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The Montana Women's Resource

Women and Education

A Study of Sex-Role Sterotyping In Reading Text Books

Jane Jelinski

In August, 1976, Dr. Louise Hale (sociologist, M.S.U.) and Jane Jelinski, (homemaker and retired elementary school teacher) completed a study in sex-role stereotyping in K through 6 Reading Text Books used in the Bozeman Public School System. The study was sponsored by the Gallatin County Women's Political Caucus.

Sexism is defined in the study as the "consistently used, primarily negative stereotypes of females and the contrasting, more positive stereotypes of males, which are common to almost every member of our society."

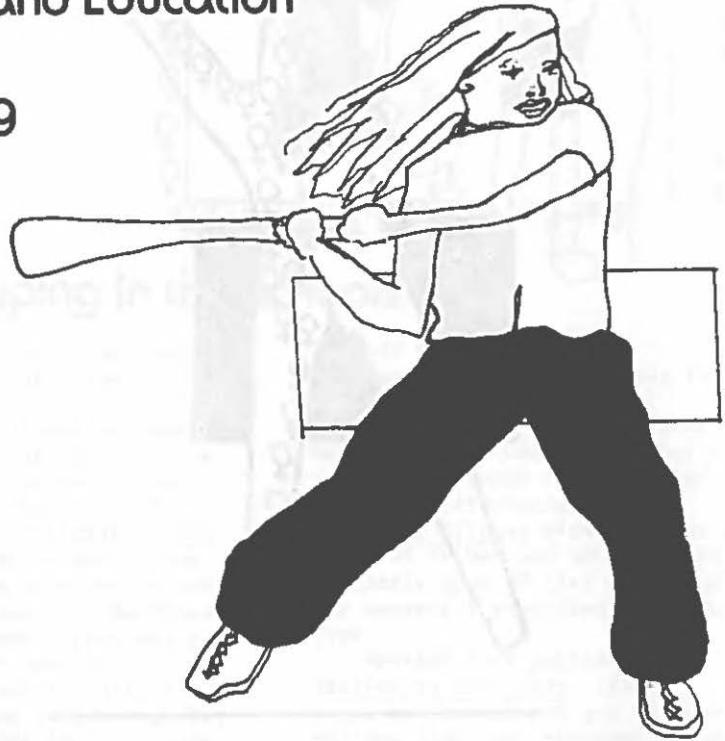
The approach used was to set up eleven categories relevant to these stereotypes, and to tabulate the incidence of these sexist behaviors and attitudes for each character of each story. The categories were these: 1) Number of main characters, male and female; 2) Number of minor characters, male and female; 3) Positive character traits of creativity, bravery, curiosity, adventuresomeness, independence, and competitiveness; 4) Negative character traits of fearfulness, dependency, and belligerence; 5) Direct references to physical characteristics; 6) Illustrations which included comparative size of children, active and passive characters, animated faces and passive faces; 7) Friendships, male-male, female-female, and male-female; 8) Characters who were the subject of compliments; 9) Success-Failure; 10) Subjects of biographies; 11) Occupations held by males and females.

In every category analyzed, the cultural stereotypes for male and female were reiterated over and over again. For example, male main characters outnumbered females by nearly three to one; males displayed more positive characteristics and females displayed more negative characteristics. The most disturbing element found in the study was the

hideous image of adult females. They were consistently shown to be incompetent, belligerent, boring and insensitive.

How this kind of message affects children is a major concern. It is documented statistically that at the earliest years of elementary school, girls outscore boys in virtually every area of academic endeavor. By the end of high school the scores are reversed and boys outscore girls. The content of textbooks cannot be discounted as a factor contributing to this reversal. Girls learn in story after story that if they are feminine they stand and watch and look pretty while the boys explore, achieve and excel. If boys learn in the same stories that they are constantly aggressive and physically active if they are truly masculine, some of them use those traits positively and achieve, while others rebel against the necessary order and discipline of the classroom and become our "problem children".

The study makes a series of recommendations for alleviating the sexist impact of the stories. One of the recommendations is that all teachers educate themselves and their students to the reality of sexism in our society and its deleterious effects on persons of both sexes. There



are virtually no truly non-sexist reading series available at this time, and there won't be, until publishers are made aware of our concern.

If you would like a copy to the study, write to Dr. Louise Hale, 611 N. Tracy, Bozeman MT 59715, or Jane Jelinski, 433 N. Tracy, Bozeman MT 59715. A fee of \$2 is required to cover copying and mailing expenses.

