those who want to challenge sexism in education is also included.


A concern with the probably damaging effects of women in high school U. S. government textbooks led to this study of eight textbooks popularly used in senior high schools. A content analysis is reported along with recommendations for action and change.


Discusses five stories in an elementary school reader with reference to the sex-role stereotypes portrayed in their plots. Women and girls are described as helpless, servile, and passive.

Women Teachers and Administrators

ED 090 108. Sexism in the Schools: A Handbook for Action--Nina Rothchild. September 1973. 72 pp. EDRS price: MF--$0.75; HC only available from Nina Rothchild, 14 Hickory, Mohtomedi, Minnesota 55115 ($2.00). This handbook was written for readers aware of and concerned about the sex bias in public schools. The materials are based on the experience of a board member in a small suburban school district in Minnesota.

EJ 097 877. Let's Open District Doors to Female Administrators--Charlene T. Dale. Nation's Schools. v93 n6, pp. 12, 16, June 1974. School districts should and can eliminate sex discrimination in administrative positions. Women form a largely untapped pool of administrative talent that should be tapped in order to help run schools more effectively.
APPENDIX D-5

The following appendix (D-5) is an adaptation of the bibliography for the Sex Equality in Guidance Opportunities Project, American Personnel and Guidance Association.
APPENDIX D-5

BIBLIOGRAPHIES/RESOURCES

Business and Professional Women's Foundation. CAREER COUNSELING: NEW PERSPECTIVES FOR WOMEN AND GIRLS, A SELECTED ANNOTATED BIBLIOGRAPHY. 1972. Business and Professional Bibliography is divided into two sections: research material on counseling and occupational choices; careers--where they can be found and how to go about getting jobs. 50c

Farmer, H., and Backer, T. COUNSELOR'S SOURCEBOOK: CAREER GUIDANCE AND VOCATIONAL COUNSEL FOR WOMEN. SOURCEBOOK is being developed as part of a project of Human Interaction Research Institute, Los Angeles, sponsored by National Institute of Education. Publication will include discussions of recent research on counseling women and impact of federal legislation on women's work opportunities; facts about women at work in the 70's and a listing of information sources. Available early in 1975

Feminists on Children's Media. LITTLE MISS MUFFET FIGHT BACK (Rev. ed.) New York: Feminists Book Mart, 1974. 16211 Ninth Avenue, Whitestone, New York 11357. 64 page annotated list of recommended non-sexist books about girls for young readers (textbooks are not included). $1.25

Resource Center on Sex Roles in Education. RESEARCH ACTION NOTES, December 1973. 1156 Fifteenth Street, N.W. Washington, D.C. 20005. This issue notes progress made at state level in eliminating sex role and racial bias in education; lists conference resources. Write to be put on their mailing list.

Sense and Sensibility Collective. WOMEN AND LITERATURE: AN ANNOTATED BIBLIOGRAPHY OF WOMEN WRITERS. (2nd ed. rev.) Cambridge: Sense and Sensibility, 1973. 57 Ellery Street, Cambridge, Massachusetts 02138. 399 entries, mainly 20th century authors with two shorter lists of writers before the 20th century and works about literature. Biographic notes included for some major writers. $1.25

U.S. Commission on Civil Rights. CIVIL RIGHTS DIGEST, Spring 1974. 1121 Vermont Avenue, Room 410, Washington, D.C. 20425. This issue includes articles on feminism as it relates to Puertorriquenas, Chicanas, Black Women, Asian and Indian women. Digest also offers a Resource list for Women: research centers, clearinghouses on women's issues, legal aid sources, and women's centers. Free


COUNSELING


Broverman, I., ET AL. "SEX ROLE STEREOTYPING AND CLINICAL JUDGEMENTS OF MENTAL HEALTH." JOURNAL OF CONSULTING AND CLINICAL PSYCHOLOGY, 1970, 34. KNOW, Incorporated, reprint, P.O. Box 86031, Pittsburgh, Pennsylvania 15221. Paper studies the assumptions of clinical psychiatrists and psychologists about the healthy male, healthy female, and the healthy adult. 40c


Gardner, J. "SEXIST COUNSELING MUST STOP." PERSONNEL AND GUIDANCE JOURNAL, May 1971, 49. Know, Incorporated reprint, P.O. Box 86031, Pittsburgh, Pennsylvania 15221. Call for change in counseling. Includes a useful chart listing similarities between two oppresses groups: women and blacks. 30c

Lipman-Blumen, J. "HOW IDEOLOGY SHAPES WOMEN'S LIVES." SCIENTIFIC AMERICAN, January 1972, 226. Data from a survey of college women reveal that a women's life goals, particularly her educational and occupational aspirations, are guided by the type of sex role ideology acquired in childhood.

Mitchell, J. OTHER CHOICES FOR BECOMING A WOMAN. Pittsburgh: Know, Incorporated 1974. A Feminist handbook for high school women to help them realize their potential as women and plan now for other choices. $5.50


Seed, S. SATURDAY'S CHILD. New York: Bantam Books, 1974. 36 women photographed and interviewed about their jobs and careers—occupations which until recently have been considered out of reach. $1.25


U.S. Department of Labor, Women's Bureau. CONOZCA SUS DERECHOS. 1967. Washington, D.C. 20210. What the working wife should know about her rights (Spanish translation) Free

YWCA Vocational Readiness Program. WILL MARRIAGE TURN YOU ON FOR 50 YEARS? Brochure available from the YWCA of Los Angeles, 1215 Lodi Place, Los Angeles, California 90038. Games, role playing and counseling techniques dramatizing the realities concerning women in marriage and careers. Useful with junior and high school students. 15¢

CURRICULUM

Ahlum, C., and Fralley, J. FEMINIST RESOURCES FOR SCHOOLS AND COLLEGE: A GUIDE TO CURRICULAR MATERIALS. New York: Feminist Press, 1973, College at Old Westbury, Box 334, Old Westbury, New York 11568. This resource list is for teachers, students, counselors, librarians and parents interested in challenging sexism in education and creating non-sexist curriculum. $1.25


Eaton, C., and Jacobs, C. "SEXISM IN THE ELEMENTARY SCHOOL." TODAY'S
EDUCATION, 1972. Reprinted in National Education Association
pamphlet, Resource Center on Sex Roles in Education. 1156 15th
Street, N.W., Washington, D.C. 20005. The sexist messages children
receive in school damage individual growth; checklist for
analyzing sexism in classroom books.

Iglitizin, L. "A CHILD'S EYE VIEW OF SEX ROLES." TODAY'S EDUCATION,
1972. Reprinted in National Education Association pamphlet,
Resource Center on Sex Roles in Education 1156 15th Street, N.W.,
Washington, D.C. 20005. Discussion of two studies dealing with
sex role stereotyping of school children in three Seattle suburbs.

Kane, I. WOMEN AT WORK. San Francisco: Change for Children, 1974.
2888 Mission Street, Room 226, San Francisco, California 94110.
Packet of fifteen 8 x 10 photo reproductions. Suggestions for
classroom use come with each packet. Write for brochure. $3.50

Reprinted in NATIONAL EDUCATION ASSOCIATION pamphlet, Resource
Center on Sex Roles in Education, 1156 15th Street, N.W., Wash-
ington, D.C. 20005. Outlines what educators can do to correct
the detrimental effects of sex role socialization in schools.

Moberg, V. CONSCIOUSNESS RAZORS. 1972. The Feminist Press, Box 334,
Old Westbury, New York, 11568. Creative ideas for changing con-
sciousness about sex roles; good pamphlet for classroom use.

Macleod, J., & S. Silverman. -YOU WON'T DO: WHAT TEXTBOOKS ON U.S.
GOVERNMENT TEACH HIGH SCHOOL GIRLS. Pittsburgh: Know, Incorpo-
rated. 1974. Suggestions for action and recommendations for
changing curriculum; includes an annotated bibliography of studies
of women in textbooks. $2.25

National Education Association. SEX ROLE STEREOTYPING: HELPING
TEACHERS TEACH. Customer Service Section 148, 1201 16th Street,
N.W., Washington, D.C. 20003. Brochure listing non-stereotyped
(race or sex) printed and audio-visual material with price list.

Resource Center on Sex Roles in Education. TODAY'S CHANGING ROLES:
AN APPROACH TO NON-SEXIST TEACHING. The National Foundation for
the Improvement of Education, 1974. Resource Center on Sex Roles in
108 page paperback designed as supplemental instructional materials
to assist children explore and understand that sex role stereo-
typing has limited female and male roles. For elementary, inter-
mediate and secondary school teachers. $3.00

Sexism in Textbooks Committee of Women. GUIDELINES FOR IMPROVING THE
IMAGE OF WOMEN IN TEXTBOOKS. 1972. Scott, Foresman, and Company,
1900 East Lake Avenue, Glenview, Illinois 60025. Nine-page book-
let recommendations for text and illustrations, language, and as-
signment of roles and activities. Free
Shargel, S., & Kane, I. WE CAN CHANGE IT! San Francisco: Change for Children 1974, 2588 Mission Street, Room 226, San Francisco, California 94110. Ideas, experience and suggestions for eliminating school classrooms. $1.00


American Personnel and Guidance Association Commission for Women. Paper gives brief history of the Commission, its functions and contributions. The 1973-74 Report of the Commission for Women, which includes a selected bibliography, Essential Readings for counselors of girls and women, is available from Dr. Lynn Haun, 8335 Caribbean Way, Sacramento, California 95826. 75c


Chisholm, S. THE 51% MINORITY. Address delivered to the Conference on Women's Employment, Chicago, 1970. Reprint available from KNOW, Incorporated. Chisholm argues for rejection of old stereotypes in order to create change: a humanistic way. 20c

Chisholm, S. SEXISM AND RACISM: ONE BATTLE TO FIGHT. American Personnel and Guidance Association, October 1972, 51. Belief in liberty and equality requires that everyone must join the struggle for equal rights for all.


Giele, J. "CHANGES IN THE MODERN FAMILY: THEIR IMPACT ON SEX ROLES." AMERICAN JOURNAL OF ORTHOPSYCHIATRY, October 1971, 41. Reprint available from KNOW, Incorporated. The worlds of women and men increasingly overlap; discussion of changes and sex roles. 30¢


McGuigan, D. (Ed.) A SAMPLER OF WOMEN'S STUDIES. Ann Arbor: University of Michigan Center for Continuing Education of Women, 1973. Seven papers by women scholars discuss women in mythology, dance, American politics, the law, and other areas. $2.50


Stanton, E. SENECA FALLS RESOLUTIONS--1948. Reprint available from KNOW, Incorporated. Resolutions and declarations adopted at the first equal rights for women meeting in the United States (and the world?). 10¢

Steinem, G. "WOMEN'S LIBERATION AIMS TO FREE MEN, TOO." The Washington Post, June 7, 1970. Reprint available from KNOW, Incorporated. Discussion of women's liberation movement as a liberating force for men as well as women. 10¢


FUNCTIONS AND SERVICES OF THE WOMEN'S BUREAU. Washington, D.C. 20210. Services provided are: clearinghouse of ideas and information, reference source, advisory and technical assistance, dissemination of information, active leadership. Free

STEPS TO ADVANCE EQUAL EMPLOYMENT OPPORTUNITY FOR WOMEN. 14 ways to ensure equality. Free


Verheyden-Hilliard, M. "TESTIMONY BEFORE COMMUNICATIONS SUBCOMMITTEE OF SENATE COMMERCE COMMITTEE IN HEARINGS OF CHILDREN'S TELEVISION PROGRAMMING." Reported in MEDIA REPORT TO WOMEN, September 1974. 3306 Ross Place, N.W., Washington, D.C. 20008. Discussion of the distorted and limited view of the role of girls and women in our society as presented in children's television programming.

