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Non-sexist Language Curriculum Guidebook

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NON-SEXIST LANGUAGE

CURRICULUM GUIDEBOOK

by

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the requirements for the degree of
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Abstract

Included is a skills development curriculum unit for secondary English students which encourages the use of non-sexist language with creativity within the content area. The study contains lists of objectives, writing, reading and group activities, an attitude survey for students and an evaluation checklist for teachers. Classroom discussions, films, fairy tales and skills development exercises are used to help students recognize and find alternatives to sexist language. The rationale for the teaching of non-sexist language is based on the theory that how we speak stems from how we think, and visa-versa. If sexism in reading and writing is identified and avoided, stereotypical attitudes would be less likely to occur. The study's intent is to challenge teachers and students to employ non-sexist language so that its usage becomes more familiar and acceptable in every day life.

Chapter 1

Introduction

Many may argue that a social climate of discrimination against women exists today, as it has since biblical times. Sexism, which can be defined as "those attitudes and actions that relegate women to a secondary and inferior status in this society and prevent them from developing into full human beings " (Rosen, Werner & Yates, 1974, p. 5), is learned early and has an impact on most children during their formative years. In fact, by the time they have reached preschool age, many youngsters have already been conditioned into strictly defined sex roles (Rossi, 1987).

Lakoff (1975), author of Language And Women's Place, contends that the English language is a big contributor to sexism because it focuses attention on gender and makes it clear that women are the secondary sex. Furthermore, she states that women experience linguistic discrimination in two ways: 1) the way they are taught to use language; 2) the way general language use treats them.

Most people would agree that women's roles have changed over the last 25 years. It is hoped by many feminists that language would also be positively affected by becoming less sex-biased. Sexist language is a serious problem because language not only reflects attitudes, but also creates them (Saporta, 1974). In this way, sexist language may often express and reinforce attitudes which lead to negative outcomes for women, not the least of which is limited career choices and opportunities.

Many may say that women are not limited in their career choices, and that they have the same opportunities as men. Why, then, do large numbers of women enter nurturing, service-oriented and other-wise low-paying careers? If the perception of sex roles as reflected in communication negatively influences one's self-concept and artificially limits something as important as career decisions of individuals, then this question needs to be addressed in the hopes that more women and men would not be discouraged from entering "non-traditional" fields and thus may more fully realize their potential. Sex-biased language indicates society's expectations of women's

roles, and these expectations often discourage women from entering non-traditional careers (Benoit & Shell, 1985).

High school students may especially be negatively affected by sexist language. Thus, perhaps a curriculum is needed to introduce them to a non-sexist way of thinking, writing and speaking. This thesis was concerned with developing a curriculum to teach high school students how to use non-sexist language.

The curriculum consists of skill development exercises using a variety of materials. The curriculum is not simply a guidebook to non-sexist writing, but teaches students to be aware of and identify sexism in reading and writing. The intention was that students would learn to question stereotyped roles in literature, specifically in the genre of fairy tales. The stereotyped role models and sexist language used in children's literature read to them when they were younger may have caused psychological damage.

One of the non-sexist language skills objectives was to teach students to write short stories which depict women as intelligent, capable and active human beings. Positive female role models are important and not enough

of them exist in current short stories such as fairy tales. Although students can often relate to stereotypical characters and sexist language, it is only because this type of sexism is so embedded in our culture that it is familiar to them, not because it is morally right. One of the goals of this curriculum is to get students to question accepted assumptions that relegate women to an inferior status in society.

Many youngsters' favorite fairy tales illustrate typical examples of sexism. The wicked witch or the passive princess waiting for her "prince charming" to rescue her seem to be the all-too-common and familiar depiction of women in these tales.

Common themes include "women as sex objects," "women as helpless," and "women as worthless." Even a casual analysis of fairy tales, nursery rhymes and popular short stories is likely to show sexism rampant in these materials.

These depictions give female children no positive role models to aspire to or emulate. These roles, coupled with the sex-biased nature of the English language, limit the options of all youngsters, but

especially females, and in so doing, cut to the very core of their self-esteem.

Another learning objective was to teach students to write non-sexist business letters. This is an important skill for high school students, since many will soon enter the job market. An incidental goal of the curriculum was to encourage boys and girls to instill in themselves the idea that they can be anything they want to be, from a doctor to a dancer, regardless of sex. Through exercises which build non-sexist language skills, it was hoped that this curriculum would contribute to a mindset that would overcome the barriers to success that may have been placed on individuals as a result of their sex.

Chapter 2

Review of Related Literature

Many may joke about women trying to change sexist language, calling them "libbers" and other such names, but sexism in language is not a joke--it is a serious and deeply-embedded problem in society (Saporta, 1974). Saporta states that sexist language is a serious problem because language not only reflects thought, but also shapes it. Sexist language often expresses and reinforces attitudes which limit the options and opportunities of females (Benoit & Shell, 1985). Therefore, the problem cannot be ignored by educators, but they must increase awareness of its negative effects and work to remove sexism from the classroom.

Although researchers cannot easily show that language either determines or is determined by attitudes, Saporta (1974) says that language is a symptom of a disease, rather than a disease itself. In other words, sexist language is a result of a larger social problem--that of the status of women. Even a casual examination of the English language reveals that women quite often are defined in terms of men and derive their identities

from men (Saporta, 1974).

Sexist language can be divided into three categories (Carney, 1977). Language that ignores women and girls is the first category. Such language includes sexist words and phrases, and use of third person singular pronouns of he, his, him and himself to designate both sexes. The second category involves the expletives of unauthoritative language deemed appropriate for females to use. For example, it is seen as more appropriate for women to use "tag questions" such as, "You wouldn't mind bringing me a glass of water, would you?", rather than, "Bring me a glass of water." The third category, language used to describe women and girls, often emphasizes the sexual aspect of females.

Women as Non-entities

English teachers have become rigid in their supposedly correct use of the masculine pronoun (Carney, 1977). Women have been excluded so much in the English language that Carney calls it "the invisible women syndrome". Carney states that the generic use of "man" and other masculine nouns or pronouns is not only sexist but also ambiguous and misleading. All-inclusive

masculine terms such as "mankind," "man-made," "man-eating"and "brotherhood" are unclear and therefore are not easy notions for children to understand (Adler & Towne, 1987). It is difficult to explain to a five-year-old that the generic use of "he" refers to girls also. Adler & Towne report that when a five-year-old heard a teacher saying on television, "You take each child and watch to see what his interests are" the five-year-old asked if only boys attended that school (p. 175). The teacher is supposedly using correct English, yet the five-year-old's question cannot be easily answered. Similarly, younger children have no way of knowing that the cat referred to as he" may not necessarily be male.

It is hard for youngsters to comprehend how masculine words such as "man" and "he" can include women in one definition and exclude them in another (Miller & Swift, 1976). In 1972, Schreider and Hacker tested the idea that "man" is generically understood to embrace "woman." About 300 college students were asked to select from magazines and newspapers a variety of pictures that would appropriately illustrate the different chapters of a sociology textbook being prepared for publication for

use in high school sociology classes. Half the students were assigned chapter headings such as "Social Man," "Industrial Man" and "Political Man," versus "Society," "Industrial Life" and "Political Behavior". Analysis of the pictures selected revealed that in the minds of students of both sexes, use of the word "man" evoked to a statistically significant degree, images of males only--weeding out recognition of women in these major areas of life; whereas, corresponding headings without "man" conjured images of both males and females.