ASSERTIVENESS TRAINING LEADERSHIP SKILLS WORKSHOP

Assertiveness Training Leadership Skills Workshop for those who are interested in gaining skills for leading women's assertiveness groups and workshops. April 20-22, University of Montana, Women's Resource Center. Fee: \$40, time payment plans available. Workshop facilitator - Judy Smith; sponsored by the Montana Assertiveness Training Collective for Women. For more information and registration, call 243-4153 or 728-3041.

Math Anxiety is a Curable Disease



Judy Smith

I always liked math. It was fun and I was good at playing games. I didn't really notice that fewer and fewer girls were in my classes until I reached trigonometry. My Mom always told me she couldn't do math and my older sister didn't like it either. But I ignored all that.

By the time I got to college it was really obvious. There were only two of us female chemistry majors in my class. Very few women were taking calculus and many of those dropped out. I sort of liked being exceptional but I couldn't understand why girls were so dumb at math and science.

I've given those questions and experiences a lot of thought in the ten years I've been a part of the women's movement. I've become very aware of many of my friends' dislike and fear of mathematics and their avoidance of all areas that include math (like science and engineering). Studying sex role stereotypes and their effects on kids, I've become convinced that male and female brains work the same but that girls learn to fear and avoid math. Now when I talk to my friends about math, they all come up with examples of messages they received either from

parents, teachers of friends, that they couldn't or shouldn't do well in math.

New research shows that girls like and do as well at math as do boys until junior high. However, large numbers of elementary and secondary school teachers and counselors, as well as the students themselves, feel that boys are better than girls at math. This stereotype continues on into the adult population with all the Blondie jokes about women who can't even balance their own checkbooks.

After junior high, when math becomes optional, girls begin to avoid math and consequently all fields that require a math background. Math avoidance by girls seriously affects their life choices as evidenced by a study by Lucy Sells at Berkeley. Sells found that 92% of the females and 43% of the males in the entering class were excluded from 75% of the major fields of study due to math avoidance in high school. The remaining 25% of the majors were the traditional subjects usually selected by women.

In the last three years, many people around the country have begun to develop programs to help women get over their math anxiety

and to encourage girls to pursue rather than avoid math related careers. The success rate of these programs is really exciting.

Workshops to alleviate math anxiety and special classes to desensitize women to math and help them develop positive feelings about their math abilities have been offered to help them learn to build positive attitudes towards math among their students and to develop strategies to promote student interest in math and science careers. Special math clinics have been set up to provide information and resources in the areas of math anxiety and avoidance. Some places to write for more information: Equals, Lawrence Hall of Science, Univ. of California, Berkeley CA 94720; Math Clinic, Rm. 547, Science Tower, Wesleyan Univ., Middletown Conn.; Mind Over Math, 370 Riverside Dr., New York, NY 10025.

Math anxiety workshops are not yet available to women in Montana, but several of us are considering model programs. If you are interested, contact Judy Smith, 315 S. 4th E., Missoula MT 59801.

SEX ROLE STEREOTYPE WORKSHOP

Betsy Hess

A Workshop entitled 'Male and Female Sex Roles: Facts, Attitudes,

A workshop entitled "Male and Female Sex Roles: Facts, Attitudes and Actions" is available from the Women's Resource Center, at a price of \$2.00 to cover the costs of reproduction.

This workshop kit contains complete directions and materials for a five hour, one day workshop, or a five week workshop with weekly meetings of from one to one-and-one-half hours. It is suitable for use with women or mixed sex groups, high school aged and above who are just beginning to become interested in feminism. It is designed to be used in conjunction with a film, "And Everything Nice", available from IMS, University of Montana.