FULLY EMPLOYED WOMEN CONTINUE TO EARN LESS THAN FULLY EMPLOYED MEN OF EITHER WHITE OR MINORITY RACES. 1974. Washington, D.C. 20210. Bar graphs illustrate women and men's earnings. (8" X 10½" black and white.) Free

MOST WOMEN WORK BECAUSE OF ECONOMIC NEED. 1974. Bar graph presentation of women in the labor force by marital status (8" X 10½" black and white). Free

WOMEN ARE UNDERREPRESENTED AS MANAGERS AND SKILLED CRAFT WORKERS. 1974. Bar graph illustration of percentages of women in various occupations as managers (8" X 10½" black and white). Free
LAW


National Education Association. WHAT IS AFFIRMATIVE ACTION? 1973. Resource Center on Sex Roles in Education, 1156 15th Street, N.W., Washington, D.C. 20005. Booklet is in question and answer form as a way of determining discrimination in educational institutions regarding employment. $1.00


Rawalt, M. SUPPORT OF THE EQUAL RIGHTS AMENDMENT TO THE CONSTITUTION—TESTIMONY BEFORE THE SUBCOMMITTEE ON CONSTITUTIONAL AMENDMENTS. June 1970. Reprinted by KNOW, Incorporated. Attorney Rawalt's analysis of the laws compels the conclusion that American women are without equal protection and due process. 20¢

U.S. Department of Health, Education and Welfare, Office of the Secretary, Office for Civil Rights. HIGHER EDUCATION GUIDELINES: EXECUTIVE ORDER 11246, 1972. Washington, D.C. 20201. Requirements of the order for non-discrimination in situations of higher education (with detailed appendices of other civil rights laws) are outlined in these guidelines. Free


POSTERS

Project on the Status and Education of Women, Association of American Colleges. FEDERAL LAW AND REGULATIONS CONCERNING RACE AND SEX DISCRIMINATION IN EDUCATIONAL INSTITUTIONS. 1972. Prepared by Resource Center on Sex Roles in Education, 1156 Fifteenth Street, N.W., Washington, D.C. 20005. Handsome two-color poster (22½" X 35") presents in chart-form everything you need to know to file a complaint. Free
U.S. Department of Health, Education and Welfare, Office for Civil Rights. STUDENTS; EQUAL OPPORTUNITY IN HIGHER EDUCATION IS YOUR RIGHT REGARDLESS OF RACE, COLOR, NATIONAL ORIGIN OR SEX. 1973. Information Office, 330 Independence Avenue, S.W., Washington, D.C. 20201. Shiny three-color 12" X 15" poster reminds us that equality in counseling, facilities, housing, etc. is the law. Free

SPORTS

"REVOLUTION IN WOMEN'S SPORTS." Reprint from WOMEN SPORTS, September 1974. 1660 South Amphlett Boulevard, Suite 266, San Mateo, California 94402. 24 page comprehensive report on the women's athletic rebellion: the laws, monetary inequities, where the power is, the coed team debate, children's attitudes towards sports, and more. Plus: The action manual: Talking back, snappy comebacks to sexist arguments, using the law to fight back, winning athletic scholarships, getting help. This report is one of the best resource about women and sports. $1.00
1. THE VOCATION READINESS PACKAGE: A ROLE MODEL WOMAN PROGRAM

Jean Scott, Metropolitan YWCA
722 Oxford Street
Los Angeles, California 90005

2. GREAT EXPECTATIONS

San Fernando Valley AADW for $1.00
Myra Fisher
4805 Durman Avenue
Woodland Hills, California 91364

3. PLANNING AHEAD FOR THE WORLD OF WORK

Louise Vetter and Barbara Sethney
Center for Vocational and Technical Education
Ohio State University
Available from: E.R.I.C. Documents Reproduction
Drawer 0
Bethesda, Md. 20014 for $3.29

4. EXPLORING SEX-TYPING: A KIT FOR COUNSELORS

Choose several of the following films and have the teacher watch them carefully.

1. "Joyce at 34" (28 minutes $37.00 rental)
   Story of a woman combining motherhood and a career.
   New Day Films
   267 West 25th Street
   New York, New York 10001

2. "Until I Die" (1970, 29 minutes)
   A women psychiatrist works with terminally ill people.
   Video Nursing Incorporated
   2834 Central Street
   Evanston, Illinois 60201
3. "Resolved: Medicine Needs More Women" (18 minutes $15-20)
Network for Continuing Medical Education
15 Columbus Circle
New York, New York 10023

4. "Take This Woman" (25 minutes, $12.00 rental)
Study of women and equal employment
NBC Educational Enterprises
20 Rockefeller Plaza
New York, New York 10020

5. "Katie Kelly" (6 minutes, $10.50 rental)
Day in the life of a professional writer, environmentalist and community activist.
Women Make Movies
107 East 26th Street
New York, New York 10001

6. "Never Underestimate the Power of a Woman" (15 minutes, $12.50 rental)
Women in strenuous work--from truck driver to machine operator.
Bureau of Audio-Visual Instruction
University of Wisconsin, Department of Photography & Cinema
1327 University Avenue
Madison, Wisconsin 53706

7. "Cinderella is Dead" ($16.00)
Women in the labor market (filmstrip)
NEA
Consumer Service Section
1201 16th Street, N.W.
Washington, D.C. 20036
APPENDIX E

TESTING
APPENDIX E-1

GUIDELINES FOR ASSESSMENT OF SEX BIAS AND SEX FAIRNESS IN CAREER INTEREST INVENTORIES

The attached guidelines have been developed as part of the National Institute of Education (NIE) Career Education Program's study of sex bias and sex fairness in career interest inventories. They were developed by the NIE Career Education Staff, a senior consultant and nine-member planning group of experts in the fields of measurement and guidance, appointed by NIE. The draft guidelines were discussed in a broadly representative three-day workshop sponsored by NIE in Washington, D.C. in March 1974. Through successively revised drafts, culminating in this edition of guidelines, the diverse concerns of inventory users, respondents, authors, and publishers were taken into consideration and resolved as far as possible.

During the development of the guidelines, the following working definition of sex bias was used:

Within the context of career guidance, sex bias is defined as any factor that might influence a person to limit--or might cause others to limit--his or her considerations of a career solely on the basis of gender.

The working definition expresses the primary concern that career alternatives not be limited by bias or stereotyped sex roles in the world of work. The guidelines represent a more specific definition than previously available of the many aspects of sex fairness in interest inventories and related interpretive, technical, and promotional materials. The issues identified in the course of guideline development are dealt with in commissioned papers to be published by the U.S. Government Printing Office as a book, Issues of Sex Bias and Sex Fairness in Career Interest Measurement, available from the Career Education Program, National Institute of Education, Washington, D.C. 20208 in October 1974.

The term "career interest inventory," as used in these guidelines refers to various formal procedures for assessing educational and vocational interests. The term includes, but is not limited to, nationally published inventories. The interest assessment procedures may have been developed for a variety of purposes and for use in a variety of settings. The settings include educational and employment-related settings, among others, and the uses include career counseling career exploration, and employee selection (although the latter may also involve other issues of sex bias in addition to those discussed here).
The guidelines do not represent legal requirements. They are intended as standards (a) to which we believe developers and publishers should adhere in their inventories and in the technical and interpretive materials that the American Psychological Association (APA) Standards for Educational and Psychological Tests (1974) requires them to produce; and (b) by which users should evaluate the sex fairness of available inventories. There are many essential guidelines for interest inventories in addition to those relating to sex fairness. The guidelines presented here do not replace concerns for fairness with regard to various ethnic or socioeconomic subgroups. The guidelines are not a substitute for statutes or federal regulations such as the Equal Employment Opportunity Commission (EEOC) selection guidelines (1970) and Title IX of the Education Amendments of 1972 (1972) or for other technical requirements for tests and inventories such as those found in the APA standards. The guidelines thus represent standards with respect to sex fairness, which supplement these other standards.

The guidelines address interest inventories and related services and materials. However, sex bias can enter the career exploration or decision process in many ways other than through interest inventory materials. Several of the guidelines have clear implications for other materials and processes related to career counseling, career exploration, and career decision-making. The spirit of the guidelines should be applied to all parts of these processes.

The guidelines are presented here in three sections: I, The Inventory Itself; II, Technical Information; III, Interpretive Information.

I. THE INVENTORY ITSELF

A. The same interest inventory form should be used for both males and females unless it is shown empirically that separate forms are more effective in minimizing sex bias.

B. Scores on all occupations and interest areas covered by the inventory should be given for both males and females, with the sex composition of norms—i.e., whether male, female, or combined sex norms—for each scale clearly indicated.

C. Insofar as possible, item pools should reflect experiences and activities equally familiar to both females and males. In instances where this is not currently possible, a minimum requirement is that the number of items generally favored by each sex be balanced. Further, it is desirable that the balance of items favored by each sex be achieved within individual scales, within the limitations imposed by validity considerations.

D. Occupational titles used in the inventory should be presented in gender-neutral terms (e.g., letter carrier instead of mailman), or both male and female titles should be presented (e.g., actor/actress.)
E. Use of the generic "he" or "she" should be eliminated throughout the inventory.

II. TECHNICAL INFORMATION

A. Technical materials provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and supporting materials.

B. Technical information should provide the rationale for either separate scales by sex or combined-sex scales; e.g., critical differences in male-female response rates that affect the validity of the scales vs. similarity of response rates that justify combining data from males and females into a single scale.

C. Even if it is empirically demonstrated that separate inventory forms are more effective in minimizing sex bias, thus justifying their use, the same vocational areas should be indicated for each sex.

D. Sex composition of the criterion and norm groups should be included in descriptions of these groups. Furthermore, reporting of scores for one sex on scales normed or constructed on the basis of data from the other sex should be supported by evidence of validity—if not for each scale, then by a pattern of evidence of validity established for males and females scored on pairs of similar scales (male-normed and female-normed, for the same occupation).

E. Criterion groups, norms, and other relevant data (e.g., validity, reliability, item response rates) should be examined at least every five years to determine the need for updating. New data may be required as occupations change or as sex and other characteristics of persons entering occupations change. Text manuals should clearly label the date of data collection for criterion or norm groups for each occupation.

F. Technical materials should include information about how suggested or implied career options (e.g., options suggested by the highest scores on the inventory) are distributed for samples of typical respondents of each sex.

G. Steps should be taken to investigate the validity of interest inventories for minority groups (differentiated by sex). Publishers should describe comparative studies and should clearly indicated whether differences were found between groups.

III. INTERPRETIVE INFORMATION

A. The user's manual provided by the publisher should describe how and to what extent these guidelines have been met in the inventory and the supporting materials.
B. Interpretive materials for test users and respondents (manuals, profiles, leaflets, etc.) should explain how to interpret scores resulting from separate or combined male and female norms or criterion groups.

C. Interpretive materials for interest inventory scores should point out that the vocational interests and choices of men and women are influenced by many environmental and cultural factors, including early socialization, traditional sex-role expectations of society, home-versus-career conflict, and the experiences typical of women and men as members of various ethnic and social class groups.

J. Manuals should recommend that the inventory be accompanied by orientation dealing with possible influences of factors in C above on men's and women's scores. Such orientations should encourage respondents to examine stereotypic "sets" toward activities and occupations and should help respondents to see that there is virtually no activity or occupation that is exclusively male or female.

E. Interpretive materials for inventories that use homogeneous scales, such as health and mechanical, should encourage both sexes to look at all career and educational options, not just those traditionally associated with their sex group, within the broad areas in which their highest scores fall.

F. Occupational titles used in the interpretive materials and in the interpretation session should be stated in gender-neutral terms (e.g., letter carrier instead of mailman) or both male and female titles should be presented (e.g., actor/actress).

G. The written discussions in the interpretive materials (as well as all inventory text) should be stated in a way which overcomes the impression presently embedded in the English language that (a) people in general are of the male gender, and (b) certain social roles are automatically sex-linked.

H. The user's manual (a) should state clearly that all jobs are appropriate for qualified persons of either sex; and (b) should attempt to dispel myths about women and men in the world of work that are based on sex-role stereotypes. Furthermore, ethnic occupational stereotypes should not be reinforced.

I. The user's manual should address possible user biases in regard to sex roles and to their possible interaction with age, ethnic group, and social class, and should caution against transmitting these biases to the respondent or reinforcing the respondent's own biases.

J. Where differences in validity have been found between dominant and minority groups (differentiated by sex), separate interpretive procedures and materials should be provided that take these
differences into account.

K. Interpretive materials for respondent and user should encourage exploratory experiences in areas where interests have not had a chance to develop.

L. Interpretive materials for persons re-entering paid employment or education and persons changing careers or entering post-retirement careers should give special attention to score interpretation in terms of the effects of years of stereotyping and home-career conflict, the norms on which the scores are based, and the options such individuals might explore on the basis of current goals and past experiences and activities.

M. Case studies and examples presented in the interpretive materials should represent men and women equally and should include but not be limited to examples of each in a variety of non-stereotypic roles. Case studies and examples of mature men and women and of men and women in different social class and ethnic groups should also be included where applicable.

N. Both user's manuals and respondent's materials should make it clear that interest inventory scores provide only one kind of helpful information, and that this information should always be considered together with other relevant information—skills, accomplishments, favored activities, experiences, hobbies, influences, other test scores, and the like—in making any career decision. However, the possible biases of these variables should also be taken into consideration.
FOOTNOTES

1 For a comprehensive analysis of the many forms in which sex bias appears in written materials, the reader is referred to the guidelines of Scott, Foresman and Company (1972).

2 An alternative interpretation of sex bias has been suggested by Dr. Dale Prediger and Dr. Gary Hanson. It defines sex restrictiveness in interest inventory reporting procedures and indicates under what conditions sex restrictiveness is evidence of sex bias. In summary, it can be stated as follows:

An interest inventory is sex-restrictive to the degree that the distribution of career options suggested to males and females as a result of the application of scoring or interpretation procedures used or advocated by the publisher is not equivalent for the two sexes. Conversely, an interest inventory is not sex-restrictive if each career option covered by the inventory is suggested to similar proportions of males and females. A sex-restrictive inventory can be considered to be sex-biased unless the publisher demonstrates that sex-restrictiveness is a necessary concomitant of validity.