Another study (Nilsen, 1974) involved 500 junior high school students in Michigan. Equal numbers of boys and girls taking science courses were asked to complete a survey by drawing their impressions of early people as they were described in seven statements of human activities: use of tools, cultivation of plants, use of fire for cooking, infant care and the like. The statements distributed to one group of students were all phrased in terms of "early man," "primitive man," "mankind" and "he." Students in a second group received the same statements rephrased to refer to "early people," "primitive humans" and "they." For a third group, all

statements were worded in terms of "men," "women" and "they". The students were also asked to label each character they depicted in the acts of cultivating plants, using tools, and making pottery with a modern first name.

In the "man" and "he" group, more students of both sexes drew only male figures for every statement but one--that related to infant care. Students of both sexes who illustrated the "people" and "humans" statements also tended to draw more males than females. Those who were given statements referring to men and women included the most female characters in their drawings. The implication from studies such as Nilsen's is that "man" in the generic sense is generally not understood to include females.

Spock (cited in Miller and Swift, 1976), a popular author and pediatrician, states he has always referred to a baby in his books as "he," but now realizes that "the use of the male pronoun is one of the many examples of discrimination, each of which may seem of small consequence in itself but which, when added up, help to

keep women at an enormous disadvantage--in employment, in the courts, in the universities and in conventional social life" (p.17).

What many would find ironic is that the "man" in human is as much female as male (Miller & Swift, 1976), since the word derives from the Latin "humanus." "Humanus" likewise is derived from the Indo-European root meaning "earthling," the same root that gave rise to the Latin "homo" and the old English "mann". Miller and Swift assert that "Woman" then, is not derived from the word "man," as many would have us to believe. Nor was its origin "wife" plus "man." It was "female" plus "human being". Another misnomer is that "female" is a derivative of "male." "Female has no etymological connection with male at all, since the word is a middle English variant of the Old French "femellas," from the Latin diminutive of femina meaning woman, "female" (Miller & Swift, 1976). Rather, its present spelling and pronunciation evolved only because people mistakenly assumed it did.

Those in favor of using the generic word "man" may argue that the word "man" encompassing both males and

females is etymologically correct. Nevertheless, one might ask how one word might exclude a group and at the same time include them (Miller & Swift, 1976).

A prime example of this paradox is illustrated best by Graham (cited in Miller & Swift, 1976), a lexicographer, through the following contrasts:

> If a woman is swept off a ship into the water,
> the cry is "man overboard." If she is killed
> by a hit-and-run driver, the charge is
> "manslaughter." If she is injured on the job,
> the coverage is "workmen's compensation." But
> if she arrives at a threshold marked "men
> only," she knows the admonition is not intended
> to bar animals or plants or inanimate objects.
> It is meant for her. (p.27)

Another example in the "male as norm" argument is seen in the custom of referring to elementary and secondary school teachers as "she." This occurred until enough men entered the field that it became grammatically incorrect and improper (Miller & Swift, 1976). By the mid 1960s, according to the Journal of National Education Association (cited in Miller & Swift, 1976), some of the

angry young men in teaching were claiming that references
to the teachers as "she" were responsible in part for
their poor public image and low salaries.

A common response when speaking of an individual
whose sex is unknown is to use "he/she." However, using
"he/she" doesn't really combat sexism. Rather, it makes
women a special category of beings that are left out of
the picture unless extra words are added to bring them
in explicitly (Miller & Swift, 1976). Some authorities
insist that "man" and other masculine terms such as
"brotherhood" and "he" are traditional and simplify
language. They argue further that these are still
universal terms clearly understood to mean "person."
However, the bulk of evidence does not support their
position (McCarthy, 1988).

Evidence of Change

Evidence that a major revision of the language in
regard to the generic masculine pronoun is noticeable,
especially in the speeches of politicians who are up for
election (Adler & Towne, 1987). A politician might be
heard saying, "As for every citizen who pays taxes, I say
that he or she deserves an accounting from his or her

senator" (Adler & Towne, 1987, p. 175). Adler and Towne point out that adding the feminine to the masculine may be morally right, but the result, as in this sentence, is often awkward or bulky. English speaking people have been taught for many years that "the manager...he" is correct grammar, but in the business and professional world today, this is no longer accurate, anymore than it is accurate to use "the teacher...she" (Aldrich, 1985).

Many would argue that although important changes have occurred in language and attitudes, non-sexist language has not yet fully been accepted. Recent changes in the male-oriented English language include use of the term "supervisor" instead of "foreman," "worker's compensation" instead of "workman's compensation," "business people" instead of "businessman," "sales representative" instead of "salesman" and "chair" instead of "chairman" (Aldrich, 1985).

Aldrich notes other ways language use has changed by many who want to avoid generic masculine language:

1. Eliminating the pronoun entirely

2. Using "she" as the general pronoun for a change

3. Making the sentence plural

4. Addressing the reader directly, for example: "Complete your time sheet at the end of your shift." In a business letter, "Dear Sir" is obsolete.

The National Council of Teachers of English (NCTE), has developed guidelines for the use of non-sexist language (Dyba & Richmond, 1982): First, that the use of "man" in occupations in which job-holders could be male or female should be avoided, because some evidence exists that this psychologically limits choices for women. Second, although "man" in its original sense carried the dual meaning of adult male and female, its meaning has become so closely identified with the adult male that the generic use of "man" and other words should be avoided whenever possible.

Despite such guidelines, sexist language is nevertheless still being either deliberately or subconsciously taught and encouraged in the classroom (Dyba & Richmond, 1982). Dyba and Richmond recommend that until more texts and literature books are revised to contain non-sexist language and equity in sex roles, the only way to promote change is through formal

instruction.

Feminine Form as Secondary

In English grammar there is a marked and unmarked category, with the feminine being the marked (Saporta, 1974). For example, the word "prince" is the unmarked category, princ-ess the derivative. It works the same way with the words "waiter" and "waitress," or "hero" and "heroine", as well as countless other words. In addition, Saporta notes that the marked form is frequently indicated by a pattern of modification. Such modification is illustrated in terms such as "lady mailman," "woman lawyer," "career woman," or "family man."

One linguist's explanation of marked and unmarked terms in the English language is the following (Miller & Swift, 1976): "A reasonably inquisitive person might wonder why the masculine is unmarked. The question deserves a better answer than saying it is a coincidence that the masculine is unmarked in the language of a nation convinced that men are superior to women" (p.141).

 Unclear Communication

English teachers especially should be concerned with clarity, objectivity and precision in communication and thus with the issue of sexist language (Strauss-Noll, 1974). Sex-biased language is not just a language problem, but a social problem which affects everyone (Saporta 1974). Saporta asserts that the problem of the generic personal pronoun indicates a problem with the status of women and creates a problem of unclear communication. It is becoming evident that a new singular personal pronoun that is truly generic is needed (Adler & Towne, 1987), because the generic use of "man" is not only sexist, but it is ambiguous and misleading. To call a woman a "man" is not only unfair to the woman involved, but also denies all women the recognition of achievements to members of their sex, and attributes those achievements to the male sex (Miller & Swift, 1976).