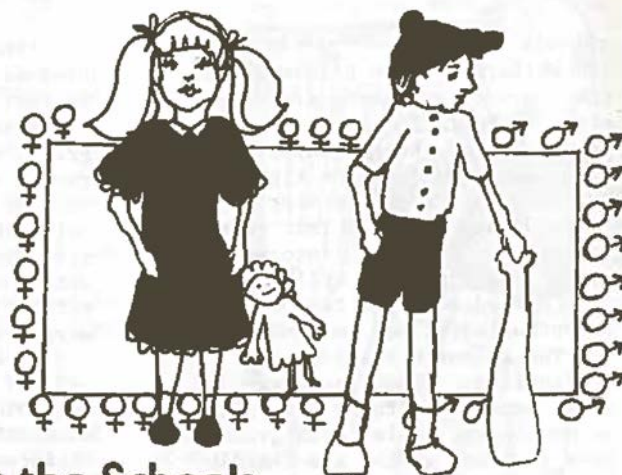
It is hoped that this kit will enable interested persons who have little or no experience in leading workshops to be able to initiate a program of their own, without having to wait for "experts" from Missoula or elsewhere to have to travel to their communities when they find the time. Maybe this way some of the more isolated areas of the state

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can come to feel a little less isolated, as they learn to create their own women's programs and groups where they live.

I will be happy to provide advice to anyone using the kit. Contact: Betsy Hess, Clinical Psychology Dept., U. of Montana, Missoula MT 59812. Phone: 243-4523



Resource List for Sex-Role Sterotyping In the Schools

Kathleen Clowers

Following are brief reviews of some current materials for combating sexism in education. For a more complete bibliography/resource list, contact the Women's Resource Center, Univ. of Montana.

TABS; Aids for Ending Sexism in School. 744 Carrol St., Brooklyn NY 11215. \$8.50 to individuals, \$17.00 to institutions. Published 4 times during the school year.

TABS is what teachers have been waiting for: a periodical for K-12 educators devoted to practical aids--lesson plans, posters, awareness exercises and more--for ending sex-role stereotyping in the classroom. Now 3 issues into publication, TABS gives every sign of being a valuable resource.

Among TABS regular features are lesson plans, exercises and ideas for the nonsexist classroom. Some, like the "Living Biography" unit, are designed to enhance student awareness of the historic achievements of women. Other lesson plans focus directly on sex-role stereotypes held by the students. Perhaps most exciting of all are the "indirect approach" materials. These attempt to alter student sexism in a non-didactic manner, as in a weather reporting project designed to develop leadership potential in a girl student by having her read and interpret various instruments to the class daily.

The TABS posters (two per issue) share the diversity, originality, and subtlety of the lesson plans. Phillip and Miranda make holiday cookie ornaments; Susan B. Anthony's birthday is celebrated; kids learn that "Snakes can't wiggle their ears." (Because they don't have any, of course; this factual, funny discussion of snakes is illustrated with a small girl nose-to-nose with a friendly garter snake.)

Both teachers and concerned parents will be interested in TABS's reviews of text series that their schools may be considering. Also of interest are the news briefs and reviews of new publications in the field of nonsexist education. Finally, TABS will carry regular descriptions of programs that have been successful elsewhere, such as the Syosset, New York "Discovery" program, a highly effective combination of Home Economics and Industrial Technology at the junior high level. Although TABS is a bit slim for the price, it's all useable material--no fat--and TABS earns high marks for its pragmatic understanding of what teachers need. It's well worth the cost of a subscription.

Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools. 1977. Available from PEER, 1029 Vermont Ave. NW, Suite 100, Washington DC 20005. Free.

You'd like to end a sexist practice in a local school. But how? You may know what the law says--generally--about equality of opportunities and facilities. But what to do about it? How do you gather evidence documenting discrimination? And how do you insure that your work will have and impact--that you'll get results, not a runaround?

Cracking the Glass Slipper is a comprehensive guide to effective action in your local schools. Published by NOW's PEER (Project on Equal Education Rights), the guide is a distillation of years of practical experience and careful legal research. The packet of readable, concise booklets covers, step by step, the techniques for:

--conducting a review of your school's compliance with Title IX (the federal law banning sex discrimination in schools) in a var-

ity of areas;

--preparing a report on your findings;

--and creating a plan of action based on your findings and tailored to your groups resources and political orientation.

Glass Slipper also includes a Title IX Primer and an excellent, regularly updated list of resources for nonsexist education. All for free!

Another PEER publication, Stalled at the Start, (\$1.00 a copy, or free if you get on their mailing list) has documented how HEW has failed in its task of acting on discrimination complaints. PEER states, "To make Title IX really work...people need to take a good look at their own local schools. They need to find out what should be happening, is happening." Cracking the Glass Slipper is an invaluable tool for such efforts.

Undoing Sex Stereotypes; Research and Resources for Educators. 1976. Marcia Guttentag and Helen Bray. McGraw-Hill. \$5.95.