Still another interpretation has been suggested by Dr. John L. Holland:

An inventory is unbiased when its experimental effects on female and male respondents are similar and of about the same magnitude—that is, when a person acquires more vocational options, becomes more certain, or learns more about himself (herself) and the world of work...The principles can be extended to any area of bias by asking what differences proposed revisions of inventories, books, teacher and counselor training would make.

A fuller explanation of both of these interpretations will appear in Issues of Sex Bias and Sex Fairness in Career Interest Measurement, (U.S. Government Printing Office, 1974, in press.)
REFERENCES


APPENDIX F

GUIDELINES FOR ASSESSING EDUCATIONAL MATERIAL
APPENDIX F-1

GUIDELINES FOR IMPROVING THE IMAGE OF WOMEN IN TEXTBOOKS

Scott, Foresman and Company
GUIDELINES FOR
IMPROVING THE IMAGE OF WOMEN IN TEXTBOOKS

Scott, Foresman and Company

Sexism refers to all those attitudes and actions which demean or stereotype individuals or groups because of their sex. These guidelines focus specifically on the elimination of sexism as it relates to women in textbooks.

Whether accidentally or intentionally, women have frequently been treated as inferiors. Textbooks should treat women and men as equals. Textbooks are sexist if they omit the actions and achievements of women, if they demean women by using patronizing language, or if they show women or men only in stereotyped roles with less than the full range of human interests, traits, and capabilities. The actual role of sexism in society, past and present, should not be ignored; and, where appropriate, textbooks can discuss sexism as an important phenomenon without reflecting or reinforcing sexist bias.
GENERAL GUIDELINES FOR TEXT AND ILLUSTRATIONS

The actions and achievements of women should be recognized.

The contributions of women to politics, the sciences, the arts, and other fields often considered exclusively masculine should be presented and explored.

The works of female authors are too often omitted from anthologies. When compiling or revising such texts, editors should actively search for material written by women.

Females should be included as often as males in math problems, spelling and vocabulary sentences, discussion questions, test items, and other exercises. Very often the overall tone of a book is sexist because males are more frequently mentioned in exercises or because the exercises present only stereotypes.

Although many factors determine the content of textbooks-authors, permissions, space, time, money, the market, etc.-these limitations should not be used to excuse bias, prejudice, or insensitivity.

Women and girls should be given the same respect as men and boys.

Writers, editors, designers, and illustrators should make sure that both male and female readers feel that a publication is directed to them.

Material should be scrutinized carefully in the context of the book as a whole to ensure that contempt for women as a group is not inadvertently being fostered. For example, writers should take care that material about a woman who is stupid, financially inept, a bad driver, a shrewish mother-in-law, a blind follower of male initiative, etc. does not present these qualities as typical of women as a group. Girls and women should not be shown as more fearful of danger, mice, snakes, and insects than boys and men are in similar situations.

Women and girls should not be shown as unworthy people when they do not conform to male standards. Males should not be viewed as having a monopoly on ability to judge what is interesting or worthwhile.

Although women are a majority of the American population, in many ways their history has been that of a minority group. Because of past discrimination, the same care must be taken in portraying women as in portraying blacks, Puerto Ricans, Chicanos, American Indians, and other minorities.
Abilities, traits, interests, and activities should not be assigned on the basis of male or female stereotypes.

One reason often cited for the overwhelming percentage of selections by or about males in literature and language arts texts is that boys will read only stories about boys, whereas girls will read anything. If females were not depicted as passive, lackluster, sweet but senseless drudges, both boys and girls would find them more interesting. Few boys have rejected *Alice in Wonderland* or *The Wizard of Oz* because the main characters are girls.

Females as well as males possess courage, physical strength, mechanical skills, and the ability to think logically. Males as well as females can be fearful, weak, mechanically inept, and illogical. Females can be rude, intractable, active, or messy. Males can be polite, cooperative, inactive, or neat. Because such characteristics are shared by males and females in reality, textbooks that classify them as "masculine" or "feminine" are misrepresenting reality.

Both men and women should be shown cooking, cleaning, making household repairs, doing laundry, washing the car, and taking care of children. Both men and women should be shown making decisions; participating in sports; writing poetry; working in factories, stores, and offices; playing musical instruments; practicing medicine and law; serving on boards of directors; and making scientific discoveries. However, care must be taken to avoid replacing old stereotypes with new ones. Showing some women in traditional roles, such as housewife or nurse, is not sexist if women are shown in other roles as well.

Children often conform to the standards of their peers because they fear ridicule. If only boys are encouraged to be active and competitive, girls with these inclinations may learn to stifle them. If only girls are encouraged to express openly such emotions as fear, sorrow, and affection, boys may feel reluctant to express these emotions.

Both men and women have much to gain from the elimination of stereotypes. Textbooks which avoid male and female stereotyping will more accurately represent reality, encourage tolerance for individual differences, and allow more freedom for children to discover and express their needs, interests, and abilities.
RECOMMENDATIONS FOR AVOIDING SEXIST LANGUAGE

Dealing with the omission of women

Terms and titles which use man to represent humanity have the effect of excluding women from participation in various human activities. It is usually easy to find some other way of expressing the idea.

**EXAMPLES OF SEXIST LANGUAGE:**

- early man
- Neanderthal man
- When man invented the wheel...
- History of the Black Man in America Man and His World

**POSSIBLE ALTERNATIVES:**

- early humans, early men and women
- Neanderthals, Neanderthal men and women
- When the wheel was invented..., When people invented the wheel...
- History of Black People in America World History

Occupational terms often ignore the existence of women workers. When a group includes both women and men, use a term or phrase that reflects the actual composition of the group.

**EXAMPLES OF SEXIST LANGUAGE:**

- businessmen
- congressmen
- mailmen
- repairmen

**POSSIBLE ALTERNATIVES:**

- businessmen and women, business leaders, operators of small businesses, entrepreneurs, merchants, industrialists*
- members of Congress, congressmen and women
- letter carriers
- people who repair..., repairers

*Since the term *businessmen* is often used loosely, it may be helpful to describe the person or persons in more precise occupational terms.
A patronizing tone toward women, created by euphemisms, diminutive suffixes, and lack of parallelism, must be avoided. References to a woman's appearance, marital status, and family should not be made unless these terms would be noteworthy in referring to a man in the same context.

EXAMPLES OF SEXIST LANGUAGE:
- the fair sex, the weaker sex
- the girls in the office
- sculptress, suffragette
- the ladies and the men
- men (and women)
- man and wife

The poetic styles of Emily Dickinson and E.E. Cummings are quite different. Emily's style is spare and simple, while Cummings'...

Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium.

POSSIBLE ALTERNATIVES:
- women
- the woman in the office
- sculptor, suffragist
- the women and the men, the ladies and the gentlemen
- man and women
- husband and wife, man and woman, the couple

The works of Hemingway, Steinbeck, and Miss Buck were widely read.

The poetic styles of Emily Dickinson and E.E. Cummings are quite different. Dickinson's style is spare and simple, while Cummings'...

Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the chemist who discovered radium.

The candidates were Bryan K. Wilson, a handsome, silvery-haired father of three, and Florence Greenwood, a pert, blonde grandmother of five.

Eliminating sex-role stereotypes

Editors and authors should be cautious when they assign activities or roles to people or otherwise differentiate between people purely on the basis of sex. Many such assumptions misrepresent reality and ignore the actual contributions of both sexes to the activity or role. This is not to say that girls should never be pictured playing with dolls or boys should never be pictured playing with baseballs, but that a more varied picture is also more realistic.

EXAMPLES OF SEXIST LANGUAGE:
- In New England, the typical farm was so small that the owner and his sons could take care of it by themselves.
- Children had once learned about life by listening to aunts, uncles, grandparents, and the wise men of their town or neighborhood.

Write a paragraph about what you expect to do when you are old enough to have Mr. or Mrs. before your name.

Personal symbols are small, personal objects or possessions that have particular associations for their owners. To a woman, for example, a pressed flower might recall a dance she attended many years ago. A boy might keep a cracked baseball bat because it reminds him of the time he hit the winning home run.

The candidates were Bryan K. Wilson, president of American Electronics, Inc., and Florence Greenwood, a pert, blonde grandmother of five.

POSSIBLE ALTERNATIVES:
- In New England, the typical farm was so small that the family members could take care of it by themselves.
- Children had once learned about life by listening to aunts, uncles, grandparents, and the wise people of their town or neighborhood.

Write a paragraph about what you would like to do when you grow up.

Personal symbols are small, personal objects or possessions that have particular associations for their owners. To a father, for example, an old toy truck might serve as a reminder of a boy who has grown up. A girl might keep a broken tennis racket because it reminds her of a hard-won championship.

Personal symbols...To a parent, for example, an old puppet might serve as a reminder of a girl who has grown up. A boy might keep a Halloween costume as a souvenir from his childhood.
When creating spelling, math, and other exercises using fictitious people, authors and editors should make sure that stereotypes are not perpetuated.

EXAMPLES OF SEXIST LANGUAGE:

Al listened patientZy to the ladies chatter.

The ex-stenographer got a job as a stewardess with an airline.

POSSIBLE ALTERNATIVES:

Al listened patiently while the women talked.

The ex-stenographer got a degree in accounting.

Words like spokesperson and chairperson, introduced into the language to prevent the omission of women, should not be applied to women only. When -person is used, it refers to either a man or a woman.

EXAMPLES OF SEXIST LANGUAGE:

Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesman for the union.

POSSIBLE ALTERNATIVE:

Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesperson for the union.

Males or females are often chosen to represent "typical" examples, thereby excluding one of the sexes from the reader's thoughts. There are many ways to avoid such stereotyping.

EXAMPLES OF SEXIST LANGUAGE:

the common man, the man on the street

the man who pays a property tax

the typical American...he

the teacher...she

the housewife who complains about higher prices

POSSIBLE ALTERNATIVES:

ordinary people

the person who pays a property tax

typical Americans...they

the teacher...he or she, teachers...they

the consumer (homemaker) who complains about higher prices

Wherever possible avoid the use of "he-him" referents. It is often preferable to use a plural sentence with plural pronouns; or substitute he or she, her or him, him/her, or a synonym for the noun.
It is becoming increasingly common in all but formal usage to mix singular nouns with plural pronouns, as in the sentence "Ed and Sue were present, but neither expressed their views." Often pronouns that needlessly refer to sex can be replaced: "Ed and Sue were present, but neither expressed any views."

Changing language that demeans women

Writers often judge women's achievements by standards different from those by which they judge men's. This is necessary in some professional sports where the same standards do not apply. However, in other areas one's sex does not affect one's competence. Therefore, writers should avoid constructions that place women in a special class. Words like girl, young woman, woman, lady, and gal often subtly denigrate women's achievements.

They should be used only when their counterparts boy, young man, man, gentleman, and guy would be appropriate in referring to a male.

EXAMPLES OF SEXIST LANGUAGE:  
Andrew Wyeth is a fine painter, and Georgia O'Keeffe is a fine woman painter.
Marie Curie did what few people—men or women—could do.
Mary Wells Lawrence is a highly successful lady advertising executive.

POSSIBLE ALTERNATIVES:
Andrew Wyeth and Georgia O'Keeffe are fine painters.
Marie Curie did what few people could do.
Mary Wells Lawrence is a highly successful advertising executive.

Terms such as woman doctor or female executive are generally unacceptable. Where it is desirable to refer to a person's sex, references should be made with the aid of feminine pronouns: "The doctor walked into the room and put her bag on a chair next to the patient's bed." In some cases, however, it is necessary to refer directly to a person's sex, as in the sentence: "The works of female authors are too often omitted from anthologies."

Avoid constructions implying that women, because they are women, are always dependent on male initiative.

EXAMPLES OF SEXIST LANGUAGE:
The ancient Egyptians allowed women considerable control over property.*

POSSIBLE ALTERNATIVES:
Women in ancient Egypt had considerable control over property.
A slave could not claim his wife or children as his own because the laws did not recognize slave marriages.*

the farmer and his wife*

a homeowner and his family*

*These examples do not make sense inasmuch as terms like ancient Egyptians, slave, farmer, homeowner include women.

+This sentence would be correct only if the author could prove that men in ancient Egypt could choose to grant or deny property rights to women.

Care must be taken to avoid sexist assumptions and stereotypes in teachers' manuals and other teacher aids.

EXAMPLES OF SEXIST LANGUAGE:

Hammers and scissors are good eye-hand coordinators. Hitting the nail instead of the thumb is a triumph for the boys. Cutting out paper dolls and their garments is good for the girls.

The boys like action stories, and both boys and girls like animation and comedy. Girls will read stories that boys like, but the boys will not enjoy "girlish" stories.

POSSIBLE ALTERNATIVES:

Hammers and scissors are good eye-hand coordinators. For a child, hitting the nail instead of the thumb or cutting out recognizable shape is a triumph.

Most children like action, animation, and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials.

Revising sexist manuscripts

A manuscript may contain so many instances of sexist language that a complete revision is necessary. Following are two such selections along with possible revisions.

