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Morton:

Re: Concept #2 (Parental Notification).

^{One}
~~The~~ reason I made this priority #1 is because in January, when I had the meeting with the President-Elect on the day at the Blair House he met with Republican women leaders and had lunch with women Members of Congress, he voluntarily on his own brought up the point about how awful it was that teenagers could get abortions and their mothers couldn't do anything to prevent it. That makes me think that he might be particularly interested in this provision.

CRCM

From
Connie
Mushka

MEMORANDUM

THE WHITE HOUSE
WASHINGTON

September 1, 1981

TO: MORTON

FROM: Kathy

Gene Bessey from Sen. Jepsen's office

re; Family Protection Act

Good news!! Sen. Dole's finance committee is having hearings on Title II - 8 bills of this act on Oct. 16 - to clear it for passage.]

She wants to know if we have made any progress on this end. They still want a WH meeting.

Maiselle and I have been invited to an afternoon tea put on by Mrs. Thurmond and Mrs. Jepsen at the Thurmond's house on Sept. 11

for Sandra O'Connor.

THE WHITE HOUSE
WASHINGTON

Sen. + Dee Tepsen + Alexa

Cong. - Smith + Sarah

Gordon Jones

Connie Marchner

Dr. Godwin + Louise Popog

Noreen Barr

~~OMB - Don Moran~~

~~OPH - EHD~~

~~Diana + Bill~~

Morton + Manella + Kathy

Wendy

VP - Mary Ball

OPD - Gay Bauer

Legis. aff. - Bill Gibbin


HHS - Jerry Repier
Rubin

Educ. - John Rodriguez

MEMORANDUM

THE WHITE HOUSE
WASHINGTON

October 6, 1981

TO: Elizabeth H. Dole
FROM: Morton C. Blackwell 
RE: Briefing on the Family Protection Act

The purpose of this meeting is to begin dialogue between Administration policy makers and private sector groups which are supporting the Family Protection Act.

The private sector groups represented at this meeting will be:

1. Connie Marshner, National Pro-Family Coalition
2. Ron Godwin, Louise Ropog, Moral Majority
3. Gordon Jones, United Families of America
4. Noreen Barr, Eagle Forum

Also present at the meeting will be the principal sponsors in both House of Congress:

Senator Roger Jepsen
Congressman Albert Lee Smith

In the last Congress the predecessor Family Protection Act was sponsored by Senator Paul Laxalt, who strongly supports the bill now, but has relinquished principal sponsorship this year to Senator Jepsen.

In addition to yourself and me, Administration representatives will be:

Don Moran, OMB
Gary Bauer, OPD
Robert Rubin, Assistant Secretary for Planning and Evaluation
at HHS
John Rodriguez, Deputy Under Secretary of Education for
Intergovernmental and Inter Agency Affairs
Mary Gall, Vice President's office
Lyn Nofziger, (tentative)
Bill Gribbin, (tentative)

The Family Protection Act has been divided by Senator Jepsen into several separate bills. Hearings in the Senate on segments of the act are commencing later this month.

SUGGESTED TALKING POINTS

- This meeting is part of our job in the Office of Public Liaison as facilitators of policy communications between private sector organizations and the Administration
- The Family Protection Act is strongly supported by many pro-family organizations which have been very helpful by their support of the President's legislative program
- I think the best way to start this conversation is to ask Senator Jepsen to summarize the purpose and provisions of the Family Protection Act

THE WHITE HOUSE

WASHINGTON

Recommended Issue Agenda for the next six months (Continued)

12. Voting Rights Act.

The left has made an effort to make this a "cause celebre."

The conservative groups would be upset if the President gives into the liberal pressures and endorses ~~the entire package of current federal controls over certain state and local election procedures.~~ *permanent, Federal pre-clearance changes* I recommend ~~that~~ the President ^{should} work to provide some ^{real} escape hatch so that jurisdictions with excellent records in this area could work their way out from under the onerous provisions of the current law.

13. Indian policy.

I recommend that the newly established Administration working group on Indian policy, headed by Ken Smith, be tasked with a long term project to come up with a comprehensive statement of policy regarding issues of particular interest to Indian people.