So far, most teachers working to change sexist attitudes in children have functioned in a professional vacuum. Individual experimentation based on a feel for what might work has been a necessity in the absence of serious, accessible research. What will work with this age group? Will girls and boys respond alike, and are their values alike to begin with? In reporting their findings in the area of sex-role attitude change, Guttentag and Bray have given educators a more solid foundation for their efforts.

Undoing Sex Stereotypes presents the findings, curriculum, and resource materials of the Nonsexist Intervention Project. Working with classroom teachers,

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the six week project reached over 400 children at the kindergarten, fifth grade, and ninth grade levels. While these teachers generally achieved the project's stated purpose, "to modify the rigidity of children's sex-role stereotypes", the findings indicate that it's not an easy process. Intervention must be substantial, well planned, and carried out by a teacher who is enthusiastic and knowledgeable.

The research results are fascinating. Kindergarteners are quite open to learning occupational nonsexism, while ninth grade boys (but not girls) are rigidly stereotypical and almost impervious to change. Most children are generally nonsexist about themselves, but generally sexist about same sex peers, and very sexist about opposite sex peers.

However, the authors were not content simply to report their findings. Undoing Sex Stereotypes includes objectives, curriculum, and attitudinal measurement devices used for the various grade levels. Most of the activities could be used over a span of several grades; these chapters are liberally sprinkled with useful anecdotes and teacher feedback. There's an excellent chapter on resources which includes a very fine bibliography of nonsexist fiction and nonfiction and several other articles by other authors. Taken as a whole, the book is a sort of mini-course in sexism in the schools and what to do about it. In spite of certain flaws of organization (it's difficult to go back and find a given item or locate ordering addresses for some curriculum materials), this is a work of high quality, both useful and comprehensive, and an excellent basic resource.



WE CAN CHANGE IT!

(The following is an excerpt from We Can Change It! by Susan Shargel and Irene Kane. The book is an excellent annotated bibliography on non-sexist and non-racist materials for children, and the text outlines ways for using the books in classroom situations to change children's attitudes. It is designed primarily for Kindergarten and primary grade use.)

ADULT INTERVENTION

The books and materials in this bibliography have an enormous potential for changing children's stereotyped conceptions of male and female behavior. The responsibility for their success lies in our ability as teachers and parents to integrate these resources and the concepts they present into all aspects of classroom and family life.

Teacher and parent intervention and example are the only ways of changing children's stereotypes. We know that many adults are trying to create "role-free" and "open" environments for their children and are reluctant to disturb children's "free" play and "free" choice. But we cannot ignore that our schools and homes exist in a larger society where racism and sexism flourish.

Three- and four-year-old children have already learned many stereotyped ideas of "proper" male and female roles. They express these attitudes and act out these roles in school and at home.

When children limit their play, interests and activities solely because of their sex, they are not making free choices. Adult intervention and example are the only possible ways to challenge these stereotypes and introduce new ideas. We have the responsibility to help our children unlearn all the sexist and racist messages of our society. Only then will they have the freedom to make real choices about who they are and what they want to become.

WHEN TO INTERVENE

We feel that adult intervention takes four primary forms. We first want to support children whose attitudes and behavior challenge traditional male and female roles. When girls build with blocks or perform science experiments, when boys care for dolls and enjoy cooking, they are exploring their natural interests. But adults often over-

look the potential risks for the children that these explorations involve. Many adults and other children will often criticize these children. There is the cheerful admonition: "I don't know what we are going to do with Linda. She's such a tomboy." Or the direct attack: "Mario, boys don't belong in the kitchen. Why don't you go out and ride bikes with Derrick and the other boys?"

While it is impossible to shelter children from these attitudes, we can show them our support for their interests. And when we are present when others criticize their behavior, we can defend the children and their right to do what they please.

Children also need to be able to defend themselves and feel good about what they are doing. Secondly, then, adults should deal directly with sex role stereotyping with children. We can explain that many people believe girls shouldn't play with trucks, that boys shouldn't dress up, but that we believe that girls and boys can do whatever they want.

Thirdly, we want to encourage children to experiment with new activities and to question old attitudes. For instance, many young girls have already rejected climbing and physical sports and prefer quieter, indoor activities. Girls often make that choice because they have been told directly or indirectly that sports are not as important or acceptable for girls as for boys. Then, too, girls are often dressed in slippery shoes. When they fall, they believe it is because they simply can't run or climb like the other children they see. Since they don't want to fail and since no one seems to care much anyway, they turn their interests elsewhere.