SEXIST PASSAGES:

Have one member of the class walk onstage into an environ-

SUGGESTED REVISIONS:

Imagine yourself in a particular situation. Without telling
ment of his choosing (remembering the difference between showing and doing, be sure he does not show you where he is, but rather does what he would normally do in that place). When you are sure where he is, join him in the environment. As each member of the class discovers where he is, they in turn may join him onstage.

Born in Manchester, England, in 1922, the daughter of a greengrocer, Mary Barrington spent a typical girlhood doing chores around the house and reading the works of female authors such as Jane Austen and Emily Bronte. Although she was considered attractive by men and had suitors, she rejected the joys of marriage in order to pursue a literary career. Her sharp, masculine mind attracted the attention of instructors at Queen's College where she won the coveted Queen's Prize for Literature in her final year. By 1946 Miss Barrington had become a nationally known authoress, largely due to her best-selling novel Crassington, which dealt with man's alienation—a theme that recurred in the eight novels that followed. Now semiretired, she can occasionally be seen on the outskirts of Manchester, sporting the good looks and trim figure that belie her age.

Dealing with unavoidable sexism

If, after careful consideration, an author or editor finds it desirable to use selections that contain sexist attitudes, these attitudes should be discussed in accompanying descriptive material or discussion questions. For example, the following questions appeared in one text after the story "The Journal of a Wife-Beater":

1. The Latins have a word for it: machismo, that flaunting of masculinity that is expected in certain male-dominated societies. To what degree does the Vasili who begins this journal seem
to accept this concept of male superiority?

2. Every time Nitsa hits her husband, she states calmly, "I owed you one..." Is she, as she claims, simply repaying a debt?

3. Try your hand at writing a journal Nitsa might have kept for days covered in the story.
## Appendix F-2

### Evaluating Materials for Sexism

**Check List**

**Representation**

I. Number of masculine pronouns or references
   Number of feminine pronouns or references  

II. Number of illustrations depicting males
    Number of illustrations depicting females  

III. Number of stories or themes with main character—male
    Number of stories or themes with main character—female  

**Role Stereotyping**

I. Number of times persons are shown:

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Being active</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Using initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Showing independent</td>
<td></td>
<td></td>
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<td>L. Receiving derogatory comments</td>
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M. Showing emotions

II. Number of occupations filled by males
   Number of occupations filled by females
APPENDIX G
LEGISLATION
An Act prohibiting discrimination in the Public Schools of this State,

I. Be it Enacted by the Senate and General Assembly of the State of New Jersey:

1. No pupil in a public school in this State shall be discriminated against in admission to, or in obtaining any advantages, privileges or courses of study of the school by reason of race, color, creed, sex or national origin.

2. This act shall take effect immediately.
APPENDIX G-2

EDUCATION

STATE BOARD OF EDUCATION

Proposed Rules on Equality in Educational Programs

The State Board of Education, pursuant to authority of N.J.S.A. 18A:36-20, proposes to adopt new rules on equality in educational programs.

Full text of the proposed new rules follows:

CHAPTER 4

EQUALITY IN EDUCATIONAL PROGRAMS

6:4.1.1 Purposes and objectives

The New Jersey Constitution and implementing legislation guarantee each child in the public schools equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence or social or economic background. To assure these basic rights the Commissioner of Education and the State Board of Education have developed these regulations which specifically implement N.J.S.A. 18A:36-20 and the State Board of Education Resolution concerning sex equality in educational programs. These regulations have also been developed in conformity with relevant Federal and State statutes concerning discriminatory conduct.

6:4-1.2 Definitions

(a) "Discriminatory practices:" shall mean any action or failure to act based upon race, color, creed, religion, sex, national origin, ancestry, place of residence or economic or social condition.

(b) Each local school district shall develop two affirmative action programs or plans, which shall include time-tables of corrective action to overcome the effects of previous patterns of discrimination and a systematic, internal monitoring procedure to ensure continuing compliance:

1. One such program or plan shall include, but need not be limited to action as required by Section 4, School and Classroom Practices, of this Subchapter.

2. Another program or plan shall include, but need not be limited to, action as required by Section 5, Employment/Contract Practices, of this Subchapter.
3. The programs or plans shall be made available for review to all interested parties.

(c) Each local school district shall designate an affirmative action officer who shall coordinate, implement and report to the local board on the district's efforts to comply with these regulations.

(d) As part of its affirmative action programs or plans, each local school district shall arrange for or provide in-service training for school personnel on a continuing basis sufficient to identify and solve problems of racial, sexual, religious, national or cultural bias.

(e) Each local school district shall develop guidelines and procedures to review and evaluate whether proposed courses of study and instructional materials contain bias based upon race, sex, religion, national origin, ancestry or culture. These guidelines and procedures shall encourage community involvement.

Until all courses of study and instructional materials already in use are changed so as to eliminate racial, sexual and cultural bias, supplementary materials shall be utilized.

6:4-1.4 Technical assistance

The Commissioner or his designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures and in-service training for school personnel so as to aid in the elimination of bias on the basis of race, color, creed, sex or national origin.

6:4-1.5 School and classroom practices

(a) All public school students shall have equal access to all educational programs and activities.

(b) There shall be no differential requirements for completion of course offerings or courses of study solely based on race, color, creed, sex or national origin.

(c) There shall be no discrimination against students because of pregnancy, childbirth or pregnancy related disabilities, actual or potential parenthood, family or marital status. A student shall not be excluded from a class or classes because of pregnancy or related conditions unless she so requests, or her physician certifies that such exclusion is necessary for her physical, mental or emotional well-being, in which case she must be provided adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.

(d) Public school students shall not be segregated on the basis of race, color, creed, sex or national origin in any duty, work, play, classroom or school practice.
(e) No course offering, including but not limited to physical education, health, industrial arts, business, vocational or technical courses, home economics, music and adult education, shall be limited on the basis of race color, creed, sex or national origin.

(f) The athletic program, including but not limited to intramural-extramural, and inter-scholastic sports, shall be available on an equal basis to all students regardless of race, color, creed, sex or national origin.

1. The activities comprising such athletic program shall receive equal treatment, including but not limited to staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season and all other related areas or matters.

2. A school may choose to operate separate teams for the two sexes in one or more sports and/or single teams open competitively to members of both sexes, so long as the athletic program as a whole provides equal opportunities for students of both sexes to participate in sports at comparable levels of difficulty and competency.

(g) Public school students are not required to share sanitary facilities, including rest rooms, showers and locker rooms, on a sex-integrated basis.

(h) School personnel shall not use tests, procedures or other guidance and counseling materials which establish, tend to establish or are differentiated or stereotyped on the basis of race, color, creed, sex or national origin.

School personnel shall indicate to all students all possible career, professional or vocational opportunities available and shall in no way restrict the options offered to students on the basis of race, color, creed, sex or national origin.

6:4-1.6 Employment/contract practices

(a) All persons regardless of race, color, creed, sex or national origin shall have equal access to all categories of employment in the public educational system of New Jersey.

(b) All New Jersey public schools shall comply with all State and Federal laws related to equal employment, including but not limited to the New Jersey Law Against Discrimination (N.J.S.A. 10:5-1 et seq), Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Executive Order 11246 as amended, Equal Pay Act of 1963 as amended by the Education Amendments of 1972 (Higher Education Act), and Title IX of the Education Amendments 1972 (Higher Education Act).
(c) The school shall not enter into any contract with any person, agency or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, creed, sex or national origin, either in employment practices or in provision or benefits or services to students or employees.

6:4-1.7 Compliance

(a) Each school district shall submit to the Commissioner Of Education or his designee a copy of its Resolution of Equal Educational Opportunity (See Section 2 (a) of this Chapter) and the name of its affirmative action officer (See Section 2 (c) of this Chapter) within 60 days of the effective date of these regulations.

(b) Each school district shall, within 120 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for school practices, and classroom practices. (See Section 3 (b) of this Chapter).

(c) Each school district shall, within 180 days of the effective date of these regulations, submit its proposed program or plan of affirmative action for employment and contract practices (See Section 3 (b) of this Chapter).

(d) The Commissioner or his designee shall review the programs or plans, approve or reject said plans and shall notify the school system of his decision within 60 days of receipt of the plans.

(e) If the plan is in any way unacceptable, the Commissioner shall designate a person or persons to work with the school district to develop an acceptable plan, which must be completed and approved within 60 days of the receipt of the notice that the original plan was unacceptable.

(f) The plan must be initiated within a time period not to exceed 120 days from the time of its approval and must be full implemented in accord with an approved time-table.

(g) If within one year of the effective date of the affirmative action plan a school district is still found to be not in compliance with these regulations or their plan was not implemented, the Commissioner may initiate, with the approval of the State Board of Education, action to suspend, terminate or refuse to award continued Federal or State financial assistance. The Commissioner may also make referral to any appropriate judicial and/or administrative Federal, State or local agencies.

6:4-1.8 State review and evaluation

(a) At least once every three years the Commissioner or his designee shall review and evaluate the progress of each school district in implementing its affirmative action plan. If sufficient appropriations exist, the Commissioner may utilize the services of qualified indepen-
dent consultants to effectuate the review and evaluation. The Commissioner shall provide each local school district with a copy of such analysis.

(b) The Board of Education of each local school district shall make available to the community a summary of the review and evaluation in accord with the procedures adopted pursuant to N.J.A.C. 6:4-1.2(a).

(c) Any and all inadequacies in the program as revealed in the review and evaluation shall be corrected as soon as is practicable, but in no case shall correction be delayed more than 60 days from receipt of notice of inadequacy or noncompliance. If such inadequacy is not corrected in the specified time, it shall result in the procedure described in 6:4-1.7(g).

6:4-1.9 Appeals

In accordance with N.J.S.A. 18A:6-9, any individual may petition the Commissioner of Education to resolve a dispute arising under these regulations pursuant to procedures set forth in N.J.A.C. 6:24-1.1 et seq.

6:4-1.10 Effect of related statutes

The obligation to comply with these regulations is not obviated or alleviated by any State or local law or rule or regulation of any organization, club, athletic or other league or association which would limit the eligibility or participation of any student on the basis of race, color, creed, sex or national origin.

Interested persons may present statements or arguments in writing relevant to the proposed action

Lorraine L. Colavita
Controversies and Disputes
State Department of Education
225 West State Street
Trenton, N.J. 08625

The State Board of Education, upon its own motion or at the instance of any interested party, may thereafter adopt these rules substantially as proposed without further notice.

Fred G. Burke
Commissioner of Education
Secretary, State Board of Education

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of the Secretary

EDUCATION PROGRAMS AND ACTIVITIES RECEIVING OR BENEFITING FROM FEDERAL FINANCIAL ASSISTANCE

Nondiscrimination on the Basis of Sex

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PROPOSED RULES

D includes discrimination on the basis of sex in academic research, extracurricular and other offerings, housing, facilities, access and activities, financial and employment assistance to students, health and insurance benefits for students, physical education and intramural athletics, and discrimination based on the marital or parental status of students.

Subpart E (§§ 86.41 through 86.51) sets forth the general rules with respect to Federal financial assistance, whether to educational programs and activities. The specific subject matter covered in Subpart E includes provisions for exemptions where sex is a bona fide occupational qualification.

Subpart F (§§ 86.61 through 86.66) sets forth the procedures which would govern the implementation of the proposed regulations, including procedures for effecting, hearing, conducting hearings, and issuing notices. It also includes provisions concerning the applicability of administrative and judicial review. Section 86.11, Subpart A, requires that the regulations apply "to each education program or activity which receives or benefits from Federal financial assistance" set forth in Subpart B. Section 86.13, Subpart C, requires each recipient of Federal financial assistance to submit to the Director an assurance that each of its educational programs and activities receiving or benefiting from such assistance will be conducted in compliance with the regulations.

Section 86.12 of the regulation provides that each public and private school that receives financial assistance under Federal financial assistance, whether secondary or post-secondary, is exempt from coverage. Neither the statute nor the regulation applies to U.S. military and merchant marine academies since these schools are Federal entities rather than recipients of Federal assistance.

Section 86.12 provides that the regulation does not apply to religiously controlled institutions to the extent that such application would be inconsistent with the religious tenets of the controlling organization. An educational institution wishing to claim an exemption on the ground of religion must do so in writing to the Director when it files its assurance of compliance pursuant to § 86.4. The institution would be required to set forth the manner and extent to which application of the regulation would not be consistent with the religious tenets of its controlling organization.

The statute covers admissions only in certain institutions: vocational, professional, graduate, and public undergraduate institutions, except such of the latter as from their founding have been
PROPOSED RULES

The following policies of private undergraduate institutions are exempt. Under the statute and § 86.14, the admission requirements do not apply, in general, to admissions to public high schools, elementary and secondary schools. Because the statute mandates such coverage as to vocational schools, however, admission of public or private vocational schools at the junior high school, high school or post-secondary level, are covered by § 86.14(c) and must be nondiscriminatory. With respect to coverage of admissions to institutions of professional and vocational education, the Secretary has interpreted the statute as excluding admissions coverage of professional and vocational programs offered at private undergraduate schools. Thus, admission to programs leading to first degrees in fields such as teaching, engineering, and architecture from private institutions will be exempt under § 86.14(d). While the admissions section of the statute might be read as including professional degrees wherever they are offered, the exemption of all recruitment practices, will affect relatively few institutions.