14. Veterans policy.

The Veterans groups are reasonably satisfied with current Administration policy. I recommend that the Administration take no steps which would significantly lower the level of current veterans benefits or level of medical services currently provided by the VA. Legislative and election battles are much more easily won if these powerful organizations are retained as part of the President's winning coalition.

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

November 3, 1981

The President today signed S.J. Res. 4, which authorizes and requests the President to designate the week beginning November 22, 1981, as "National Family Week".

###

What?

Increasing awareness of the effects of sex-role stereotyping in schools and developing strategies for eliminating sex bias from materials, procedures, and attitudes are the major goals of this set of materials. Designed to be used by a group leader, each of the four modules includes a list of objectives, a bibliography, instructions on how to use the materials, techniques for leading the workshops, detailed activity outlines, and an appendix of readings. The modules may be used individually or in series.

Some comments about the materials:

"The materials are well organized, practical, and confront both male and female sex-role stereotyping."

"As a teacher I've been searching for such a tool, and this series of activities has been personally beneficial and rewarding."

"I especially like the section on how to deal with sexism in books when reading them to children."

Who?

- Elementary and secondary teachers and administrators
- Vocational Education educators
- Career Education specialists
- Preservice educators
- Media specialists
- Counselors
- Title IX coordinators
- Parent groups

How?

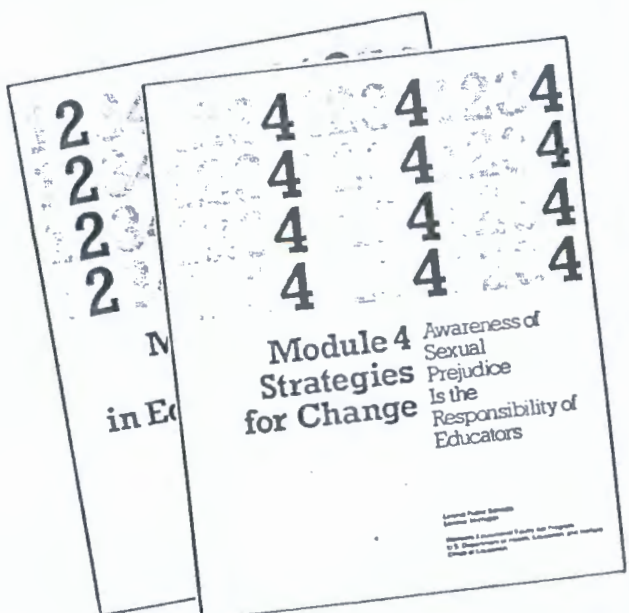
Use individual modules when planning and conducting inservice workshops focusing on a specific aspect of sex-role stereotyping. The four modules may be used in series for more intensive awareness programs.

Developed By?

Livonia Public School District
Livonia, Michigan

Project Director:
Mrs. Esther Heusner

Under a grant from:
Women's Educational Equity Act Program
U. S. Department of Health, Education, and Welfare
Office of Education



Order Form

Awareness of Sexual Prejudice is the Responsibility of Educators

	Quantity	Unit Price	Total
Individual Modules			
<i>Module 1: Sex-Role Socialization (Manual)</i> This module is designed to help participants understand how sex bias develops, methods used to perpetuate sex-role stereotyping, and how individuals are affected.	_____	1.50	_____
<i>Module 2: Sexism in Education (Manual)</i> The focus of this module is how sex-role stereotyping influences the vocational aspirations and life style decisions of students.	_____	1.50	_____
<i>Module 3: Evaluating Instructional Materials (Manual)</i> Activities in this module help educators in analyzing textbooks, audio-visual programs, and counseling materials and in developing procedures for combating sex bias.	_____	1.00	_____
<i>Module 4: Strategies for Change (Manual)</i> The goal of this module is to assist participants in developing skills for eliminating sex-role stereotyping in their schools. A review of federal laws and regulations concerning discrimination in educational institutions is included.	_____	1.50	_____
Complete Set of Materials All materials listed above.			\$5.50

Subtotal _____

Shipping _____

TOTAL AMOUNT OF ORDER _____

PURCHASE ORDER # _____

SHIP TO:

For orders under \$20, add 20 percent of the cost of the materials to cover shipping.
For orders over \$20, add 15 percent of the cost of the materials to cover shipping.
All orders under \$20 must be prepaid. All orders over \$20 must be accompanied by payment or authorized purchase order.