Adult encouragement can help girls overcome their fears and develop their physical strength and skills. We want to set goals which they can accomplish and feel good about, so they will want to try more. For example, one teacher wanted to encourage several four-year-old girls to slide down the highest pole without difficulty, so she started them on the lowest pole. Once they learned that skill and had been praised for their efforts, they wanted to go on to try the higher poles.

Finally, adults can, by example, provide role models as people whose behavior transcends the stereotypes. As we encourage more active play for girls, then female teachers and mothers need

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to participate in that play with children. As we encourage boys to do more cooking and caretaking of younger siblings, then male teachers and fathers need to share meal preparation and care for children.

Too often the few men who work with young children see themselves, and are seen by the other teachers, as the "male" model. They assert the stereotyped masculine identity. They take over yard duty, sports, roughhousing, carpentry and construction. They may compliment girls on their appearance--giving them the male approval that's supposed to be so important in establishing a female identity.

Men need to be role models for children, but role models of a different type. We want children to see men who are gentle and compassionate, sharing cooking and cleaning responsibilities as well as other aspects of classroom life. We want to see men giving girls and boys approval for non-stereotyped roles.

We can also look to other children as role models. When one boy was having difficulty sliding down a pole, his teacher called on another child to demonstrate. Donna felt proud to show Erik something she had mastered. Erik learned more than the skill: he learned that a girl knew how to do something he didn't and was willing to share that skill with him. This is also the kind of modeling we want to foster across ethnic lines. We want to be careful that unconscious biases do not lead us to always select white children as models for Third World children.

Overcoming sex role and racial stereotyping requires constant self-examination of our own behavior and attitudes. We need not feel guilty about our biases. How could we have grown up any other way? But we do want to overcome these biases and help our children transcend them.

(We Can Change It! is available from Change for Children; 2588 Mission St., Rm. 226, San Francisco CA 94110. It is \$1.50 plus 25¢ postage per copy.)

Feminist Education

Many feminists are concerned with providing positive images of both women and men to the children they know. One way of doing this is through non-sexist children's books, books which have discarded sex-role stereotyping. In particular, there is a growing demand for books which have female char-

acters who are strong, active and self-reliant. Although such books are often difficult to find in libraries or bookstores, there is a growing number of excellent non-sexist children's books. As the large publishing houses begin to realize the potential of such books, they are becoming more widely available. Following are brief reviews of just a few of the new books available.

Womenfolk and Fairytales, edited by Rosemary Minard and published by Houghton-Mifflin is a collection of traditional stories. The theme in all the stories is a strong or smart girl or woman who acts as the moving force. No Sleeping Beauties wait for princes or Snow Whites keeping house for tyrannical dwarves. "Three Strong Women" is a Japanese tale about a grandmother, mother and daughter who are all modest superwomen, possessing not only physical strength, but also humor and intelligence. "Mr. Fox" is the story of a brave young woman who discovers her suitor is a murderer in time not to marry him. This excellent collection could be read by an older child, or read to a younger child, making it suitable for a wide range of ages.

The Practical Princess by Jay Williams and illustrated by Friso Henstra is a fairy tale with modern day consciousness. Princess Bedelia has received three gifts from her fairy godmothers at birth, the traditional gifts of beauty and grace being accompanied by the modern gift of practicality. Bedelia solves her problems by using her head to figure out the most practical solution instead of waiting for the magical solution or rescue by a Prince. In fact, Bedelia is the one who rescues a Sleeping Prince in the course of her adventures! The Practical Princess is published by Parents Magazine Press.

Mandy and the Flying Map, written by Beverly Allinson and illustrated by Ann Powell is published by the Canadian Women's Educational Press. Its for kids who have just learned to read and is the story of a girl who flies above the town on her flying map. Various people attempt to save her, but Mandy doesn't want to be saved and flies away. I particularly liked the ending, where

Mandy decides to take her friend Jan with her next time. The story is easy to read but interesting and the illustrations are simple but excellent.

Amelia's Amazing Flying Machine, written by Barbara Hazen and illustrated by Charles Robinson is published by Doubleday and is for slightly older readers. Set in Kansas in 1905, Amelia is spending



the summer at her grandmother's farm. With the help of her sister and her two girl cousins, Amelia builds a "rolly coaster". Amelia is a determined and adventurous little girl, who is rebelling against her old fashioned grandmother's idea of what "lady-like" girls can do. I have some reservations about this book, though. Amelia is very creative, but she is also very bossy to the other girls, so there is not a lot of co-operation among them. Also, when Grandmother discovers the "rolly coaster", Amelia allows her to order it torn down, without protesting. This ending didn't seem in keeping with such a spunky child.