To illustrate this point, the word "policeman" has the generic stem "man" and is therefore assumed to be referring to a man (Saporta, 1974). Many would argue

that this merely reflects the social reality because, after all, most policemen are men. Nevertheless, this "social reality" concept disintegrates since more women are going into fields previously dominated by men (Randall, 1985). Also, although words such as "lawyer" or "doctor" are linguistically neutral, the point is that they are perceived to be referring to males. This concept is taken to the point in which the modification "lady doctor" seems appropriate, and a group can be referred to as "lawyers and their wives", or a caption in a history book can refer to "pioneers and their wives."

Unparallel Words and Phrases

Included in language that treats women as non-entities are unparallel or asymmetrical words or phrases. Saporta (1974) illustrates the idea of unparallel words when noting that when a man does a job, it usually sounds fancier than the same job performed by a woman. For example, a man is called a "chef" but a woman is called a "cook." The underlying presumption is that "good" jobs are held by men. Saporta continues his argument of unparallel wording when noting that "He is a tramp" is

a statement about finances, while "she is a tramp" is a statement about morals. In another of Saporta's examples of unparallel word choice, a governor is said to govern a state, but a governess governs children.

Examples of asymmetrical, sexist wording in the English language are numerous (Saporta, 1974). Double-standard and incongruous sayings include verbs such as "to father," a biological meaning, whereas "to mother" means "to protect" or "overprotect". Even the terms "bride" and "groom" are not equivalent. At weddings the minister says, "you may kiss the bride, " but rarely, "You may kiss the groom." Also, the minister sometimes may say, "I now pronounce you man and wife," instead of using the words husband and wife. This seems to convey the message that a wife is like a possession.

Titles

The practice of using titles such as "Mr. and Mrs. John Smith" was commonplace in the past and frequently still occurs today (Saporta, 1974). Saporta asserts that not only does the woman take the man's last name when she marries, but her first name is totally dropped from the

title so that the only word that represents her is "Mrs., a term that denotes marital status, while "Mr." does not. Thus the courtesy title "Mr." gives no reference to marital status, whereas the titles "Miss" and "Mrs." are intended to convey a woman's marital status. Saporta points out that this purpose is defeated, however, as more women become divorced or use the term "Ms." Furthermore, although it is accepted that the term "Ms. is parallel to "Mr.," the term is often thought of as a "women's lib" term and will never be totally acceptable until the social stigma that the title Ms." is associated with is removed and becomes truly parallel with the title "Mr." As a solution to the use of unparallel titles, Saporta suggests that perhaps the best thing to do is just use the person's name, preceded by no title.

In this society, women's names are less important than men's (Miller & Swift, 1976). Men keep their last names, women know they will lose theirs if they get married. Miller and Swift assert that making a name one's own is an act of self-definition. Giving up one's name to marriage is tantamount to giving up some part of personal, legal and social autonomy.

Customs of first-naming allow girls to be called a version of their father's names, whereas it is not likely that a boy would be given a version of his mother's first name (Miller & Swift, 1976). For example, even if a couple named Georgette and Joe named their son George, chances are an earlier George provided the necessary male for him to identify with. What is more, a man in most Western societies cannot only keep his name for a lifetime, but can pass it on intact to his son, who in turn can pass it on to his son.

Men have traditionally used language to subjugate women, according to one supporter of the women's movement (Miller & Swift, 1976). For instance, in a magazine story on the atypical career choices of six graduate students, the subhead read "Stereotypes fade as men and women students...prepare to enter fields previously dominated almost exclusively by the opposite sex" (p. 7). Three women going into business administration, dentistry and law were introduced by their full names as were three men whose fields of study were nursing, library science and primary education. The men were then referred to as Groves, White and Fondow, while the women became Fran,

Carol and Pam. Miller and Swift note that children, servants and other named inferiors are more likely to be first-named by adults, employers and by anyone else who is older, richer or otherwise assumed to be superior. Furthermore, it is society's sanction of patrimony that most diminishes the importance of women and their names, with tragic and far-reaching effects on the self-esteem of women.

Miller and Swift (1976) report that, over the centuries, women have fared very badly indeed in the English language. For instance, they lost their job titles and acquired substitutes applicable to women only. In addition, they acquired social titles advertising their married and unmarried status, and with marriage, lost their last names. What is more, women really lost ground when the maleness of "man" overpowered its humanness. It is almost as if to admit women to full human membership is a threat to male prerogatives (Miller & Swift, 1976) and women who challenge this status quo are called "castrating women." Miller and Swift point out that it is significant, however, that the status quo or the establishment of authority is largely male. For

instance, women are usually not in positions of power
in any of the major institutions of this culture, and
even concerning language, the decisions and rules are
automatically designed by men--this is the ultimate form
of male dominance. Along the way, even God acquired a
male identity (Miller & Swift, 1976).

Miller and Swift conclude that the male bias of
English did not have to be fostered by a male plot to
subjugate women. Rather, it evolved through the working
of a simple principle: power tends to corrupt. English
is male-oriented because it evolved through centuries of
patriarchy to meet the needs of patriarchy (Miller &
Swift, 1976). As an example, generations of women,
taught to value the accomplishments of their husbands,
fathers, brothers or sons more highly than their own,
made an emotional investment in being identified through
males.

When women began to realize that they have their own
identity, the women's movement was set in motion and
language is slowly changing to accommodate the movement
(Denmark, 1974). Nevertheless, Denmark states that
equality in language and throughout society is far from

achieved, and women are still feeling the consequences of a society that values masculinity more than femininity. For instance, it is sanctioned by society for women to give up strength, intelligence or talent, for fear that they are masculine traits and somehow defeminizing (Denmark, 1974). Furthermore, the English language fails to encourage those traits which allow females to become competent and effective achievers.

Use of language

Another problem with the English language as reflected by this patriarchal culture is that, from a very young age, females are taught that appropriate feminine language is that which is gentle but lacking authority and forcefulness (Kocol, 1986). For instance, "tag questions" and descriptive words are more frequently used by women than men. Tag questions such as "don't you think so?" raise doubts and invite others to dismiss the speaker (Kocol, 1986).

As Kocol states, the idea that "masculine" assertive ways of speaking are equated with intelligence and authority presents a problem for women in society. Research shows that women, like other subordinate groups,

use different language patterns than the dominant group. Specifically, they tend to speak in a more deferential, uncertain manner. Men are encouraged to use strong expressions, but from childhood women are encouraged to be gentle and "ladylike" (Strauss-Noll, 1974). Strauss-Noll points out the seriousness of allowing men a stronger means of expression: "The more strongly and forcefully someone expresses opinions, the more weight the opinions seem to carry and the more attention they will get" (p. 37).