ORDERS WILL BE RETURNED UNLESS ACCOMPANIED BY PURCHASE ORDER OR PREPAYMENT.

Mail Order Form to:
Freeport distribution center, 39 Chapel Street, Newton, MA 02160.

Checks should be made payable to Education Development Center.



FOCUS ON THE FUTURE

Career Guidance
Home Economics
Psychology
Family Life

What?

Here is a way to help adolescents recognize the limiting effects of sex stereotyping. *Focus on the Future* enables students to identify their own traditional biases and stereotyped attitudes and to see how these influence career choices and family relationships.

In three class sessions, students examine drawings of men and women in a variety of domestic and occupational situations. They interpret the drawings, describing, for example, each person's work role and relationship to others in the picture. Their responses reveal the presence or absence of sex stereotyping, and provide material for constructive discussions on sex stereotyping. The leader's manual provides complete lesson plans for the three sessions. A technical manual accompanies the student material.

Who?

Guidance counselors, grades 6-12
Teachers of family life, psychology,
social studies, home economics
Preservice and inservice teachers
Students
Postsecondary

How?

Use the materials and procedures for group career-guidance sessions within existing programs that deal with families and careers, and for teacher inservice and preservice workshops on sex stereotyping. Data in the technical manual on student attitudes are useful in planning programs.



Developed By?

Cleveland State University
Cleveland, Ohio

Project Director:
Dr. Lewis E. Patterson

Under a grant from:
Women's Educational Equity Act Program
U. S. Department of Health, Education, and Welfare
Office of Education

Order Form

Focus on the Future

Materials

Technical Manual, Leader's Manual, and Picture Stimulus Sets
Additional Picture Stimulus Sets

<u>Quantity</u>	<u>Unit Price</u>	<u>Total</u>
_____	\$2.00	_____
_____	\$1.25	_____

Subtotal _____

Shipping _____

TOTAL AMOUNT OF ORDER _____

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PREPAYMENT

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edc/ WEEAP Distribution Center, 39 Chapel Street, Newton, MA 02160

Checks should be made payable to Education Development Center

EDUCATIONAL EQUITY IN SCHOOL LIBRARIES

School Library
Preservice/Inservice Workshop

What?

School librarians are in a unique position to encourage and promote educational equity. Through professional activities within the school and community, they are responsible for selecting and evaluating new materials, identifying information sources, helping students and adults use available resources, and consulting during program planning.

Promoting Educational Equity Through School Libraries is a training program to increase awareness of crucial issues relevant to sex-role stereotyping in educational institutions and materials. Some modules focus on identifying, selecting, and cataloging sex-fair materials. Other sections explore ways to promote the use of sex-fair materials throughout the school and community.

The entire program may be completed as a course equivalent to one semester hour of university instruction (about 15 hours of class time, plus additional time for completion of activities outside of class). Any of the five individual modules may be used separately during shorter workshop sessions.

Who?

School librarians
Preservice and inservice media specialists
Elementary and secondary teachers
Administrators
Parents

How?

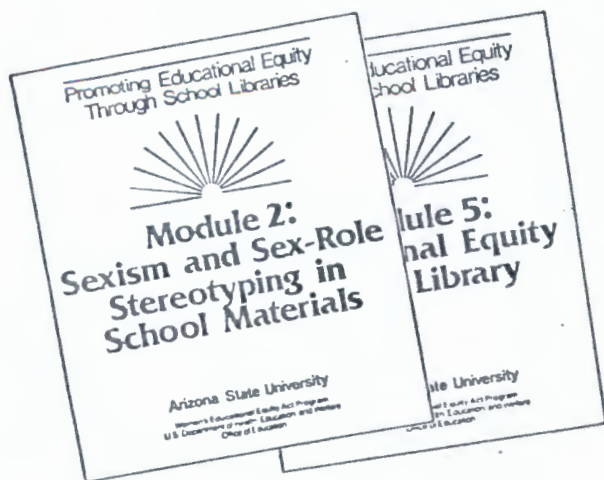
This program may be used as preservice or inservice training for school librarians, teachers, and others concerned with the selection and use of sex-fair materials.

Developed By?