The exemption in § 86.14(d) for admissions to public traditionally and continually single-sex undergraduate institutions will affect only a few institutions. Likewise, section 86.15 of the regulation forbids a recipient from administering tests or selection criteria. Use of tests for admission which discriminate on the basis of sex, will affect relatively few institutions.

Subpart C. Subpart C prescribes (subject to the appropriate admissions exemption) requirements for nondiscrimination in recruitment and admission of students to educational programs and activities. In addition to a general prohibition of discrimination, the regulations delineate, in § 86.21(b), specific prohibitions based on sex relating to such practices as ranking of applicants, application of quotas, and nondiscriminatory administration of tests or selection criteria. Use of tests for admission which are shown to have an adverse impact on members of one sex must be shown to predict validity the successful completion of the educational program or activity in question (§ 86.21(b)(2)). Further, in connection with this prohibition, § 86.22 of the regulation forbids a recipient from giving preference to applicants on the basis of their attendance at particular institutions if the preference results in discrimination on the basis of sex. Such preferences may be permissible under that section, however, if the granting institution can show that the pool of applicants eligible for preference includes sufficiently equivalent numbers of males and females, or if it can show that the total number of applicants eligible to receive the preference is insufficient to meet its total applicant pool.

Specific prohibitions in Subpart C also forbid applying rules concerning such matters as marital or parental status in a manner which discriminates in admissions on the basis of sex (§ 86.21(c)(1)). Section 86.21(c)(2) prohibits discrimination on the basis of pregnancy and related conditions, and § 86.21(c)(3) provides that recipients shall treat disabilities related to such conditions in the same manner and under the same policies as recipients treat disabilities of physical or mental condition is treated.

The last section of Subpart C, § 86.23, requires generally that comparable efforts be made by educational institutions which discriminate on the basis of sex. Additional recruitment efforts directed primarily toward members of one sex must be undertaken to remedy past discrimination (pursuant to § 86.3(a) in Subpart A), and such additional efforts may also be taken absent past discrimination in order to correct the effects of conditions which have the effect of limiting the admissions of members of one sex, to the recipient's educational program or activity (pursuant to § 86.3(b)). Finally, a recipient may obtain or receive financial support from or to a community or governmental unit to administer or to perpetuate sex discrimination by assisting another party which discriminates on the basis of sex or by conducting activities of the recipient itself. (Under § 86.6(c), a recipient's obligations are not changed by membership in any league or other organization whose activities relate so closely to the recipient's educational program or activity, or to students or employees in that program, that they fall within § 86.6(b)(6).)

A recipient is required to develop and implement a procedure to ensure that the operator or sponsor of an educational program or activity not operated wholly by such recipient, in which the recipient assists participation by its students and employees, takes such steps as the regulation would prohibit the recipient from taking. This requirement would apply, for example, to a college's responsibility to ensure that the admissions policies of students teachers from its education school in schools not operated by the college. If the recipient finds that such discrimination is taking place and is unable to secure its prompt correction, it is required to end its connection with the operating or sponsoring entity (§ 86.31(c)).

With respect to housing, § 86.32 provides that a recipient may not discriminate in any aspect of the provision of housing except that, as provided in the regulations, housing may be separate on the basis of sex. Thus, all rules, fees, and other requirements must not discriminate on the basis of sex, and the housing provided must not be conditioned (e.g., through listing) must be proportionate in quantity to the number of applicants for housing of each sex and comparable in quality and cost. Moreover, a recipient must administer rules concerning off-campus housing (e.g., rules concerning which students
may live off campus) without discrimination. To the extent that it approves, or assents students in obtaining, off-campus housing, it must take whatever steps it believes necessary to assure that the off-campus housing available to members of one sex, when compared to that available to members of the other sex, is comparable in quality and number for men and women (§ 86.35).

Section 86.34(a) covers access to course offerings and other aspects of a recipient’s educational program or activity. No course offerings may be conducted separately on the basis of sex including health, physical education, industrial arts, business, vocational, technical, home economics, music, and adult education, and no student may be required to participate or be refused participation in any course offering on the basis of sex. Section 86.34(b) provides that local education agencies in which admission to individual schools are exempt, nevertheless may not discriminate in admissions to the vocational institutions (Subpart B). In all circumstances, they may not discriminate in admissions to any other school or educational unit which they operate (e.g., a special high school operated for boys) unless they otherwise make available to students of both sexes, and in so doing determine the determinations of student interest made pursuant to § 86.38(b). The regulation does not require equal aggregate expenditure for students of each sex nor equal expenditures for each sex by a domestic bequest, deed of trust, or other instruments and invites comment in this area.

Section 86.34(d) requires use of nondiscriminatory appraisal and counseling materials. The Department recognizes that sex stereotyping in curricula and educational materials is a serious problem to which Title IX could well apply, but the Department has concluded that specific regulatory provisions in this area would raise grave constitutional problems concerning the right of free speech under the First Amendment to the Constitution if implemented. The Department has not issued a separate part of the regulation. The Department assumes that recipients will deal with this problem in the exercise of their general authority and control over curricula and course content. For its part, the Department will increase its efforts, through the Office of Education, to provide research, assistance and guidance to local education agencies in eliminating sex bias from curricula and educational materials.

Section 86.35 requires that provision of financial aid, assistance in making outside employment available to students, and employment of students by a recipient be the same for students of both sexes. Section 86.35(a) prohibits a college or university subject to Title IX from assisting private fellowship or scholarship programs which are limited to members of one sex or for which members of each sex are selected separately. There may be appropriate remedial action in this respect by the Secretary, considering a student’s sex in awarding financial aid. This section does not apply to a recipient’s assisting in the administration of fellowship or scholarship programs established under a foreign will, trust or similar legal instrument, or by a foreign government, which differentiate between the sexes. The Secretary believes that the statute was not intended to cover such programs. The Secretary is aware of the problems that have been raised by financial aid limited to members of one sex by a domestic bequest, deed of trust, or other instruments and invites comment in this area.

Under § 86.36, recipients may not discriminate in the provision of medical, hospital, accident, life insurance benefits, services, policies or plans to any of their students, and recipients may not provide such benefits, service, policies or plans of unequal value, in any discriminatory manner which would impair the employment sections of the regulation (Subpart E) if the action were to be taken with respect to the recipients. This section does not, however, prohibit recipients from providing any benefits or services which may be used by a different proportion of students of one sex than of the other, including not limited to family planning services.

Section 86.37 provides generally that recipients may not apply policies concerning a student’s actual or potential parenthood, family, or marital status in a discriminatory manner, and it provides specific prohibitions regarding discrimination against students on account of pregnancy, childbirth, or pregnancy-related disabilities. A student may not be excluded from regular classes because of pregnancy or related conditions unless able to request or unless her physician certifies that a different arrangement is necessary. The regulation reflects the principle that disabilities related to pregnancy should be treated like any other disability.

Section 86.38 imposes requirements concerning physical education and athletic programs. Part of the educational processes of schools and colleges are fully subject to the requirements of Title IX, See Brenden v. Independent School District 743, 477 F.2d 1292, 1292-99 (8th Cir. 1973); compare Bucha v. Illinois High School Association, 351 F. Supp. 69 (N.D. Ill. 1972). Section 86.38(a) provides that physical education programs and athletic programs must be operated without discrimination on the basis of sex. Such activities for which participation or selection is premised on factors other than skill may not be conducted separately on the basis of sex. Athletics for which selection is based on competitive skill may be provided through separate teams for males and for females, and teams from each sex must comply with the requirements of §§ 86.38(b) through (e), which are summarized below. (The award of scholarships for participation on a single sex team will not be interpreted as a single sex scholarship prohibited by § 86.35(a) so long as the recipient complies with the requirement of § 86.38, prohibiting for equal opportunity in athletics.)

Recipients must determine in what sports students of both sexes desire to compete (§ 86.38(b)). Where athletic opportunities for students of one sex have previously been limited, a recipient must make affirmative efforts to inform students of that sex of the availability of equal opportunities for them, and to provide support and training to enable them to participate in those opportunities (§ 86.38(c)).

Section 86.38(d) requires that a recipient make affirmative efforts to provide athletic opportunities in such sports and through such teams as will most effectively equalize opportunities for members of both sexes, and in so doing determine the determinations of student interest made pursuant to § 86.38(b). The regulation does not require equal aggregate expenditure for students of each sex nor equal expenditures for each sex. Subpart F. Subpart F proposes requirements which generally follow those of the Equal Employment Opportunity Commission (29 CFR Part 1604), and the Department of Labor’s Office of Federal Contract Compliance (41 CFR Part 60). The EEOC administers Title VII of the Civil Rights Act of 1964, which prohibits employment discrimination, and the OFCC is responsible for the coordination of implementation of Executive Order 11246, "as amended, which prohibits employment discrimination by Federal contractors. This Department is responsible for administration, pursuant to the OFCC regulations, of the Executive Order as to Federal contractors which are educational institutions. Virtually all recipients subject to Part 86 are also subject to Title VII, and many are also subject to the Executive Order. Where Subpart E of this regulation differs from Title VII regulations or those under Executive Order 11246, an employer who complies with this proposed regulation would also be complying with both Title VII and Executive Order, even where the latter provisions differ from each other, with the exception of fringe benefits as discussed in the following paragraph.

Section 86.48(b) of Subpart F follows the Executive Order regulations in requiring that fringe benefit plans provide for either equal periodic benefits to members of each sex, or equal contributions by the employer for members of each sex (§ 86.38 imposes identical requirements for student benefit plans).

The Title VII regulation differs in that it prohibits payment of unequal periodic benefits on the basis of sex, and precludes employers from justifying unequal periodic benefits on the basis of differences in cost for males and for females. As applied to different life spans at particular ages between the sexes, and assuming equal contributions by all employees, Title VII implicitly requires payment of higher employer contributions for, and
The possibility of higher total benefits received by women. The Department of Labor is currently considering changes in the Executive Order regulations. One of the proposed changes would result in considering the fringe benefits of other employees with those in effect under Title VII. (See 38 FR 35336-38, December 27, 1973.)

The Secretary has considered a third alternative for possible adoption by the Department. That proposal would mandate the use of premium or rate tables which do not differentiate on the basis of sex, and would thus require both equal contributions and equal periodic benefits. The Secretary invites comment specifically on whether § 86.46(b)(2) should adopt the Executive Order approach, as it does presently, that of Title VII, or the third alternative as set forth above.

The regulation applies to part-time employees § 86.41(a)(2). The Secretary would consider part-time employees fringe benefits § 86.46(b) to require, where an institution's female permanent employees are disproportionately part-time or less-than-full-time workers, and the institution does not provide its permanent part-time employees fringe benefits proportionate to those offered full-time employees, regardless of the relative composition of a particular institution's part-time and full-time work forces or of the ratio of part-time and full-time employment among its female employees.

The Secretary sees no reason for treating disabilities relating to pregnancy differently from other temporary disabilities in the context of educational institutions. § 86.46(c) The Secretary would apply the Title VII regulation in requiring not only that disabilities related to pregnancy be considered a justification for leave, but that where an employer provides temporary disabilities under its fringe benefits or leave plan, disabilities related to pregnancy must be treated in the same manner as any other temporary disability.

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PROPOSED RULES

PART 86—NONDISCRIMINATION ON THE BASIS OF SEX UNDER FEDERALLY ASSISTED EDUCATION PROGRAMS AND ACTIVITIES

Subpart A—Introduction

§ 86.1 Purpose.

The purpose of this part is to effectuate Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.), which is designed to eliminate (with certain exceptions) discrimination on the basis of sex in any education program or activity receiving Federal financial assistance.

(22232)

As used in this part, the term—

(a) "Title IX" means Title IX of the Education Amendments of 1972, Pub. L. 92-318, 20 U.S.C. 1681 et seq.

(b) "Department" means the Department of Health, Education, and Welfare.

(c) "Secretary" means the Secretary of Health, Education, and Welfare.

(d) "Director" means the Director of the Office of Civil Rights of the Department.

(e) "Reviewing Authority" means a component of the Department delegated authority to appoint, and to review the decisions of, administrative law judges in cases arising under this part.

(f) "Administrative law judge" means a person appointed by the reviewing authority to preside over a hearing held under this part.

(g) "Federal financial assistance" means any of the following, when authorized or extended under a law administered by the Department:

(1) A grant or loan of Federal funds, including funds made available for:

(I) The acquisition, construction, renovation, restoration, or repair of a building or facility or any portion thereof;

(II) Remedial and affirmative action.

(2) Sale or transfer of property, including funds made available for:

(i) The acquisition, construction, renovation, restoration, or repair of a building or facility or any portion thereof;

(ii) Scholarships, loans, grants, wages and other funds extended directly or through another recipient and used by a recipient to offer a program of instruction or education to a diploma or an associate degree, or to student aid for any other purpose.

(iii) Scholarships, loans, grants, wages and other funds extended directly or through another recipient and used by a recipient to offer a program of instruction or education to a baccalaureate degree.