The old-double-standard of language means that a male speaker can use authoritative language and an occasional risque joke (Carney, 1977), but a woman who does the same thing would be alienated by her hearers and considered indelicate. Nevertheless, Carney states that it is ironic that in language and literature women are criticized for their delicateness, and not taken seriously as intelligent human beings.

Words That Describe Women and Girls

The English vocabulary carries a burden of its culture's preconceptions and prejudices (Miller & Swift, 1976). For example, when "women" and "girl" acquire the

additional commonly understood meanings of "mistress" and "prostitute," as Webster's unabridged dictionary attests has happened in English, a certain attitude towards women is conveyed. According to Dr. Theodore Lidze (as cited in Miller & Swift, 1976), words used daily reflect cultural understandings and transmit them to the next generation through language which serves the male-dominated culture's needs.

For instance, men often describe women in terms of animals, with the emphasis on the sexual function (Carney, 1977). Specifically, words are used to refer to women such as "chick," "fox," "bitch," and "pussycat." In contrast, animal names applied to men are not usually sexual (Carney, 1977). For instance, a man may be called a "pig," "weasel," or ape with no implication of sexuality.

Limited Career Options

In old English, gender was grammatical and agreed with the noun, but when middle English evolved in the twelfth century, these arbitrary gender assignments were breaking down, and within a few hundred years, grammatical gender completely gave way to natural gender

(Miller & Swift, 1976).

Miller and Swift note that eventually, vocation words for the sexes were coined as women were moving into fields previously closed to them. One might ask why it was felt necessary to differentiate on the basis of sex between two qualified people, as in the example of actor-actress. As Miller and Swift assert, perhaps it was done to keep women from assuming male prerogatives.

In addition, Borman and O'Reilly (1984) point out that female education majors have to deal with learning how to teach from textbooks that reinforce stereotypes. Yet in one study (Borman and O'Reilly, 1984), not a single text provided future teachers with curricular and instructional material to counteract sexist language and literature in the classroom and its harmful impact on children.

Furthermore, attention is given in textbooks and literature to avoiding stereotyping blacks and other minority groups (Borman & O'Reilly, 1984), but not to women. Many may wonder why there is so much neglect in the area of counteracting sexism. As Borman and O'Reilly

(1984) suggest, it probably can be explained by saying the issue is just not important to authors.

A study of children who wrote stories (Tuck, 1985) showed that children tended to create characters of their own sex in their stories and that both male and female authors showed a tendency to stereotype their characters. For example, 74% of the male character in the stories exhibited assertive and persistent behavior, but only 23% of female characters showed these same characteristics. According to Tuck, the reluctance of female authors to employ these characteristics when referring to female characters is an indication of the impact of cultural influences. Also, themes of limited territory and dependency were noted in stories written by girls. What may be inferred from this study is that girls need more exposure to the changing roles of women (Tuck, 1985). Tuck suggests that characters they write about need to explore, travel and deal with the broader world.

What may contribute to the problem of sexism in language and literature are stereotypes in stories such as fairy tales that children are exposed to when very young (Rossi, 1986). In such stories, females are

typically depicted as passive princesses or ugly stepmothers, while males are the strong, active heroes (Minard, 1975). Tuck (1985) notes that such fictional books, as well as educational materials that promote stereotypes, have an obligation to counteract centuries of literary abuse of females by placing them in exciting roles so that women may have role models in educational and fictional books.

Stereotypes in literature have brainwashed females so much that by the time most girls reach the fourth grade, they believe they only have four occupations open to them: nurse, secretary, teacher or mother (Rosen, Werner & Yates, 1974). Furthermore, while girls are learning to be passive and preparing for lives in support of men, boys are learning to define their identity in terms of power and learning. Rosen, Werner and Yates contend that the idea of depicting women as mentally and physically inferior undergirds a philosophy of male supremacy, as does the use of generic masculine language.

Such generic masculine language is commonly used in career counseling pamphlets disseminated at high schools and colleges, and effectively diminishes choices for

women (Denmark, 1974). As an illustration, a pamphlet published by the American Psychological Association (1970) discussed careers in clinical, consumer, industrial and engineering psychology. In the descriptions of all these careers, the pamphlet used "he" when referring to a psychologist of unknown sex. What many may find incredible is not only was the pamphlet published in this form, but Denmark reports that it is currently disseminated as the invitation to careers in psychology. Denmark notes that what is remarkable is that the only area of specialization which did not specify "he" was the area of school psychology, which discussed the joys of working with children in an educational surrounding.

One may argue that such sexist propaganda by organized psychology is not the only deterrent to keeping capable, intelligent women from pursuing a career in this field. Indeed, many would agree that a host of other reasons probably are involved, not the least of which are discrimination in employment opportunities and no role models in the field. Nevertheless, many would argue that surely sexist language at least partially contributes to

the oppression of women. Denmark contends that it should

not be too much for women to ask that jobs and elected

posts for which both men and women qualify be described

by terms that include women, or at least do not exclude

them. Denmark also states that avoiding the generic "he"

eliminates the suggestion that males are somehow more

typical or more important than females.

Nevertheless, authors such as Amiel (1984) state

that it is ignorant to believe there is any connection

between words, grammatical forms, common expressions of

a language and the value systems of the society in which

it is used. However, opponents of generic masculine

language suggest that its use may be a fundamental

foundation of sex-role stereotyping which is

intrinsically offensive to females (Dyba & Richmond,

1982).

Teachers as Responsible

Dyba and Richmond, (1982) point out that teachers

are a main element in developing and continuing sexism

in society. Dyba and Richmond suggest that since

teachers communicate to their students what they

understand to be true, it is important that teachers

improve their communication and increase their awareness of females in generic words, the roles of women in the literature they choose and the way they critique students' language. Most importantly, teachers must move beyond any self-consciousness of "women's lib," a term which in itself is a put-down.

According to Dyba and Richmond (1982), a reduction in classroom use of sexist language can probably be accomplished through specific instruction or modeling. They suggest that teachers ask themselves if instruction is important, and if the unequal representation of women in language and literature has serious enough consequences to be of genuine concern.

Language is the responsibility of English teachers and others concerned with communication (Carney, 1977). Thus, Carney suggests that teachers should realize the injustice committed against women due to sexism and try to change it. Most would agree with the idea that language should reinforce the humanity of each person, but as Carney notes, sexism in language and literature perpetuates the myth of the inferiority of women. Carney asserts that something must be done to counteract sexism

in English, and it should start with the instruction of teachers in the classroom.

Although many children's books have been published which contain stereotypical characters, negative female role models and sexist language, other literature has recently been published in an effort to counteract these. Books such as Womenfolk and Fairy tales (Minard, 1975) and Free To Be You And Me (Thomas, 1972), all contain a unique theme: in every story, it is a female who is the prime mover.

Summary of Review of the Literature

Sexism, most likely coined as an analogy to racism, became part of our language only in the late 1960s, but many would agree that the issue has only received half the attention of racism. Images of housewives and women secretaries in literature helped shape social attitudes which in many cases limited females' roles and career options and contributed to the degradation of women. Nevertheless, as Spikol (1985) points out, the image of women as sexual objects and "half wits or bimbos" in short stories, fairy tales and other fiction is not easily accepted anymore. The idea that women are the

sexual objects and men are the protectors and providers is outdated, since women began to realize that they do not need men for these reasons but can protect and provide for themselves.