Arizona State University
Department of Educational
Technology and Library Science
Tempe, Arizona

Director:
Dr. Karen Beyard-Tyler

Under a grant from:
Women's Educational Equity Act Program
U. S. Department of Health, Education, and Welfare
Office of Education



Order Form

Promoting Educational Equity Through School Libraries Materials

Complete Set of Materials

Instructor's Guide, *Equity Activity Book*, and five modules.

Quantity	Unit Price	Total
	\$4.75	

Individual Items:

Instructor's Guide

The guide presents an overview of the entire program and specific directions for conducting workshop sessions using each module.

	.75	
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Equity Activity Book

This manual contains activities for use with each module.

	1.00	
--	------	--

Both the *Instructor's Guide* and *Equity Activity Book* are needed when using each individual module.

Module 1: Assumptions about "Male" and "Female" (Manual)

This material explores educational practices and procedures that foster inaccurate and unfair ideas about differences between males and females.

	.50	
--	-----	--

Module 2: Sexism and Sex-role Stereotyping in School Materials (Manual)

This module focuses on specific ways school materials communicate sex stereotyping.

	.75	
--	-----	--

Module 3: Sex-Fair Resources for School Libraries (Manual)

This module provides help in analyzing school materials for sex-fair content, language, and illustration.

	.25	
--	-----	--

Module 4: Sex-Fair Resources for School Libraries (Manual)

This module examines traditional reference sources that often omit women entirely and/or present a biased picture of women, and suggests information sources to counterbalance these inadequacies.

	.75	
--	-----	--

Module 5: Educational Equity in the Library (Manual)

This module suggests ways the school media specialist or librarian can build a sex-fair collection of school materials and promote educational equity through work with students and faculty.

	.75	
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Subtotal _____

Shipping _____

TOTAL AMOUNT OF ORDER _____

BILL TO: (if different) _____

SHIP TO:

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Mail Order Form to:

edc/weeap distribution center, 39 Chapel Street, Newton, MA 02160.

Checks should be made payable to Education Development Center.



Women's Educational Equity Act

Compiled and Edited by
Marguerite A. Follett, Ph.D.
Senior Education Program Specialist

Third Annual Report
September 30, 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., *Secretary*
Mary F. Berry, *Assistant Secretary for Education*
Office of Education
Ernest L. Boyer, *Commissioner*

SMALL GRANTS

HANDBOOK FOR ELIMINATING SEX ROLE STEREOTYPING CHILDREN'S EDUCATIONAL TV

Ms. Donna Lloyd-Kolkin
1352 American Way
Menlo Park, California 94025

Amount : 14,900
Duration : One Year
Director : Ms. Donna Lloyd-
Kolkin
Phone : (415) 321-2100

→ To develop a handbook on sex role stereotyping for instructional (ITV) and public (PTV) television producers to encourage them to eliminate sex role stereotyping in educational children's television programs broadcast to classrooms and to home audiences. Products will be a handbook on sex role stereotyping for producers, an annotated bibliography and two workshops.

INFANT FAMILY DAY CARE TRAINING TO PROVIDE COMPREHENSIVE MANUAL

Los Angeles Mission College
1101 San Fernando Road
San Fernando, California 91340

Amount : \$14,995
Duration : One Year
Director : Ms. Doris
McClain
Phone : (213) 365-8271

To develop and validate materials in a model program for training unemployed adults to provide high quality day care in their homes. Proposed model should be easily replicable where there is a need for infant day care, and a community college or similar institution could provide training based on materials developed. Product will be a comprehensive manual.

WOMEN OFFENDERS/MINORITIES/OTHERS CAREER DEVELOPMENT MODEL

Miami-Dade Community College
Career Development Department
11011 S.W. 104th Street
Miami, Florida 33176

Amount : \$95,000
Duration : Three Years/
Third Year
Director : Ms. Wihelmina
Tribble
Phone : (305) 596-1243

To design and develop a comprehensive career development model with emphasis on women offenders and major factors in the stage of transition from the correction institutions to the community outside. Attention will be directed to the needs of minority groups, primarily blacks and latins. In addition to career development courses, workshops, assertiveness training seminars, and counseling, products will include a comprehensive career development model for women offenders as well as the female population in general, techniques for creating interest in nontraditional careers, and counseling techniques for ex-offenders.