(iv) Scholarships, loans, grants, wages and other funds extended directly or through another recipient and used by a recipient to offer a program of instruction or education to a master's degree.

(v) Scholarships, loans, grants, wages and other funds extended directly or through another recipient and used by a recipient to offer a program of instruction or education to a professional degree.

(vi) Scholarships, loans, grants, wages and other funds extended directly or through another recipient and used by a recipient to offer a program of instruction or education to a doctoral degree.

(vii) Scholarships, loans, grants, wages and other funds extended directly or through another recipient and used by a recipient to offer a program of instruction or education to a degree in any field or program of study beyond the bachelor's degree.

(3) Any other contract, agreement, or arrangement, whether written or oral, which has as one of its purposes the provision of assistance to any education program or activity, except a contract of insurance or guaranty, under which any State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which provides an education program or activity which receives or benefits from such assistance, including any subunit, successor, assignee, or transferee thereof.

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This part applies to the following:

(1) "Applicant" means one who submits an application, request, or plan required to be approved by a Department official, or by a recipient, as a condition to becoming a recipient of Federal financial assistance.

(2) "Educational institution" means a local educational agency as defined by section 602 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2621).

(3) "Institution of higher education" means an institution which:

(a) Offers academic study beyond the bachelor's degree in any field or program of study beyond the bachelor's degree.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).

(4) "Institution of vocational education" means an institution which:

(a) Offers vocational education as defined in section 602 of the Vocational Education Act of 1963.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).

(c) "Institution of graduate higher education" means an institution which:

(a) Offers academic study beyond the bachelor's degree in any field or program of study beyond the bachelor's degree.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).

(5) "Institution of professional education" means an institution which:

(a) Operates an educational program or activity, except a program of instruction or education to a diploma or an associate degree, or to student aid for any other purpose, under which any State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which provides a program of instruction or education to a professional degree.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).

(6) "Institution of graduate professional education" means an institution which:

(a) Operates an educational program or activity, except a program of instruction or education to a diploma or an associate degree, or to student aid for any other purpose, under which any State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which provides a program of instruction or education to a professional degree.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).

(7) "Institution of professional education" means an institution which:

(a) Operates an educational program or activity, except a program of instruction or education to a diploma or an associate degree, or to student aid for any other purpose, under which any State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which provides a program of instruction or education to a professional degree.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).

(8) "Institution of graduate professional education" means an institution which:

(a) Operates an educational program or activity, except a program of instruction or education to a diploma or an associate degree, or to student aid for any other purpose, under which any State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which provides a program of instruction or education to a professional degree.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).

(9) "Institution of graduate professional education" means an institution which:

(a) Operates an educational program or activity, except a program of instruction or education to a diploma or an associate degree, or to student aid for any other purpose, under which any State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which provides a program of instruction or education to a professional degree.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).

(10) "Institution of professional education" means an institution which:

(a) Operates an educational program or activity, except a program of instruction or education to a diploma or an associate degree, or to student aid for any other purpose, under which any State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which provides a program of instruction or education to a professional degree.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).

(11) "Institution of graduate professional education" means an institution which:

(a) Operates an educational program or activity, except a program of instruction or education to a diploma or an associate degree, or to student aid for any other purpose, under which any State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which provides a program of instruction or education to a professional degree.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).

(12) "Institution of graduate professional education" means an institution which:

(a) Operates an educational program or activity, except a program of instruction or education to a diploma or an associate degree, or to student aid for any other purpose, under which any State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which provides a program of instruction or education to a professional degree.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).

(13) "Institution of graduate professional education" means an institution which:

(a) Operates an educational program or activity, except a program of instruction or education to a diploma or an associate degree, or to student aid for any other purpose, under which any State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which provides a program of instruction or education to a professional degree.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).

(14) "Institution of graduate professional education" means an institution which:

(a) Operates an educational program or activity, except a program of instruction or education to a diploma or an associate degree, or to student aid for any other purpose, under which any State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which provides a program of instruction or education to a professional degree.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).

(15) "Institution of graduate professional education" means an institution which:

(a) Operates an educational program or activity, except a program of instruction or education to a diploma or an associate degree, or to student aid for any other purpose, under which any State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which provides a program of instruction or education to a professional degree.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).

(16) "Institution of graduate professional education" means an institution which:

(a) Operates an educational program or activity, except a program of instruction or education to a diploma or an associate degree, or to student aid for any other purpose, under which any State or political subdivision thereof, any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and which provides a program of instruction or education to a professional degree.

(b) Receives Federal funds as defined in paragraph (k), (l), (m), or (n).
(o) "Administratively separate unit" means a school, department or college of an educational institution (other than a local educational agency) admission to which is independent of admission to any other component of such institution.

(p) "Admission" means selection for part-time, full-time, special, associate, transfer, exchange, or any other enrollment, or matriculation in or at an education program or activity operated by a recipient.

(q) "Student" means a person who has gained admission.

(r) "Transition plan" means a plan subject to the approval of the United States Commissioner of Education pursuant to section 901(a) (2) of the Education Amendments of 1972, under which an educational institution operates in making the transition from being an educational institution which admits only students of one sex to being one which admits students of both sexes without discrimination.

(SEC. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.3 Remedial and affirmative action.

(a) Remedial action. A recipient shall take whatever discriminatory action which would be prohibited by this part, including any investigation of any complaint communicated to such recipient alleging its noncompliance with this part, including any investigation of any complaint communicated to such recipient alleging its noncompliance with this part or alleging any actions which would be prohibited by this part or alleging any actions which would be prohibited by this part, and which receives or benefits from Federal financial assistance, shall prominently include a statement of the protections provided by Federal financial assistance to the recipient, and to admission thereto unless subpart C does not apply to the recipient, and that inquiries concerning the application of title IX and this part to such recipient may be referred to the employee designated pursuant to § 86.5, or to the Director.

(b) Remedial action. Each recipient shall implement specific and continuing steps to notify applicants for admission or employment, students, employees, or enrollees of applicants for admission or employment, and other participants, beneficiaries, and other interested persons, that it does not discriminate on the basis of sex in the education programs or activities which it operates, and that it is required by title IX of the Civil Rights Act of 1964 (42 U.S.C. 2000e et seq.) to such recipient and to admission thereto unless subpart C does not apply to the recipient, and that inquiries concerning the application of title IX and this part to such recipient may be referred to the employee designated pursuant to § 86.5, or to the Director.

§ 86.4 Assurance requirements.

(a) General. Every application for Federal financial assistance for any education program or activity shall contain as condition of its approval contain or be accompanied by an assurance from the recipient, satisfactory to the Director, that such education program or activity operated by the recipient and to which this part applies will be operated in compliance with this part.

(b) Duration of obligation. (1) In the case of Federal financial assistance extended to provide real property or structures thereon, such assurance shall obligate the recipient for the period during which it retains ownership or possession of the property.

(2) In the case of Federal financial assistance extended to provide personal property, such assurance shall obligate the recipient for the period during which it retains ownership or possession of the property.

(3) In all other cases such assurance shall obligate the recipient for the period during which Federal financial assistance is extended.

§ 86.5 Transfer of property.

(a) If a recipient sells or otherwise transfers property whole or in part with Federal financial assistance to a transferee which operates any education program or activity, and the Federal share of the fair market value of the property or principal on such sale or transfer properly accounted for to the Federal Government, both the transferor and the transferee shall be deemed to be recipients, subject to the provisions of subpart B.

(SEC. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.6 Effect of other requirements.

(a) Effect of other Federal provisions. The obligations imposed by this part are independent of obligations not to discriminate on the basis of sex imposed by Executive Order 11246, as amended; sections 790A and 845 of the Public Health Service Act (42 U.S.C. 2559–9 and 290b–2); title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000e et seq.); the Equal Pay Act (29 U.S.C. 206 and 207(d)); and any other Act of Congress or Federal regulation.

(b) Effect of State or local law or other requirements. The obligation to comply with this part is not obliterated or alleviated by any State or local law or other requirement which would render any applicant or student ineligible, or limit the eligibility of any applicant or student, on the basis of sex, to practice any occupation or profession.

(c) Effect of rules or regulations of private organizations. The obligation to comply with this part is not obliterated or alleviated by any rule or regulation of any organization, club, athletic or other league, or association which would render any applicant or student ineligible to participate, or limit the eligibility or participation of any applicant or student, on the basis of sex, in any education program or activity operated by a recipient and which receives or benefits from Federal financial assistance.

(SEC. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.7 Effect of employment opportunities.

The obligation to comply with this part is not obliterated or alleviated by the application of any occupation or profession are or may be more limited for members of one sex than for members of the other sex.

(SEC. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

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the policy of nondiscrimination described in paragraph (a) of this section, and require such representatives to adhere to such policy.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.15 Educational institutions eligible to submit transition plans.

(a) Application. This section applies to each educational institution to which subpart C applies which:

(1) Admitted only students of one sex as regular students as of June 23, 1972; or

(2) Admitted only students of one sex as regular students as of June 23, 1975, but thereafter admitted as regular students, students of the sex not admitted prior to June 23, 1965.

(b) Provision for transition plans. An educational institution to which this section applies shall not discriminate on the basis of sex in admission or recruitment in violation of subpart C unless it is carrying out a transition plan approved by the United States Commissioner of Education. A plan described in § 86.16, which plan provides for the elimination of such discrimination by the earliest practicable date but in no event later than June 23, 1979.

This part does not apply to an educational institution whose primary purpose is the training of individuals for a military service of the United States or for the merchant marine.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.14 Admissions.

(a) Administratively separate units. For the purposes only of this section, §§ 86.15 and 86.16, and subpart C, each administrative unit shall be deemed to be an educational institution.

(b) Application of subpart C. Except as provided in paragraphs (c) and (d) of this section, subpart C applies to each recipient. A recipient to which subpart C applies shall not discriminate on the basis of sex in admission or recruitment in violation of the subpart.

(c) Established exceptions. Except as provided in paragraph (d) of this section as to recipients which are educational institutions, subpart C applies only to institutions of vocational education, professional education, graduate higher education, and educational institutions of undergraduate higher education.

(d) Public institutions of undergraduate higher education. Subpart C does not apply to any public institution of undergraduate higher education which traditionally and continually from its establishment has had a policy of admitting only students of one sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.16 Transition plans.

(a) Submission of plans. An institution to which § 86.15 applies and which is composed of more than one administratively separate unit may submit either a single transition plan applicable to all such units, or a separate transition plan applicable to each such unit.

(b) Content of plans. In order to be approved by the United States Commissioner of Education, a transition plan shall:

(1) State the name, address, and Federal Intergency Committee on Educational Policies (FICEP) educational institution submitting such plan, the administratively separate unit to which the plan is applicable, and the name, address, and number of the person to whom questions concerning the plan may be addressed. The person who submits the plan shall be the chief administrator or president of the institution, or another individual legally authorized to bind the institution to all actions set forth in the plan.

(2) State whether the educational institution or administratively separate unit admits students of both sexes, as regular students, and if so, when it began to do so.

(3) Identify and describe with respect to the educational institution or administratively separate unit admits students of both sexes, as regular students, and if so, when it began to do so.

(4) Describe in detail the steps necessary to eliminate as soon as practicable each obstacle so identified and indicate how such steps and the individual directly responsible for their implementation.

(5) Include estimates of the number of students; by sex, expected to apply for, be admitted to, and enter each class during the period covered by the plan.

(c) Nondiscrimination. No policy or practice of a recipient to which § 86.16 applies shall result in treatment of applicants to or students of such recipient in violation of subpart C unless such treatment is necessitated by an obstacle identified in paragraph (b)(2) of this section and a schedule for eliminating that obstacle has been provided as required by paragraph (b)(4) of this section.

(d) Effects of past exclusion. To overcome the effects of past exclusion of students on the basis of sex, each educational institution to which § 86.15 applies shall include in its transition plan, and shall implement, specific steps designed to encourage individuals of the previously excluded sex to apply for admission to such institution. Such steps shall include instituting recruitment programs which emphasize the institution's commitment to enrolling students of the sex previously excluded.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§§ 86.17-86.20 [Reserved]

Subpart C-Discrimination on the Basis of Sex in Admission and Recruitment Prohibited

§ 86.21 Admission.

(a) General. No person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission, by any recipient to which this subpart applies, except as provided in §§ 86.15 and 86.16.

(b) Specific prohibitions. (1) In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies shall not:

(i) Give preference to one person over another on the basis of sex, or ranking applicants separately on such basis, or otherwise;

(ii) Apply numerical limitations upon the number or proportion of persons of either sex who may be admitted; or

(iii) Otherwise treat one individual differently from another on the basis of sex.

(2) A recipient shall not administer or operate any test or other criterion for admission which adversely affects any person on the basis of sex unless use of such test or criterion is shown to predict validly successful completion of the education program or activity in question.