Admittedly, women have come a long way in the fight for equality, but many believe society's all-too-real treatment of women as inferior is still evident in the secondary status of women in language and should not be dismissed lightly.

As George Orwell states in his "Politics and the English Language (quoted in Miller & Swift, 1976, p. 152), "The whole tendency of modern prose is away from concreteness." He encouraged "the scrapping of every word or idiom that has outgrown its usefulness... What is above all needed is to let the meaning choose the word, and not the other way about. In prose, the worst thing one can do with words is surrender to them."

Orwell also argues that it is easier to accept masculine and feminine stereotypes than to challenge them and think them through in relation to reality. More often than not, sexism is subconscious or lazy rather than deliberate. Orwell states it is much easier to

speak of the next president of a university as "he" as though inevitably, the next president will be male. Children, who don't know any better, take the generic "he" pronoun literally and start believing that the "he," "mankind" and other generic masculine words referred to, truly only include males.

Many may argue that sexist language is so embedded in our culture by tradition that there is nothing any one person can do to make the English language less sexist and more equitable. McCarthy (1988) disputes this line of thinking, and sums up the issue of sexism with the following:

> Sexism is a gross form of injustice, destructive of human dignity and personhood and should be spelled out in simple and concrete terms so that no person's conscious can escape it. It is important that those guilty of it feel personally responsible. To see it as part and parcel of a flawed society is to invite the shrug...(p.457-458)

Perhaps McCarthy's point indicates that there is considerable work left to be done in the area of sexist language.

Chapter 3

Procedure

The purpose of the guidebook was to suggest teaching strategies that will enable secondary school English teachers to teach non-sexist language skills using a variety of materials. The fact that the National Council of Teachers of English (NCTE), has developed guidelines for non-sexist language supports the argument that teaching is needed to develop skills in this area of the language arts. This guidebook includes general activities and recommendations for teachers to use to encourage students to be aware of, and avoid sexist language and stereotypes in reading and writing.

It is suggested that a questionnaire with some questions derived from Schuck's survey (1984, see Appendix A) be administered at the beginning of class as a means to help both the student and instructor gain increased awareness and understanding of their attitudes and biases, as well as to assess the degree of knowledge that each student has of non-sexist language. It is recommended that responses to the questionnaire be examined to determine the areas which need emphasis.

Analysis of familiar fairy tales, such as "Cinderella," are used to illustrate to students how much sexism is part of our culture. A suggested time frame for teaching this unit is at least a two month period.

The evaluation of the non-sexist guidebook was conducted by English education teachers. A checklist (see appendix C) guided the teachers' evaluation of the curriculum guide's completeness, practicality and potential usefulness in the teaching of non-sexist language skills. The teachers were asked to make written comments and suggestions or additions to the curriculum on the evaluation checklist.

Chapter 4

Presentation of the Data

A table was created from the data results of English education teachers' responses to ten Likert scale questions which were used to evaluate the non-sexist curriculum guidebook. (see Table 1 and Appendix C).

Responses for questions one and nine were equally divided between the "strongly agree" and "agree" categories, with no responses in the "disagree" or "strongly disagree" categories. The majority of the teachers (five out of six) polled strongly agree that the writing activities and the skills development exercises would help students understand desired objectives and learn alternatives to sexist language.

The reading activities and discussion activities were ranked as next best in helping students to attain desired objectives, with four out of six of the respondents marking "strongly agree" on the Likert scale for questions three and four of the guidebook evaluation checklist. Questions five, six and seven, which pertain to the effectiveness of worksheet and group activities, each received four out of six "agree" responses and two

"strongly agree" responses.

Only one "disagree" response was marked out of the entire Likert scale checklist of ten questions. This was found in question eight, which asked if the curriculum is adaptable to a variety of secondary school levels. This question received two "strongly agree" answers and three "agree" answers.

Only two out of the six respondents made comments or suggestions for the curriculum unit. Both respondents' comments were concerned with the possibility of alienating those from certain ethnic and cultural groups who may be less than accepting of linguistic equality. Respondent 1 thought that the curriculum may not provide enough of a challenge for upper level English education students. The same respondent also commented that lower level students would be difficult to teach, since non-sexist language may be considered a controversial topic and these students may be more recalcitrant in their attitudes. Respondent 1 agreed that the curriculum, especially the stories and films, would be adaptable to a variety of school levels.

Respondent 2 was of the opinion that there are appropriate times for the use of stereotyping in literature -- such as when an author doesn't have space for detailed development all characters in a story. Respondent 2 suggested that a bias existed in the question given as an example in activity 2.1. concerning sexism in films. For instance, respondent 2 asked if women have to be strong and assertive in order not to be considered stereotyped. This respondent questioned whether students were to assume that housewives and supporters of husbands are negative stereotypes always, and if an audience should always be offended when viewing women in "traditional roles." This same respondent agreed with the curriculum guide's implication that male and female roles are of equal importance but might not necessarily be the same, and stated the curriculum achieves its goals.

Table 1

Checklist Tally of Responses

		Responses		
Question	Strongly agree	Agree	Disagree	Strongly disagree
1	3	3	0	0
2	5	1	0	0
3	4	2	0	0
4	4	2	0	0
5	2	4	0	0
6	2	4	0	0
7	2	4	0	0
8	2	3	1	0
9	3	3	0	0
10	5	1	0	0

Chapter 5

Conclusions and Recommendations

Some of the literature reviewed concerning the teaching of non-sexist language dealt with sexism in fairy tales and nursery rhymes. The position taken by this study was this literature is not only suitable for the elementary school level, but can also be adapted to the secondary school level to teach the concept of non-sexist language. A conclusion drawn from the literature was that fairy tales and nursery rhymes, as part of the literary genre of fantasy, can be an important and worthwhile part of high school English students' curriculum. A significant amount of research was found concerning sexism as it relates to limiting career choices and in the general diminution of one's potential. Although there was an adequate amount of research done on the effects of sexist language and ways to correct such communication, the research revealed that, in practice, not enough is being done to make people conscious of the various forms of sexism in language nor of methods to eliminate its use. For example, although the National Council of Teachers of English has published

non-sexist guidelines for teachers to use, there is little evidence that they have been used in classroom instruction.

From the research it was evident that a surprising amount of popular literature contains elements of sexism, and that secondary school students should be able to identify these elements. A major premise of this study was that the first step towards change is recognizing the problem area. For instance, if students cannot identify sexist words or stereotypes, then even if they knew non-sexist terminology they would not know when to appropriately use it. Another major premise for the development of this curriculum taken from the review of the literature was that sexist language was harmful to the esteem of others, especially females, who are most often the victims of its use. The research reviewed concurred that the definition of sexist language encompasses generic masculine language, stereotypes, and demeaning or sexual words used when referring to women. Exercises in the curriculum guide were developed to cover all of these aspects of sexism.