Selene, the Most Famous Bull-Leaper on Earth written by Z. Budapest and illustrated by Carol Clement is published by Diana Press. It is for readers who are about 8 to 10 years old. It is a fairly simply written story with excellent illustrations. Selene is a real adventure story, with historically accurate information about matriarchal Crete. Selene, named for the Moon goddess, overcomes her fear to become the most famous bull-leaper on Crete. The story deals not only with Selene's learning acrobatics, but also how she learns to overcome her own fears and self-doubts. This one is a real favorite of mine, because it shows a girl who learns to be brave. The strong feminist theme of this book is an integral part of the story without seeming forced or contrived.

South Star by Betsy Hearre and published by Atheneum is for 10 -

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12 year olds. I found this to be a very powerful story, a fantasy about a young girl giant. Megan is the last daughter of the first giants and when her family is frozen in their castle, she must escape from the Screamer. All Megan has to guide her is a silver compass that points south and she must follow it, although she doesn't know where it is leading her. On the way she meets the boy, Randall, who has no past. They have various adventures and finally find Megan's people, and Randall finds his past. In the end, Randall goes off alone. The book deals very well with having to leave friends, but I was disappointed that Hearne didn't explore Megan's feelings about the death of her family. I think this is an outstanding book, however, a fantasy with a very practical and believable heroine.

Very Far Away From Anywhere Else by Ursula K. LeGuin is published by Bantam. Written for high school aged kids, it is very different from her usual science fiction. It is a short novel about two high school seniors who are different from the crowd. She plans to be a composer and he wants to become a scientist. Neither of them want to be the answer to the American dream. Although being "different" is a common theme in books for adolescents, this book does not have the usual ending of finding the right person with whom to fall in love, thereby becoming the "same". Instead, LeGuin writes about how Natalie and Owen are learning to live with being unusual people. Natalie is one of my favorite adolescent characters. She teaches Owen that the impossible can be done if you just figure out step-by-step how you are going to do it. She also teaches him that being different can mean you are often lonely, but having a goal to live for can make it worthwhile. Very Far Away From Anywhere Else is certainly one of the most realistic and least romantic books for adolescents that I have ever read.

These are but a few of the outstanding books available for children which show strong female characters and caring male figures. Many others are available, both from the small feminist presses and the large established publishing houses. Hopefully, this movement away from sex-role stereotyping in children's literature will help our children to grow up being more complete persons.

(Review copies were provided by the Children's Bookshop, Hammond Arcade, Missoula; with the exception of Selene, the Greatest Bull-leaper on Earth.)

Kathleen Coyne

Women in Higher Education: A Quiz

Women In Higher Education: A Quiz

1. What percentage of full professors at institutions of higher education are women?
a. 10% b. rose 2% c. 26%
2. During 1975-76, the percentage of women college and university faculty members:
a. fell 1% b. rose 2% c. stayed even
3. Out of 2,936 accredited colleges and universities in the United States, how many are headed by women?
a. 1,463 b. 812 c. 154
4. What percentage of college and university trustees are women?
a. 51.3% b. 22% c. 13%
5. In a recent national survey, what percentage of 11th grade girls selected careers from only 3 job categories: clerical and secretarial, educational and social services, and nursing and home care?
a. less than 10% b. over 50%
c. about 25%
6. What proportion of working women are found in the following seven professional fields: teaching, nursing, music, social work, accounting, auditing, and library work?
a. 4 out of 5 b. 1 out of 5 c. 2 1/2 out of 5
7. How do female and male college freshmen compare on preparation in mathematics?
a. about equal
b. females twice as prepared
c. males 9 times better prepared
8. Research on male-female interaction in discussion groups shows that:
a. males and females talk about equally b. males talk 2/3 of the time c. females talk 2/3 of the time
9. A current study of 17,000 administrative positions in 1,150 institutions of higher education found that, in comparison to men holding comparable positions, women earn:
a. about the same
b. 10% less c. 20% less
10. Of all full-time, year-round workers in 1974, in order to earn roughly the same wages as men earned in 5 days, women had to work:
a. 6 days b. 7 1/2 days c. 9 days
11. How does this gap in earnings between men and women workers compare with nineteen years ago?
a. gap is wider b. gap is narrower
c. gap about the same