(c) Prohibitions relating to marital or parental status. In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, a recipient to which this subpart applies:

(1) Shall not apply any rule concerning the actual or potential parental, familial, marital or nonmarital status of a student, or applicant which treats persons differently on the basis of sex;

(2) Shall not discriminate against or exclude any person on the basis of preg-
nancy, childbirth, miscarriage, abortion, or recovery therefrom, or establish or fail to apply any rule or practice which so discriminates or excludes;

(3) shall treat disabilities related to pregnancy, childbirth, miscarriage, abortion, or recovery therefrom in the same manner and under the same policies as any other temporary disability or physical condition; and

(4) shall not make pre-admission inquiry as to the marital status of an applicant for admission, including whether such applicant is "Mrs.," "Miss," or "Mrs."

A recipient which makes pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.


A recipient to which this subpart applies shall not give preference to applicants, on the basis of the sex of any educational institution or school or entity which admits as students only or predominantly members of one sex, if the giving of such preference has the effect of discriminating on the basis of sex in violation of this subpart.


(a) Comparable recruitment. A recipient to which this subpart applies shall make comparable efforts to recruit members of each sex, except that such recipient may be required to undertake additional recruitment efforts as remedial action pursuant to § 86.3(a), and may choose to undertake such efforts as affirmative action pursuant to § 86.3(b).

(b) Recruitment at certain institutions. A recipient to which this subpart applies shall not discriminate, in whole or in part, on the basis of sex in violation of this subpart.

(See Secs. 901, 902, Education Amendments of 1972, 85 Stat. 373, 374; 20 U.S.C. 1831, 1881) §§ 86.24-86.30 [Reserved]

Subpart — Discrimination on the Basis of Sex in Education Programs and Activities Prohibited

§ 86.31 Education programs and activities.

(a) General. Except as provided elsewhere in this part, no person shall, on the basis of sex, be excluded from participation in any education program or activity operated by a recipient or made available to such person, on the basis of sex, by its agents, employees, or student organization, or, by its students on such basis, in violation of this part.

(See Secs. 901, 902, Education Amendments of 1972, 85 Stat. 373, 374; 20 U.S.C. 1831, 1881) § 86.32 Housing.

(a) Generally. A recipient shall not, on the basis of sex, apply different rules or regulations, impose different fees or requirements, or offer different services or benefits related to housing, except as provided in this section (including housing provided by married students).

(b) Housing provided by recipient. A recipient may provide separate housing on the basis of sex.
PROPOSED RULES

§ 86.35 Financial and employment assistance to students.

(a) Provision of financial assistance. (1) In providing financial assistance to any of its students a recipient shall not:

(1) On the basis of sex provide different amounts or types of such assistance, limit such assistance which is of any particular type or source, apply different criteria, or otherwise discriminate;

(2) Through solicitation, listing, approval, provision of facilities, or other services assist any foundation, trust, agency, organization, or person which provides assistance to any such recipient's students in a manner which discriminates on the basis of sex.

(2) This paragraph does not apply to assistance by a recipient in the administration of a scholarship, fellowship, or other financial assistance program which discriminates on the basis of sex and is established under a design with trust, foundation, or other legal instrument, or by a foreign government.

(b) Assistance in making available employment. A recipient which assists any agency, organization, or person in making employment available to any of its students:

(1) Shall take such action as may be necessary to assure that such employment is made available without discrimination on the basis of sex; and

(2) Shall not render such services to any agency, organization, or person in which any discrimination on the basis of sex is made in making employment available to any of its students.

(3) A recipient which assists any agency, organization, or person in which any discrimination on the basis of sex is made in making employment available to any of its students shall not do so in a manner which violates subpart E.

(c) Employment of students. A recipient which employs any of its students shall take such action as may be necessary to assure that each employment opportunity is equal on the basis of sex and is established under a design with trust, foundation, or other legal instrument, or by a foreign government.

§ 86.36 Health and insurance benefits and services.

In providing a medical, hospital, accident, or life insurance benefit, service, policy, or plan to any of its students, a recipient shall not discriminate on the basis of sex, or provide such benefit, service, policy, or plan in a manner which would violate subpart E if it were provided to employees of the recipient. This section shall not prohibit a recipient from providing any benefit or service which may be used by a different proportion of students of one sex than of the other, including family planning services.

§ 86.37 Marital or parental status.

(a) Status generally. A recipient shall not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
proposed rules

§ 86.44 Compensation.

A recipient shall not make or enforce any policy or practice which, on the basis of sex;

(a) Makes distinctions in rates of pay or other compensation;

(b) Requires any person to perform duties for which compensation is lower than that for performance in a different position;

(c) Requires any person to perform duties for which compensation is lower than that for performance in a different position;

(d) Makes any person subject to a position description under which compensation is lower than that for performance in a different position;

(2) In a different position entailing duties similar to those set forth in such position description.

( Sec. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)§ 86.45 Job classification and structure.

A recipient shall not:

(a) Classify a job as being for males or for females;

(b) Maintain or establish separate lines of progression, seniority lists, career ladders, or tenure systems based on sex;

(c) Maintain or establish separate lines of progression, seniority systems, career ladders, or tenure systems for similar jobs, position descriptions, or job requirements which operate to classify persons on the basis of sex, unless sex is a bona fide occupational qualification for the positions in question as set forth in § 86.51.

( Sec. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)§ 86.46 Fringe benefits.

(a) "Fringe benefits" defined. For purposes of this part, "fringe benefits" means any medical, hospital, accident, life insurance, retirement, leave, sick leave, seniority, apprenticeship, pension, profit-sharing, or bonus plan, leave, and any other benefit or service of employment not subject to the provisions of § 86.44.

(b) Prohibitions. A recipient shall not:

(1) Discriminate on the basis of sex with regard to making fringe benefits available to employees or make fringe benefits available to spouses, families, or dependents of employees differently upon the basis of the sex of the employee's sex;

(2) Administer, operate, offer, or participate in a fringe benefit plan which does not provide either for equal periodic benefits for each sex or for equal contributions to the plan by such recipient for members of each sex; and

(3) Administer, operate, offer, or participate in a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex or which otherwise discriminates in benefits on the basis of sex.

( Sec. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)§ 86.47 Maternal or parental status.

(a) General. A recipient shall not apply any policy or take any employment action:

(1) Concerning the potential marital, parental, or family status of an employee or employee for whom employment which treats persons differently on the basis of sex; or

(2) Which is based upon whether an employee or family or employee for whom employment makes the head of the household a principal wage earner in such employee's or applicant's family unit.

(b) Pregnancy. A recipient shall not discriminate against or exclude from employment an applicant for employment on the basis of pregnancy, or establish or follow any policy or practice which so discriminates or excludes.

For the purpose of this subpart, "pregnancy" means the entire period of pregnancy, childbirth, and recovery therefrom, and includes false pregnancy, miscarriage, and abortion.

(c) Pregnancy as a temporary disability. A recipient shall treat disabilities caused by or contributed to by pregnancy as temporary disabilities for all job-related purposes, including commencement, duration and extensions of leave, payment of disability income, accrual of seniority and any other benefit or service, and reinstatement, and under any fringe benefit offered to employees by virtue of employment.

(d) Notification of and return from pregnancy leave. In complying with this section, a recipient shall require any employee:

(1) Begin leave related to pregnancy within 60 days of the employee's physician certifies in writing that she is physically capable of performing her duties, provided that a pregnant employee shall notify her employer in writing of her expected date of delivery, at least 120 days prior to such date; or

(2) Return to her employment after a leave related to pregnancy of not more than two weeks after the employee's physician certifies in writing that she is physically capable of performing her duties, or in the case of any employee who is on leave at the time of any employment opportunity which arises before the employee is reinstated or who is not employed at the time of the employee's return, to give the employee to:

(1) Not discriminate on the basis of sex in violation of this subpart.

(2) Maintain or establish separate lines of progression, seniority lists, career ladders, or tenure systems based on sex;

(3) Maintain or establish separate lines of progression, seniority systems, career ladders, or tenure systems for similar jobs, position descriptions, or job requirements which operate to classify persons on the basis of sex, unless sex is a bona fide occupational qualification for the purposes in question as set forth in § 86.51.

( Sec. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)§ 86.48 Effect of State or local law or other requirement.

(a) Prohibitory requirements. The obligation to comply with this subpart is not obviated or alleviated by the existence of any State or local law or other requirement which imposes prohibitions or limits upon employment of members of one sex which are not imposed upon members of the other sex.

(b) Benefits. A recipient which provides any compensation, service, or benefit to members of one sex pursuant to a State or local law or other requirement shall provide the same compensation, service, or benefit to members of the other sex.

( Sec. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)
§ 86.49 Advertising.
A recipient shall not in any advertising related to employment indicate preference, limitation, specification, or discrimination based on sex unless sex is a bona fide occupational qualification for the particular job in question.

§ 86.50 Pre-employment inquiries.
(a) Marital status. A recipient shall not make pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Mr., Miss, Mrs."

(b) Sex. A recipient may make pre-employment inquiry as to the sex of an applicant for employment, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

§ 86.51 Sex as a bona fide occupational qualification.
A recipient may take action otherwise prohibited in this part to the fullest extent practicable to ensure that sex is a bona fide occupational qualification for that action, such action being necessary to ensure that sex is a bona fide occupational qualification for that action is essential to successful operation of the employment function concerned. A recipient shall not take action pursuant to this section which is based upon alleged comparative employment characteristics or stereotyped characteristics of one or the other sex, or upon preference based on sex of the recipient, employees, students, or other persons, but nothing contained in this section shall prevent a recipient from considering an employee's sex in relation to employment in a locker room, or toilet facility used only by members of one sex.

§§ 86.52-86.60 [Reserved]
Subpart F—Procedures
§ 86.61 Compliance information.
(a) Cooperation and assistance. The Director will to the fullest extent practicable seek the cooperation of recipients in obtaining compliance with this part and will provide assistance and guidance to recipients to help them comply voluntarily with this part.

(b) Compliance reports. Each recipient shall keep such records and submit to the Director timely, complete and accurate compliance reports at such times, and in such form and containing such information, as the Director may determine to be necessary to enable him or her to ascertain whether the recipient has complied or is complying with this part. For example, recipients shall have available for inspection and other data showing the extent to which members of the different sexes are students, employees or other beneficiaries of or participants in federally-assisted programs and activities. In the case of any such program or activity under which one recipient extends Federal financial assistance to any other recipient, such other recipient shall also submit such compliance reports to the primary recipient as may be necessary to enable the primary recipient to carry out its obligations under this part.

(c) Access to sources of information. Each recipient shall permit access by the Director to all reasonable business hours to such of its books, records, accounts, and other sources of information, and its facilities, and shall permit the Director to make copies of or such written information, as may be pertinent to ascertain compliance with this part. Where any information required of a recipient is in the exclusive possession of any other agency, institution or person and such agency, institution or person fails or refuses to furnish such information the recipient shall so certify in its report and shall state the efforts it has made to obtain the information. Alleged considerations of privacy or confidentiality may not operate to bar the Department from evaluating or seeking to enforce compliance with this part. Information of a confidential nature obtained in connection with compliance evaluation or enforcement will not be disclosed except the Department shall disclose any information where necessary in formal enforcement proceedings or where otherwise required by law.

(3) Investigation procedures. The Director will to the fullest extent practicable make prompt investigation whenever, or to any individual for the purpose of interfering with any right or privilege secured by the Title IX of the Education Amendments of 1972 or this part, or because he or she has made a complaint, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under this part. The Director shall not in any case give or permit to be given any information which is not pertinent to such investigation, proceeding, or hearing under this part. The identity of complainants will be kept confidential by the Department except to the extent necessary to carry out the purposes of this part, including the conduct of any investigation, proceeding, or hearing arising thereunder, or where otherwise required by law.

§ 86.62 Conduct of investigations.
(a) Periodic compliance reviews. The Director will from time to time review the practices of recipients to determine whether they are complying with this part.

(b) Complaints. Any person who believes himself or herself or any specific class of individuals to be subjected to discrimination prohibited by this part may file a complaint with the Department or by a representative file with the Department a written complaint. A complaint must be filed not later than 180 days from the date of the alleged discrimination, unless the time for filing is extended by the Department, or unless the alleged discrimination took place after June 30, 1972, but prior to the effective date of this part. The Department shall notify each complainant promptly, in writing, that the complaint has been received.

(c) Investigations. The Director will make a prompt investigation whenever a complaint review, report, complaint, or any other information indicates a possible failure to comply with this part. The investigation will include, where appropriate, a review of the pertinent practices and policies of the recipient, the circumstances under which the possible noncompliance with this part occurred, and other factors relevant to a determination as to whether the recipient has failed to comply with this part.

(d) Resolution of matters. (1) If an investigation pursuant to paragraph (c) of this section indicates that the recipient has failed to comply with this part, the Director will so inform the recipient and the complainant, if any, and the matter will be resolved by informal means whenever possible. If it has been determined that the matter cannot be resolved by informal means, action will be taken as provided in § 86.63.

(2) If, after an investigation pursuant to paragraph (c) of this section, it appears that action pursuant to paragraph (d) (1) of this section is not warranted, the Director will so inform each complainant, in writing, and will give each complainant the opportunity to submit additional information, orally or in writing. Such information will be reviewed promptly and the Director will notify the complainant, in writing, of what action appears to be warranted in light of the information.