Before creating the suggested activities used in

this guidebook, a thorough study was completed related to the methods of teaching non-sexist language. The conclusion drawn from the research was that, although there is an overwhelming need for such instruction, the topic is just not considered important enough to teachers since sexist material continues to be published and few guidelines exist in education textbooks concerning recommendations to correct sex-biased English. Virtually no research was found on the teaching of non-sexist writing or speaking before the 1970s, which coincidentally was after the dawn of the Women's Movement.

The data from the non-sexist language curriculum guidebook evaluation checklist supported the generally-held notion that fairy tales are appropriate only for elementary school children. This somewhat limiting point-of-view could affect the use of the guidebook. Nevertheless, most of the teachers surveyed were open and accepting of the idea of using influential stories such as fairy tales as tools to help secondary students identify and find alternatives to sexist language and stereotypes. These stories can be adapted for all ages,

and the concept of sexism it illustrates is appropriate. The two respondents who made comments on the evaluation checklist seemed more concerned with the possibility of alienating those who have grown accustomed to sacrificing clarity and neutrality for the sake of keeping the status quo, than promoting the use of non-biased English. For instance, respondent 1 warned that it is important to be aware of and respect the ethnic and cultural sexist attitudes that permeate certain groups who will not conform to non-sexist viewpoints. Respondent 2 asked if an audience should always be offended when viewing women in "traditional roles". This same respondent stated that it is appropriate to stereotype as a short-cut method when an author doesn't have space to fully develop all characters in a story. This statement is problematic if one is to believe that there is no justification for stereotyping. What is more, attitudes such as these coming from English teachers could hinder the purpose of the curriculum.

According to the teachers' comments and their Likert scale checklist responses which evaluated the non-sexist language curriculum guide, the curriculum was very

successful and effective in accomplishing its objectives. More specifically, the writing activities and skills development activities were strong points in the curriculum, and the worksheet and group activities were also effective in accomplishing their goals.

Analysis of the study results supported several recommendations for future use of the non-sexist language curriculum guidebook. Teachers should feel free to:

1. adapt the character-analysis to any fictional story, not just Cinderella or other fairy tales,

2. use a holistic method of evaluating writing assignments,

3. create their own materials and programs related to the alleviation of sex-biased English,

4. use guest speakers who can serve as role models to speak on the problem of sexism in our language,

5. use more audio-visual materials such as the films suggested in the curriculum guidebook, and

6. use remedial or enrichment activities according to the intellectual levels of the English students they teach.

A revised edition of the non-sexist language curriculum guidebook should include:

1.   a suggested timetable for the reading of each fairy tale and completion of the accompanying activities,

2.   APA or NCTE non-sexist guidelines as a handy reference sheet,

3.   an expanded list of supplementary films and appropriate computer software. On-going modifications of the non-sexist language curriculum guidebook should be based on consultations with teachers and recommendations gathered from English education graduate students, teachers and high school students who have used the guidebook.

Appendix A

Survey Instrument Removed

Survey Instrument Removed

Appendix B

Curriculum

Table of Contents

Instructions

It is suggested that an attitude survey be administered at the beginning and end of the curriculum unit for two purposes: 1) to determine areas of instruction which may need emphasis 2) to measure any change in attitude or opinion concerning sexist language. However, it is necessary to bear in mind that the survey is only as accurate as the honesty of its answers.

The curriculum should be taught at a comfortable rate of speed and level for the students. Since this is a basic guide for English classes at all levels, the curriculum is flexible, and should be adapted to meet the teaching needs of the instructor and learning needs of the students.

The content of this guidebook was selected and organized, not only on the basis of learning objectives, but also on the basis of the following suggestions and recommendations to teachers:

Recommendations

1) Instructional materials should be closely examined for number and type of representation of females.

2) Relevant use of oral and written non-sexist language should be an integral part of the classroom.

3) Students should be provided with opportunities to read non-sexist short stories.

4) Teachers should emphasize the issue of clarity, objectivity and precision when concentrating on grammatical usage and vocabulary.

5) Teachers must provide students with guidelines and exercise handouts on topics such as avoiding grammatical inaccuracies when using non-sexist language and avoiding stereotypes and assumptions, as when a doctor is assumed to be automatically male, or a dancer assumed to be female.

Suggestions

Suggestions relating to teaching strategies included in the guidebook are as follows:

1) Instruction must begin at the educational and language level of the students.

2) Teachers should understand that some students may be resistant to change and to what is unfamiliar.

3) Teachers should recognize and understand their own biases and work to avoid sexism in their own language and choice of literature.

4) Teachers should emphasize the equal value of each person as a human being, regardless of sex.

5) Teaching styles should be adapted to the student's learning styles.

Objectives

1. The students will recognize and become familiar with sexism in fairy tales and analyze the elements which distinguish sexist stories from non-sexist stories.

2. As a skills development exercise in the recognition of sexism, students will analyze sexist and non-sexist films.

3. Students will recognize and find alternatives to sexist writing.

4. Students will be familiar with the "Guidelines for Non-sexist Writing" handout in order to be able to write their own non-sexist fairy tale or other short story.

Sexism in Fairy Tales And Other Stories

Objective 1:   The students will recognize and become familiar with sexism in fairy tales and analyze the elements which distinguish sexist stories from non-sexist stories.

Enabling Activities:

Suggested Activity 1.1

Students will read and discuss the non-sexist writing handout.

Suggested Activity 1.2

Students will read the fairy tale "Cinderella". After reading the story, students will complete a character type analysis worksheet.

Worksheet 1.1 - Character Analysis

After reading the fairy tale, Cinderella, complete the following questions.

Who is the hero and the strongest character in this story?

Describe and List four personal characteristics of Cinderella.

1._____

2._____

3._____

4._____

How does the main character's personality affect the story?

_____

_____

Discuss the traits of passiveness and helplessness, and if any of these traits are stereotypical of Cinderella and of female characters in general.

Describe and list four traits of the step-mother and sisters. Are they portrayed in a positive light?

1._____

2._____

3._____

4._____

Suggested Activity 1.3

Small group activity - Students will meet in groups of five or less and each group will select a group leader. They will discuss their answers to the character type analysis worksheet.

The group leader will complete worksheet #2 on sexist versus non-sexist elements in the story which should be representative of the group's ideas. This exercise should help students recognize stereotyped characters and negative role models in literature, and be able to more clearly define what is and what is not sexist in familiar stories such as "Cinderella".

Worksheet 1.2 on Sexism

This worksheet will be completed by the group leader after a group discussion of elements of sexism in the story. The group will list all the elements of the tale that are sexist or stereotyped, and all the elements which are non-sexist. This worksheet will help students compare the two concepts and help them define what is sexist.

_____SEXIST_____NON-SEXIST_____

Suggested Activity 1.4

The teacher will ask the group leader to share the groups' responses to the worksheets. The teacher will facilitate a discussion of what is a stereotyped character, and other elements that contribute to sexism in literature, such as sexist language. The teacher will communicate to the students that is needed from authors is the creation of characters outside the stereotyped realm of expectation. Although fairy tales can be fun,

they can also be very damaging to youngsters if females are seen as not only unequal, but less than human.