12. Women's studies courses have proliferated on campuses in the last 10 years. Over 1,400 departments of schools of education prepare students for careers as teachers, school counselors, and educational administrators. Of the 5,000 women's studies courses offered nationally, how many are offered in schools or departments of education?
a. 700 b. 315 c. 184
13. Women earned only 1/4 of the doctorates awarded in schools of education in 1972-73. What percentage of them was in educational administration?
a. 93% b. 10% c. 47%
14. Women comprised 66% of elementary and secondary teachers in 1974. What percentage of them were school principals?
a. 75% b. 50% c. 15%
15. A direct correlation between the number of women faculty and the number of women students who subsequently became career achievers has been established. What percentage of the faculty in schools of educational administration are women?
a. 51.3% b. 23% c. 2%
16. How many references to the need for attention to sex-role socialization and sex discrimination in education programs are made in the 1975 Proposed Revision of Standards of Accreditation of Teacher Education?
a. 46 b. 17 c. None
17. The word "sex" was added to Title VII of the Civil Rights Act of 1964 because:
a. A Southern Congressman thought it would help defeat the bill
b. Pressure from feminist groups made it necessary
c. The country wanted to make up for past injustices

Quiz Answers: 1-a, 2-a, 3-c, 4-c, 5-b, 6-a, 7-c, 8-b, 9-c, 10-c, 11-a, 12-c, 13-b, 14-c, 15-c, 16-c, 17-a.

From Comment on Research/Action about Women, editor/publisher Jo Hartly, Office of Women, American Council on Education, Washington, DC, Vol. 10, no. 1, April 1977-- taken for our purposes from New Hampshire Magazine, December 1977

FEMINIST EDUCATION: AN EDITORIAL

Sheila Evans-

In trying to define feminist education, one must of course attempt to define one's conception of feminism, which, if seriously examined could take on the form of an extensive book, or better yet several. Quite simply however, the distinction I would like to make for the purposes of this discussion would be between two schools of thought which each self-define themselves as feminist. A large group of women in this and other countries wish for women to attain equal status within the existing power structure. This theory focuses on equal education, employment, and such things as keeping one's maiden name when one marries.

The other mode of thought which I will make another broad generalization about, could be called "radical feminism" which means that this theory attempts to examine women's oppression as a root oppression. Radical feminist analysis takes an intense look at class oppression, racial oppression, sexual oppression, power structures, and heterosexism. Feminist education for me must embrace this connection with the world.

The notion of the ends being tied to the means is also an integral part of this feminist analysis. Feminist education then, must take on a form which is consistent with the desired ends. Last summer I participated in a class (my first experience with feminist education) entitled "Woman; New Definitions, New Directions" taught by Diane Sands and Judy Smith in which they applied this concept. The attempt was to teach the class in a non-hierarchical manner, breaking the class into different kinds of groups with an intensely equal relationship in terms of participation by the "teachers" and "students." The class was also concerned with an approach which validated women's experience in our culture (the personal is political) and tried to draw connections between political theory, personal experience, and an historical approach.

Feminist education encompasses all disciplines and is not limited to say literature, or history. In the class this summer, Judy and Diane spent a day on each of the disciplines they had chosen such as history, science, art, sociology, psychology, and education. I think it is very important to see one's feminism as being linked to the world in a wholistic way, that is to say that our politics are not

specialized. Women's Studies is not separate from the rest of the educational system surrounding it.

Judy and Diane also used another important concept in their class which was accessibility. They created an experience which could be shared and understood by a 50 year old housewife as well as a 20 year old college co-ed. The possibility also existed for those of us who wished to deal with the material more intensely.

The possibilities for feminist education seem endless. Many feminists around the country are experimenting with alternative institutions like The Chicago Liberation School, WomanHouse, and Goddard Cambridge Feminist Studies. Women are also integrating their feminism into the existing system through Women's Studies.

New Women

We embark on a strange uncharted voyage
Masses of us, and for the first time in
History.