(3) If after an investigation pursuant to paragraph (c) of this section or action required by paragraph (d) (2) of this section, it appears that action pursuant to paragraph (d) (1) of this section is not warranted, the Director will so inform the recipient and each complainant, in writing.

(e) Retaliodatory or retaliatory acts prohibited. Each recipient shall permit the Director to interview any of its students or employees or to receive any pertinent information from any individual for the purpose of enforcing any right or privilege secured by the Title IX of the Education Amendments of 1972 or this part, or because he or she has made a complaint, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under this part. The identity of complainants will be kept confidential by the Department except to the extent necessary to carry out the purposes of this part, including the conduct of any investigation, proceeding, or hearing arising thereunder, or where otherwise required by law.
comply with a requirement imposed by or pursuant to that section, Federal financial assistance shall become effective in accordance with the procedures of paragraph (c) of this section. The Department will not be required to provide assistance in such a case during the pendency of the administrative proceedings under such paragraph except that the Department will continue assistance during the pendency of the proceedings under such paragraph where assistance is due and payable pursuant to an application therefore approved prior to the effective date of this part.

(c) Termination of or refusal to grant or to continue Federal financial assistance. No order suspending, terminating or refusing to award or continue Federal financial assistance will become effective until (1) the Director has advised the applicant or recipient of its failure to comply and has determined that compliance cannot be secured by voluntary means; (2) there has been a finding on the record, after opportunity for hearing, of a failure by the applicant or recipient to comply with a requirement imposed by or pursuant to this part; and (3) 30 days have expired after the Secretary has filed with the committee of the Senate having legislative jurisdiction over the program involved, a full written report of the circumstances and the grounds for such action. Any action to suspend or terminate Federal financial assistance shall be limited to the particular political entity, or part thereof, or other applicant or recipient as to whom such a finding has been made and shall be limited in its effect to the particular education program or activity or part thereof in which such noncompliance has been so found.

(d) Other means authorized by law. No action to effect compliance by any other means authorized by law will be taken until (1) the Director has determined that compliance cannot be secured by voluntary means; (2) the recipient or other person and the complainant, if any, has been notified of the recipient's failure to comply and of the action to be taken to effect compliance, and (3) the expiration of at least 10 days from the mailing of such notice to the recipient or other person. During this period of at least 10 days additional efforts will be made to persuade the recipient or other person to comply with this part and to take such corrective action as may be appropriate.


§ 86.64 Hearings.

(a) Opportunity for hearing. Whenever an opportunity for a hearing is required by § 86.63 (c), responsible notice will be given by registered or certified mail, return receipt requested, to each affected applicant or recipient. This notice will advise such applicant or recipient of the action proposed to be taken, the appeal under which the proposed action is taken to be set, and the matters of fact or law asserted as the basis for this action, and either (1) fix a date not less than 20 days after the date such notice is mailed to the applicant or recipient or request that a hearing be held by an administrative law judge; or (2) certify or register mail addressed to the Director, that the matter be scheduled for a hearing, and such party shall have the right to appear and testify as a witness on the Government's behalf, attends at a time and place scheduled for a hearing proceeding, may be reimbursed for his or her travel and such expenses of attendance in an amount not to exceed the amount payable under the standardized travel regulations to a Government employee traveling on official business.

(b) Time and place of hearing. Hearings will be held before an administrative law judge designated in accordance with 5 U.S.C. 3109 and 3144. Hearings will be held at such places as the Department in Washington, D.C. at a time fixed by the Director unless the administrative law judge determines that the convenience of the applicant or recipient or of the Department requires that another place be selected.

(c) Participation as amicus curiae. Each individual complainant, and each organization or group which has filed a complaint on behalf of one or more individuals pursuant to § 86.63 (b), and each such complainant, organization, or group will be advised of the time and place of the hearing. An applicant or recipient may waive a hearing and submit written information and argument for the record. The failure of an applicant or recipient to request a hearing for which a date has been set shall be deemed to be a waiver of the right to a hearing under section 902 of the Education Amendments of 1972 and § 86.63 (c) of this section. In making a decision on the basis of such information as may be filed as the record.

(d) Right to counsel. In all proceedings under this section, the recipient shall have the right to be represented by counsel.

(e) Procedures, evidence, and record. (1) The hearing, decision, and any administrative review thereof shall be conducted in accordance with §§ 86.54-857 and in accordance with such rules of procedure as are proper (and not inconsistent with this section) relating to the conduct of the hearing, giving of notice, subsequent to those provided for in paragraph (a) of this section, taking of testimony, exhibits, arguments and briefs, request for findings, and other related matters. Both the Department and the recipient shall be entitled to introduce all relevant evidence on the issues as stated in the notice for hearing or as determined by the officer conducting the hearing at the outset of or during the hearing. Any person (other than a Government employee on official business) who, having been invited to appear and testify as a witness on the Government's behalf, attends at a time and place scheduled for a hearing proceeding, may be reimbursed for his or her travel and such expenses of attendance in an amount not to exceed the amount payable under the standardized travel regulations to a Government employee traveling on official business.

(2) Technical rules of evidence shall not apply to hearings conducted pursuant to this part, but rules or principles designed to assure production of the most credible evidence available and to subject testimony to test by cross-examination shall be applied where reasonably necessary by the hearing officer in conducting the hearing. The hearing officer may exclude irrelevant, immaterial, or unduly repetitious evidence. All documents, rules, or evidence offered or taken for the record shall be open to examination by the parties and opportunity shall be given to refute facts and arguments advanced on either side of the issues. A transcript shall be made of the oral evidence except to the extent the substance thereof is stipulated for the record. All decisions shall be based upon the hearing record and written findings shall be made.

(f) Consolidated or joint hearings. In cases in which the same or related facts are asserted to constitute noncompliance with this part with respect to two or more programs to which this part applies, or noncompliance with this part, and the regulations of one or more other Federal departments or agencies issued under title IX, the Director may, by agreement with such other departments or agencies, when applicable, provide for the conduct of consolidated or joint hearings, and for the application to such hearings of rules of procedures not inconsistent with this part. Final decisions in such cases, insofar as this regulation is concerned, shall be made in accordance with § 86.65.


§ 86.65 Decisions and notices.

(a) Decisions by administrative law judges. Within 30 days after a hearing is held by an administrative law judge such administrative law judge shall either make an initial decision, if so authorized, or certify the entire record including its exhibits, arguments, and briefs to the reviewing authority for a final decision, and a copy of such initial decision or certification shall be mailed to the applicant or recipient and to the complainant, if any. Where the initial decision referred to in this paragraph or in paragraph (c) of this section is made by the administrative law judge, the applicant or recipient or the Department may within 20 days after is-
PROPOSED RULES

Secretary's decision to undertake such review will be communicated in writing within 30 days after the issuance of the reviewing authority's decision, where applicable, including amicus curiae. Failure of an applicant or recipient to file an exception with the reviewing authority or to request review under this paragraph shall not be deemed a failure to exhaust administrative remedies for the purpose of obtaining judicial review.

(i) Final agency action for purposes of judicial review. (1) Except as provided in paragraph (f) (2) of this section, a decision under this section will become final on the 31st day following its issuance unless review by the Secretary is requested prior to such day under paragraph (e) of this section, or unless the Secretary undertakes review on his or her own motion prior to such day under paragraph (e) of this section; or on the 31st day following its issuance unless review by the Secretary is requested prior to such day pursuant to paragraph (e) of this section, unless the Secretary prior to such day grants such review.

(ii) A decision by the reviewing authority pursuant to paragraph (b) of this section will become final on the 31st day following its issuance unless review by the Secretary is requested prior to such day under paragraph (e) of this section, unless the Secretary prior to such day grants such review.

(iii) A decision of the Secretary under paragraph (e) of this section will become final on the day following its issuance.

(iv) A decision to terminate or to refuse to grant or continue Federal financial assistance, which would otherwise constitute the final decision of the Department and final agency action pursuant to paragraph (f) (1) of this section, shall not constitute such action until the Secretary transmits it as such to the appropriate Congressional committees with the report required under section 903 of the Education Amendments of 1972.

(g) Content of orders. The final decision may provide for suspension or termination of, or refusal to grant or continue Federal financial assistance, in whole or in part, to which this part applies and may contain such terms, conditions, and other provisions as are consistent with and will effectuate the purposes of title IX and this part, including provisions designed to assure that no Federal financial assistance to which this part applies will thereafter be extended to the applicant or recipient determined by such decision to be in default in its performance of an assurance given by it pursuant to this part, or to have otherwise failed to comply with this part unless and until it corrects its noncompliance and satisfies the Director that it will fully comply with this part.

(b) Decisions on record or review by the reviewing authority. Whenever a record is certified to the reviewing authority for decision or it reviews the decision of an administrative law judge pursuant to paragraph (a) or (c) of this section, the applicant or recipient shall be given reasonable opportunity to file with it briefs or other written statements of its contentions, and a copy of the final decision of the reviewing authority shall be given in writing to the applicant or recipient and to the complainant, if any.

(c) Decisions on record or review. Whenever a hearing is waived pursuant to § 86.64(a) the reviewing authority shall make its final decision on the record or refer the matter to an administrative law judge for an initial decision to be made on the record. A copy of such decision shall be given in writing to the applicant or recipient, and to the complainant, if any.

(d) Rulings required. Each decision of an administrative law judge or reviewing authority shall set forth a ruling on each finding, conclusion, or exception presented, and shall identify the requirements or requirements imposed by or pursuant to this part with which it is found that the applicant or recipient has failed to comply.

(e) Review in certain cases by the Secretary. If the Secretary has not personally made the final decision referred to in paragraph (a), (b), or (c) of this section, a recipient or applicant or the Department may, within 30 days after issuance of the final decision by the reviewing authority, request the Secretary to review such decision. Such review is not a matter of right and will be granted only where the Secretary determines there are special and important reasons therefor. The Secretary's decision to undertake or not to undertake review will be communicated in writing, within 30 days after such request, to each party, including amicus curiae, if any. The Secretary may grant or deny such request, in whole or in part. He or she may also review such a decision upon his or her own motion in accordance with rules of procedure issued by the Director. The
DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE

Wee of
the Secretary

45 CFR Part 86

EDUCATION PROGRAMS

Nondiscrimination on the Basis of Sex

The Department published on June 20, 1974, a notice of proposed rulemaking to add Part 86 to the Departmental regulation to effect Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.) with regard to Federal financial assistance administered by the Department. The purpose of the present notice is to invite public comment on proposed additional language to clarify § 86.34(a) of the proposed regulation relating to nondiscrimination in course offerings.

As proposed, section 86.34(a) reads as follows:

(a) Course offerings. A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

Immediately after the text of the proposed regulation was made public on June 18, 1974, the Department received numerous inquiries as to whether § 86.34(a) permitted elementary and secondary schools to present separately to boys and girls brief presentations in the area of sex education. Although the language of the proposed regulation precludes such separation, I have not intended it to do so in the area of sex education. Sex education is perhaps the only area of instruction in which the subject of instruction necessarily deals explicitly with the sexual functions. In view of personal and parental attitudes concerning the subject, and because rights of privacy on these matters, desired by both students and their parents may well be invaded by requiring mixed classes on sex education, school administrators, for reasons not applicable to other subjects, might properly decide that some of or all of such sessions be conducted separately for boys and girls. In order that the public may have an opportunity to comment on specific language in this connection, I hereby give notice that I propose to insert in the final regulation, when published, a proviso at the end of the present text of proposed § 86.34 to read as follows:

Provided, That elementary and secondary schools' sessions involving sex education may be conducted for boys and girls separately.

Comments on the language here proposed will be considered along with other comments on the proposed regulations received before October 15, 1974. Comments received after that date will be considered until the regulation is prepared in final form. The proposal may be changed in light of comments received.

Part 86, together with this proposed change in language thereof, is proposed


Dated: July 8, 1974.

CASPAR W. WEINBERGER,
Secretary.
APPENDIX G-4


Cogent Associates
575 Ewing Street
Princeton, N.J. 08540

A pamphlet designed to inform women of their basic rights and responsibilities in the world of work.
APPENDIX H

WORKSHOP EVALUATION
Appendix H

WORKSHOP IN PROVIDING EQUAL CAREER OPPORTUNITY EVALUATION

DID THE WORKSHOP:

1. Make you more aware of sex-stereotyping in career planning?

2. Give you information about how equal educational opportunity legislation applies to career education and/or career counseling?

3. Provide you with sufficient information to evaluate programs and materials for sex-bias?

4. Help you develop some practical ideas on how to combat sex-role stereotyping in career selection?

5. Acquaint you with materials and other resources to use in providing programs to combat sex-role stereotyping in career education?

COMMENTS/SUGGESTIONS:
GUIDE EVALUATION

WORKSHOP IN PROVIDING EQUAL CAREER OPPORTUNITY

1. Was the format of the guide easy to use?

2. Did the guide provide you with all essential information?

3. Did the guide provide enough flexibility to meet your needs?

ADDITIONAL COMMENTS:

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