Suggested Activity 1.5

The students will choose one of the fairy tales below to read and change the story as necessary to make it become non-sexist. Students will pay careful attention to active versus passive roles of the characters, stereotypes and word choice. The students will also perform a character analysis of the main character as a means to help them recognize stereotypes and sexism in the story in order to recreate the main character to be a more positive role model.

The following are only a recommended list of fairy tales to use to illustrate sexism in reading and writing fiction:

1) Cinderella

2) Hansel and Gretal

3) The three Bears

4) Sleeping Beauty

5) Snow White

6) The Princess and the Pea

7) Rampunzel   8) Little Red Riding Hood

Sexism in Films

Objective 2: The students will analyze sexist and non-sexist films.

Suggested Films:

1. Stella Dallas, 1937 (King Vidor)

2. Rebecca, 1940 (Alfred Hitchcock)

3. Some Like It Hot, 1959 (Billy Wilder)

4. Outrageous Fortune, 1986 (Arthur Hiller)

Enabling Activities

Suggested Activity 2.1

The students will view the chosen films from the 1930s to the present and analyze how stereotypes have changed or in what ways they have remained the same. The students will discuss the elements that make the female characters stereotypical in the film and what does not. For example, does the film depict strong, assertive, active women in prominent positions, or are women depicted as housewives, supporters of men and passive beings "watching the world go by"?

Suggested Activity 2.2

Worksheet 2.1 - Contrast of Traits - Each student will brainstorm and write down all the positive and/or

negative comments that come to mind about the male lead character and the female lead character. The students will share their responses with the class.

Similarity of answers will be noted on the board by the teacher, and a contrast of traits will ensue. After this brainstorming, discuss as a class why the audience is made to feel a particular way about each character and if more negative traits seem to be associated with female characters. As an exercise for the awareness of the differentiation of treatment of the sexes, discuss if character roles and traits are often assigned on the basis of sex. The purpose of worksheet 2.1 is to compare and contrast how the two sexes are portrayed and seen in selected films.

Worksheet 2.1 - Contrast of Traits

FEMALE LEAD

Positive Traits   Negative Traits

_____

_____

_____

_____

_____

Alternatives To Sexist Writing

Objective 3: Students will recognize and find alternatives to sexist writing.

Enabling Activities

Suggested Activity 3.1

Students will study the "Alternatives to Non-sexist Writing" worksheet, adapted from APA's Publication Manual. On worksheet 3.1, students will be given examples of sexist writing and will identify the non-sexist language and find non-sexist alternatives. Sexist language encompasses using masculine generic words to refer to both sexes, using masculine occupational designators to include both sexes, using modifiers such as "woman doctor," stereotyping and using demeaning words to refer to females. This exercise should help students become familiar with substituting non-sexist language in place of sexist language when reading or writing. Students will generate as many alternatives as possible to given phrases.

Worksheet 3.1 - Alternatives to Sexist Word Choices

Directions: For each sexist sentence given, underline the sexist word or words, write an alternative non-sexist

sentence to correct the sexist word or phrase and state the appropriate corresponding rule below that goes with it.

Example:

Sentence: There is no cure known to <u>man</u> for the common cold.

Correction: There is no cure known to humanity for the common cold.

Rule: Do not use a generic masculine word to refer to both sexes.

<u>Exercise 1</u>

Sentence: A pastor usually has a lot of responsibilities towards the members of his church.

Correction: _____

Rule: _____

<u>Exercise 2</u>

Sentence: The trip to the moon was one large step for mankind.

Correction: _____

Rule: _____

Exercise 3

Sentence: The average man would not be able to withstand
            such heat.

Correction: _____

Rule: _____

Exercise 4

Sentence: More manpower is needed to finish the project.

Correction: _____

Rule: _____

Exercise 5

Sentence: We need more people to man the telephones.

Correction: _____

Rule: _____

Exercise 6

Sentence: The premature infant may be slower in his motor
            skills.

Correction: _____

Rule: _____

Exercise 7

Sentence: The women's husband lets her work full-time.

Correction: _____

Rule: _____

Exercise 8

Sentence: Each baby's health was measured by his apgar
          score.

Correction: _____

Rule: _____

Exercise 9

Sentence: If the pilot runs out of gas, he should not
          panic.

Correction: _____

Rule: _____

Exercise 10

Sentence: Naval officers often neglect their wives.

Correction: _____

Rule: _____

Exercise 11

Sentence: The child does not get enough mothering.

Correction: _____

Rule: _____

Exercise 12

Sentence: Freshmen are last in line.

Correction: _____

Rule: _____

Exercise 13

Sentence: The woman lawyer had a good case.

Correction: _____

Rule: _____

Exercise 14

Sentence: Mrs. John Doe picked up her mail at the post

office.

Correction: _____

Rule: _____

Exercise 15

Sentence: Lynn was an aggressive career woman.

Correction: _____

Rule: _____

Exercise 16

Sentence: The chairman of the board made all the

decisions.

Correction: _____

Rule: _____

Exercise 17

Sentence: The lawyers and their wives were invited to the

dinner.

Correction: _____

Rule: _____

Exercise 18

Sentence: Policemen are never where you need them.

Correction: _____

Rule: _____

Exercise 19

Sentence: The housewives kept busy making crafts.

Correction: _____

Rule: _____

Suggested Activity 3.2

Students will discuss their answers to worksheet 3.1 as a class, with the teacher facilitating the discussion. The teacher will write the alternatives on the board. The students will generate more alternatives as a class, and individuals will volunteer to use them in sentences, substituting the sexist word or phrase for the non-sexist alternative.

Suggested Activity 3.3

Through the teacher's lectures, the students will become familiar with the five parts of a business letter: salutation, return address, forwarding address, body and

closing. Then students will be given certain information with which to write their own business letter. Information they will be given will not denote gender. The point of this exercise is to use the information below and write a non-sexist business letter. Be especially careful with occupational, formal and courtesy titles and stereotyping.

1) Occupation - person who is in congress

2) Unisex name - Jamie

3) Marital status - unknown

4) Last name and title known - Dr. Taylor.

Do not assume PhDs, doctors or lawyers are male. Note that the salutation "Dear Sir" is obsolete. The courtesy title "Ms." is preferred to "Miss" or "Mrs." because it does not denote marital status.

Suggested Activity 3.4

As a means of helping students recognize sexist language and stereotypes, an adapted version of Strauss Noll's examples of sex bias in English will be discussed in class. This exercise worksheet illustrates the importance of precise word choice.

Worksheet 3.2 - Sex-biased English

Read examples 1-3 below.

<u>Master--Mistress</u>

1. (a) He is a master of the intricacies of foreign policy.

   (b) She is a mistress.

2. (a) Harry declined to be my master, and so he returned to his wife.

   (b) Sally declined to be John's mistress, and so she returned to her husband.

3. (a) Professor Jones is a master.

   (b) Jenny is a mistress.

Short answer - Differentiate between the connotation and the denotation of the two terms, "master-mistress." Connotation means what the word implies, while denotation means the dictionary meaning of the word. Is the connotation of master and mistress parallel judging from the examples above? Explain.

_____

_____

_____

_____

As a class, discuss the following sentences below and their connotations.

Manly--Womanly

1. (a) Little Johnny showed manly courage.