POLITICAL SOCIALIZATION INTERVENTION MODEL

Florida State University
Developmental Studies Education
302 Education Building
Tallahassee, Florida 32306

Amount : \$105,974
Duration : Two Years/
First Year
Director : Dr. Byron
Massialas
Phone : (904) 644-5038

To enhance the political socialization of females and males by developing an intervention model which will bring about an equitable distribution of political roles. The model will include a management system, a set of instructional materials, a manual for use by teachers and administrators in implementing the program and an instrument for evaluating the results of the program. The target groups will consist of a mixed rural and urban population with a balanced composition of black and white female and male students.

LESSEN EDUCATIONAL INEQUITY AS A BARRIER TO FULL PARTICIPATION OF WOMEN IN PUBLIC LIFE

Indiana University Foundation	Amount	: \$169,618
Research and Sponsored Programs	Duration	: One Year
355 Lansing Street	Director	: Ms. June Knight
Indianapolis, Indiana 46202		Shassere
	Phone	: (317) 264-3736

To develop a model training program that will lessen the educational inequity now existing as a barrier to the full participation of women in public life, and therefore in American society generally. A range of topics will be developed: orientation to public policy issues, political campaigning and leadership skills, for an adult education curriculum that will give universities and colleges across the country the capacity to present a high-level non-credit course for women interested in public service careers. A series of seven films developed and produced during the project will be the key teaching tool.

→ The model curriculum will contain lesson plans for use with the films and for other topics not covered in the films.

IN-SERVICE TRAINING TO INCREASE OPPORTUNITIES FOR UNDEREMPLOYED AND UNEMPLOYED WOMEN

Drake University	Amount	: \$43,014
College of Continuing Education	Duration	: One Year
25th and University Avenue	Director	: Mrs. Yvonne E.
Des Moines, Iowa 50311		Gates
	Phone	: (515) 271-2181

The project focus is on supplementary activities for individuals which will provide special educational activities to overcome limitations on opportunities for employed and underemployed minority women. Forty selected representatives from educational private and governmental institutions concerned with the career development of employed and underemployed minority women will be trained in career development for women in the use of a tool designed to assess the needs of those women. The same personnel also will be trained in using the model workshops in their home setting.

WOMEN, WORK, NONTRADITIONAL OCCUPATIONS: A CURRICULUM PACKAGE FOR GRADES 6-9

Boston YWCA
140 Clarendon Street
Boston, Massachusetts 02116

Amount : \$130,215
Duration : One Year
Director : Ms. Vivian
Guilfoy
Phone : (617) 536-9099

To design, test, and prepare educational materials for six through ninth grade students to reduce their sex stereotypes about women and work and to produce actions which facilitate the participation of girls in school opportunities which are nontraditional for women. These activity-oriented multimedia materials will attempt to awaken students to the little known facts about women and work while they are still in a position to benefit from school opportunities to explore nontraditional fields and acquire basic skills. Products will include audiovisuals, puzzles, games, comics, teacher guidelines, and a student workbook. Although designed primarily for urban school use, these products will be useful for social agencies, job training programs for youth, and school systems.

STUDENT INVOLVEMENT IN STATE POLICY MAKING

Massachusetts Department of Education
Bureau of Student Services
31 St. James Avenue
Boston, Massachusetts 02116

Amount : \$156,475
Duration : Two Years/
Second Year
Director : Ms. Kathleen
Atkinson
Phone : (617) 727-5754

The Massachusetts State Department of Education, through Project SCEE (Student Commitment to Educational Equity) will conduct a program designed to involve high school students in the elimination of education inequities in secondary schools. Its primary goal is to develop student awareness of the implications, underlying assumptions, and the rights guaranteed by Title IX. Through the Women's Educational Equity Act Program funding in 1976, the Massachusetts State Department of Education developed models of student leadership and participation in the implementation of Title IX. During Fiscal Years 1977 and 1978 further development

and validation took place, and this year it will be completed for products which will promote involvement of high school students in: 1) the process of institutional change so as to eliminate discriminatory policies and practices in secondary schools; 2) the process of systemic change so as to eliminate sex role stereotyping and sex role socialization that limits the aspirations of young women and men. Students will participate in the process of institutional change at the state and local levels. Products include a manual, a case book, and a handbook, with videotape supplements. These products will provide local school systems, State departments of education, parent groups, and student groups with the capability to actively involve high school students in the implementation of Title IX in the elimination of the effects of sex role stereotyping in school curriculum and practice.