His terror will be, is, ours.
Temptations, treasures, giddiness beyond
belief

And horrors.
But our quest is the opposite of his.
Not home and hearth after death, pillage
and destruction.
But continued quest, continued struggle,
continued voyage
For an unmapped perhaps nonexistent
territory

A free land inside and outside our heads.

by June Namias

*Taken from Quest: a feminist quarterly,
future visions, vol. II no. I, summer
1975. Printed by Diana Press pg.19

Goings On

Missoula:

Women's Resource Center

Brown Bag Series on Women
and Health in the Montana Rooms,
University Center at 12 noon on
Wednesdays.

A mini Women's Film Series is
planned for a program sponsored
by the Resource Center as well
as several speakers throughout
the coming months. Judy Smith
will speak on the Feminist Futures.
Dates are being set.

On the Job Motherhood Workshop
beginning April 11. Instructor
Ann Measure, \$10 per child.

Course outline: 1 hr. parent
observation of children during
supervised Playground Setting
with a teacher, assistant and

Helena Women's Center News:

Helena Woman's Center
107 W. Lawrence
Helena, MT. 59601
(406) 443-5353

BATTERED WOMEN SUPPORT GROUP--
every Tues. (April 4, 11,
13, 25).

RAP TRAINING SESSION-- Mon.,
April 10; review of community
resources & more role playing; contact
Claudia.

WOMAN'S SOFTBALL-- Fri., April
14; organizational meeting for all
women, place and time to be announced
in I.R. or contact Jake.

GENERAL MEMBERSHIP MEETING--
Mon., April 17.

NEWSLETTER SUBMISSION DEADLINE--
Mon., April 24; contact
Jake or Judi.

NEWSLETTER EDITING-- Tues.,
April 25; ongoing throughout the day;
contact Jake or Judi.

FUNRAISER-- Sat., May 20; fundraiser
to include dance, auction, gong show,
refreshments, volunteers needed;
contact Judi or Liz.

one parent.

1 hr. discussion group with
parents and teacher. Children
will be supervised by the assistant
and trainee parent for that
week.

May 6 - Teresa Dell will be
in concert at the Palace here in
Missoula. For more information
contact Artemis Productions in
Helena.

WOMEN'S STUDIES MEETING MAY 12-
13 at Eastern Montana College in
Billings

A meeting to share new information,
resources and materials, and open
communication for people working in
the areas of feminist education and
women's studies in Montana, Wyoming,
North Dakota and South Dakota.

Friday, May 12

FILMS AND DISCUSSION

PANEL: QUESTIONS FACING
WOMEN'S STUDIES IN OUR
REGION

What is women's studies and
what can it do? What are the
implications of teaching
women's studies in a rural
area?

How can women's studies inte-
grate the traditional divi-
sion between academic and
community?

PANELISTS will include:

Diane Sands, NWSA Coordin-
ating Council
Sue Mathews, Dept. of English,
EMC
Sue Sincell, Focus on Women,
Bozeman
Vicki Patrake, Women's Studies
Univ. of Wyoming
Dorothy Benson, women's
studies student, EMC

Saturday, May 13

GENERAL MEETING OF PARTICIPANTS

Report from NWSA Northwest
Region

Information on currently
offered programs
Sharing of resources and
contacts

WORKSHOPS ON NEW TOPICS IN
WOMEN'S STUDIES

- *Women and Science
- *Women and Art
- *Oral History
- *Native American Women and
Women's Studies
- *Women and Psychology
- *New Research on Sex Role
Stereotypes

Students, Teachers k-12, Com-
munity and University People
Welcome.

Free of charge.

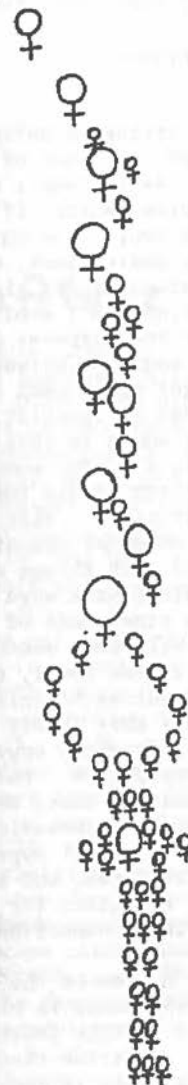
Please notify EMC, Women's
Studies Office, 657-2880, to
arrange housing or childcare by
April 28.

SPONSORED BY THE NORTHWEST
SUBREGION NATIONAL WOMEN'S
STUDIES ASSOCIATION

For more information, contact
Diane Sands, Women's Resource
Center, University of Montana,
243-4153, or Women's Studies,
Eastern Montana College, 657 -
2880.

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