   (b) Mary showed manly fortitude.

2. (a) Joey's tears are womanly.

   (b) Her womanly wiles helped her get a promotion.

Discussion Questions:

In the word pair "manly--womanly" which word seems to have the more negative connotation and why do you suppose it does?

_____

_____

Bachelor--Spinster

1. (a) Mary hopes to meet an eligible bachelor.

   (b) Jim hopes to meet an eligible spinster.

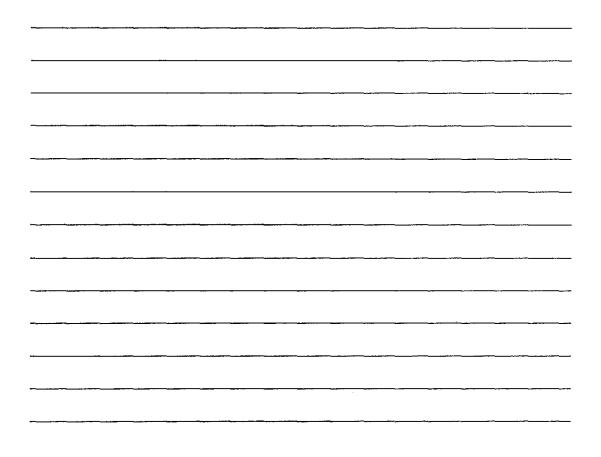In the word pair "bachelor--spinster," distinguish between the connotation and denotation of the two words as used in the context above.

_____

_____

_____

Sexual Connotations

1. (a) He's a professional!

   (b) She's a professional!

Read the above sentence pair, and explain the fact that some words have a sexual connotation when applied to females, but the same words have no sexual connotation when applied to males. Does this occur because perhaps women are seen as sexual objects in our society, while men are not? Elaborate and give more examples.

_____

_____

_____

_____

_____

_____
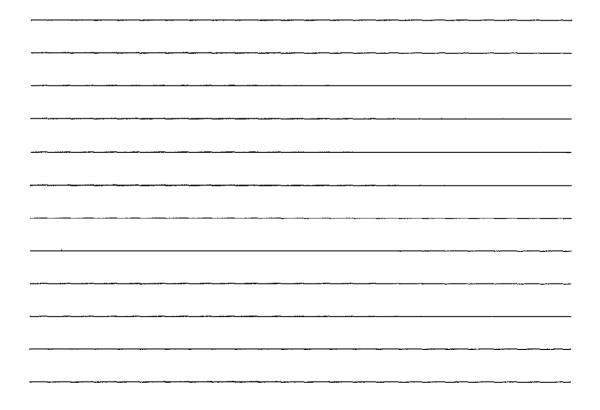
_____

_____

_____

_____

_____

Occupations

1. (a) chef - cook

   (b) wizard - witch

Which occupational titles refer to males and which to females? Which word from each pair has a more positive connotation or sounds more sophisticated? Which words refer to females? Do you see a pattern developing concerning how females are treated in the English language? Explain any bias that these examples have brought to your attention.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

"ess" suffixes

steward - stewardess

governor - governess

prince - princess

tailor - seamstress

actor -- actress

Study the word pairs and suffixes. Why do you think there is a need in the English language to distinguish between the sexes in an occupation? Is knowledge of the sex of individuals in occupations really important? Is job performance effected by a person's gender?

_____

_____

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Guidelines For Non-sexist Writing

Objective 4: Students will be familiar with the Guidelines for Non-sexist Writing handout in order to be able to write their own non-sexist fairy tale or other short story.

Enabling Activities:

Suggested Activity 4.1 - large group activity

Students will be divided into three groups of six or less, with each group assigned one story from Womenfolk And Fairytales. The students will analyze elements in the story such as style, word choice, plot and characterization as it relates to non-sexism. The group leader will write down the group's thoughts on each topic. After analyzing the assigned story, students will complete worksheet 4.1 listing reasons why the story is considered non-sexist.

Worksheet 4.1 - Non-sexist Elements

Style-_____

Word Choice-_____

Plot-_____

Characterization-_____

Suggested Activity 4.2

Examples of non-sexist fairy tales from the book Womanfolk And Fairytales will be passed out. Students will take turns reading each of the three stories aloud in class. The teacher will lead a discussion concerning what makes each of the stories non-sexist, compare similarity of themes and will point out the practical usage of the non-sexist guidelines that were employed in the stories. The students will complete worksheet 4.2 on story questions.

Worksheet 4.2 - Story Questions

The following are suggested stories from the book Womanfolk And Fairytales. Answer the following short answer questions that relate to each story.

Suggested Story #1: Read "The Three Strong Woman."

Does the title imply that the story will probably be non-traditional and non-stereotypical? Describe particular scenes that show this is true.

_____

_____

_____

_____

Suggested story #2: "The Lass That Went Out At The Cry of Dawn".

This story portrays a young woman who confronts a wizard and rescues her abducted sister. How is this woman different from Cinderella who is dependent on her "prince charming"?

_____

_____

_____

_____

_____

Suggested story #3: "Molly Whuppie".

Molly Whuppie challenges a giant. How does this story break away from common stereotypes about women?

_____

_____

_____

_____

_____

_____

_____

What qualities does Molly have?

_____

_____

_____

_____

_____

The quality of braveness is usually associated with males only, but most would agree that it is a trait that should be desirable by everyone. Explain the concept of stereotypes, and the idea that stereotypes implicitly tell people what they should or should not be. Discuss how stereotypes may function to limit a person's potential.

_____

_____

_____

_____

_____

_____

_____

What is generally notable about the women in these stories? Are they good role models? Why or why not? Explain.

_____

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_____

Essay question--How are these stories different from most fairytales you know? Pick one of the fairytales from the selection in <u>Womenfolk and Fairytales</u> and compare and contrast with examples from a popular traditional fairytale of your choice, distinguishing what is sexist or non-sexist about these stories.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix C

Guidebook Evaluation Checklist

Directions: Circle the appropriate answer.

1. Schuck's suggested survey would be helpful in identifying any changes in attitudes towards sex-biased English.

strongly agree   agree   disagree   strongly disagree

2. The writing activities would help students understand desired objectives.

strongly agree   agree   disagree   strongly disagree

3. The reading activities would help students develop skills in the recognition of sexist language.

strongly agree   agree   disagree   strongly disagree

4. The discussion activities would help students to attain the desired objectives.

strongly agree   agree   disagree   strongly disagree

5. The worksheet activities would help students attain the desired objectives.

strongly agree   agree   disagree   strongly disagree

6. The worksheet activities would facilitate teacher-student discussions.

strongly agree   agree   disagree   strongly disagree

7. The group activities would structure students to learn through team work.

strongly agree   agree   disagree   strongly disagree

8. The curriculum would be adaptable to a variety of secondary school levels.

strongly agree   agree   disagree   strongly disagree

9. The curriculum would be appropriate for the needs of high school students.

strongly agree   agree   disagree   strongly disagree

10. The skills development exercises would help students to learn alternatives to sexist language.

strongly agree   agree   disagree   strongly disagree

11. Comments and suggestions for this curriculum unit:

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