INTEGRATE MINORITIES INTO NON-SEX BIASED CURRICULUM

Independent School District #625
Urban Affairs Department
360 Colborne Street
St. Paul, Minnesota 55102

Amount : \$85,902
Duration : Two Years/
Second Year
Director : Ms. Gloria L.
Kumagai
Phone : (612) 298-5895

To enable a group of elementary, secondary and postsecondary school systems to collaborate on the development of a model to increase cultural diversity on non-sex biased curriculum by integrating minority women curriculum, such as Asian and Pacific American, Black American, Hispanic and Native American into existing curriculum systems. In-service training and curriculum development will be emphasized.

DEVELOPMENT NONSEXIST EDUCATIONAL
MATERIALS AT ELEMENTARY LEVEL

Community School District #11
1250 Arnow Avenue
New York, New York 10469

Amount : \$44,763
Duration : One Year
Director : Ms. Miriam
Weiss
Phone : (212) 920-1411

To develop and validate three curriculum learning modules to be used for grades three, four and five in the areas of science, reading, and mathematics. These modules will take the form of activity kits which are free from sex role stereotyping, can easily be adapted to a variety of standard curriculum materials, and can be used effectively by teachers without teacher training. The kits will include a teacher guide, 10 activities with level of difficulty in each area of reading, mathematics, and science, and a booklet of illustrations depicting people instead of inanimate objects, so as to allow for role-model identification. As a result of working with these activity modules, students may change their attitudes toward sex role stereotyping and will demonstrate an expanded awareness of career choices.

CURRICULUM DEVELOPMENT/FIFTH GRADE
TO COUNTERACT INSTITUTIONAL DISCRIMINATION

Council on Interracial Books
for Children, Inc.
1841 Broadway
New York, New York 10023

Amount : \$91,215
Duration : Two Years/
Second Year
Director : Dr. Beryle
Banfield
Phone : (212) 757-5339

To develop and produce a model fifth grade curriculum which will be designed to increase students' understanding of institutional discrimination--both sex and race--and to develop student motivation and ability to challenge institutional inequities in education and in society. Products will consist of filmstrips, discussion guides, and other learning materials, all of which will be designed so that their use in the field will not require any special teacher training. These products will be validated in six schools and their development finalized during this year.

REDUCING SEX STEREOTYPING
IN EARLY CHILDHOOD THROUGH THE ARTS

Creative Resources Institute
170 East 94th Street, Suite #1G
New York, New York 10028

Amount : \$97,875
Duration : One Year
Director : Ms. Sheila
McAllister
Phone : (516) 223-0208
(212) 348-4928

The programmatic focus is the development, implementation, evaluation and validation of a training module utilizing the arts to serve as a vehicle to assist early childhood educators and the children to eliminate sexism in the schools. Reducing sex stereotyping in early childhood through the arts takes a proven arts/education model and applies it to sex stereotyping. Using the various art forms of dance, puppetry, drama, music, and visual arts, preschool children explore sexist attitudes and behaviors surrounding female/male traits, vocational aspirations, and other beliefs which limit growth potential. The project uses photography and videotapes to help teachers, administrators, and parents better read the sexist non-verbal signals of the children and provide at home and school activities which challenge sexist views. Operating in Freeport, Long Island, a community hosting 24 cultures, the project will be able to target diverse children--culturally, racially and socio-economically.

MATH ANXIETY REDUCTION
TEACHER EDUCATION (K6)

Research Foundation and
Queens College of CUNY
505 Park Avenue
New York, New York 10022

Amount : \$139,337
Duration : Two Years/
First Year
Director : Ms. Miriam
Weiss
Phone : (212) 520-7444

The purpose of the Teacher Education and Mathematics (TEAM) project is to develop a model program and high utility products to promote systemic change among teacher education students. Goals are 1) to reduce mathematics anxiety in teacher education students 2) to increase their perception of mathematics as a female, as well as male, domain; and 3) to develop their skills in identifying sex role bias in mathematics curriculum materials and teacher-pupil interaction in the classroom.