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AUTHOR Keepers, Beverly
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ABSTRACT

Providing information and activities designed to dispel sex role socialization, myths, and stereotypes as bases for prejudiced views, this teaching guide focuses on the American woman's image and diverse roles in our society. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. Major objectives for this unit are to help students become aware of their attitudes toward the image and roles of American women, and to recognize women as individuals. Planned as a supplement to social studies, home economics, and English courses, suggested time allotment is one to three weeks. The guide includes a student attitudinal survey meant to be used as both pretest and posttest, and eight behavioral objectives accompanied by instructional strategies and listing facilitating materials. These are designed to ferret out and discuss student and media attitudes about both males and females, encourage reading, discussion, and opinion formation based on objective analysis. Two worksheets are included to aid the student in analyzing women on television, and women in employment. A bibliography of resources and materials conclude the unit. (Author/CK)

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ETHNIC STUDIES

THE AMERICAN WOMAN

Experimental Unit



Project Directors:

Edward H. Berman, Ed. D.
Everett Egginton, Ph. D.

ETHNIC HERITAGE PROJECT

1976-1977

Jefferson County Public Schools, Louisville, Kentucky

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ETHNIC HERITAGE STUDIES: THE AMERICAN WOMAN

Experimental Unit, 1976

Preliminary Draft

JEFFERSON COUNTY PUBLIC SCHOOLS

Department of Curriculum Development and Supervision

Administrative Staff

Ernest C. Grayson

Superintendent

J. C. Cantrell

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for Instruction**

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**Jefferson County Board of Education
Curriculum Office, Melbourne Heights Annex
3023 Melbourne Avenue
Louisville, Kentucky 40220**

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This unit of the Ethnic Heritage Studies Project has been prepared by Beverly Keepers, Suda E. Butler High School.

Project Development Team:

Connie Cameron, Coordinator
Dale Redford, Instructional Leader
Jim Hayden, Instructional Leader
Albin Whitworth, Instructional Coordinator, Butler High School
Beverly Keepers, Teacher, Butler High School
Susan Freepartner, Instructional Coordinator, Doss High School
Lynn Brothers, Teacher, Doss High School
Jerrold Patterson, Instructional Coordinator, Durrett High School
Talbot Allen, Teacher, Durrett High School
Chic Langnehs, Teacher, Shawnee High School
Glenna Straefer, Teacher, Central High School
Fern Halzell, Teacher, Meyzeek Middle School
Nancy Sherman, Teacher, Westport High School
Theresa Colbert, Teacher, Westport High School
Thelma Parel, Teacher, Woerner Middle School
Donald Mason, Teacher, Woerner Middle School

Consultants:

Daisy Yang, Education Development Center
Reginald Glass, Education Development Center
Dell T. Courtney, Special Events Coordinator, Louisville Chamber
of Commerce
Thelma Cook, Consulting Teacher, Curriculum Office
Mary Ann Tyler, Teacher, Ballard High School

Administrative Assistant:

Bill Sterrett

FOREWORD

Recognizing the value of an ethnic studies program as a vehicle for promoting positive attitudes toward cultural diversity, Jefferson County Public Schools curriculum writers and teachers, in conjunction with representatives of the University of Louisville and the Bicentennial Committee of the Louisville Chamber of Commerce, have examined present ethnic studies courses of the Jefferson County Public Schools and have developed components for these courses.

Funded by the United States Office of Education, the newly developed units focus on increasing understanding and appreciation of the diversity among ethnic groups represented in the Greater Louisville community.

The units will be tested and evaluated in pilot classrooms during the 1976-1977 school year.



Ernest C. Grayson
Superintendent
Jefferson County Public Schools

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RATIONALE FOR ETHNIC STUDIES

The recognition of cultural pluralism as intrinsic in society in the United States is receiving increased attention from the nation's educators who realize that cultural diversity manifests itself daily in the classroom and often is the source of communication breakdown, misunderstanding, and conflict.

Consequently, school systems across the country are seeking to develop a variety of curriculum offerings that will deal with this cultural diversity in substantive and affirmative ways.

The Jefferson County Public Schools became directly involved in this search as the result of a grant from the United States Office of Education for the development of an Ethnic Studies Program in local schools. The grant resulted from a joint proposal by the University of Louisville, the Jefferson County Public Schools, and the Louisville Chamber of Commerce.

To meet grant guidelines, a curriculum writing committee comprised of local instructional leaders and teachers met during the months of July and August, 1976, to develop criteria for an ethnic studies program, to analyze present ethnic studies courses, to construct model units for implementation in county classrooms, and to plan ethnic fairs in six county schools.

PROGRAM CRITERIA

The Curriculum Writing Committee for the Ethnic Studies Program believes that an Ethnic Studies Program should cross disciplinary lines throughout the curriculum and must include the examination of major ethnic groups represented in American society.

The committee further believes that the specific characteristics listed below mark a definitive ethnic studies program and should be reflected, in varying degrees, in individual ethnic studies courses.

Characteristics

An Ethnic Studies Program, logically:

1. Emphasizes the universality of human needs
2. Explores the experiences and contributions of ethnic groups
3. Analyzes the relationships between ethnic groups
4. Develops a historical perspective of ethnic groups
5. Provides a balanced accurate and impartial treatment of ethnic groups
6. Analyzes ethnic myths and stereotypes
7. Contains interdisciplinary elements
8. Explores future prospects of ethnic groups
9. Endorses the principle of social equality of individuals
10. Focuses on attitudes and values of ethnic groups
11. Promotes individual self-awareness and feelings of self worth
12. Seeks accommodation, appreciation and acceptance of cultural diversity

Unit Title: _____

Unit Description/Purpose: _____

	YES	NO	NOT APPLICABLE
Emphasizes the universality of human needs			
Explores the experiences and contributions of ethnic groups			
Analyzes the relationships between ethnic groups			
Develops a historical perspective of ethnic groups			
Provides a balanced accurate and impartial treatment of ethnic groups			
Analyzes ethnic myths and stereotypes			
Contains interdisciplinary elements			
Explores future prospects of ethnic groups			
Endorses the principle of social equality of individuals			
Focuses on attitudes and values of ethnic groups			
Promotes individual self-awareness and feelings of self worth			
Seeks accommodation, appreciation and acceptance of cultural diversity			

ETHNIC STUDIES: THE AMERICAN WOMAN

Description of the Unit

The American Woman focuses on the American woman's image and diverse roles in our society and provides content and activity which may help to dispel sex role socialization, myths, and stereotypes as bases for prejudiced views.

This unit can be adapted to any high school curriculum in which there is a need for a basic understanding and recognition of women as individuals rather than stereotyped images. Some suggested courses in which this unit could facilitate a better understanding of the image of women are Social Studies 102, Social Studies 115, Social Studies 230, Social Studies 302, Social Studies 303, Social Studies 401, Social Studies 414, Social Studies 416, Home Economics 103, Home Economics 302, Home Economics 403, Home Economics 404, English 318, English 450, and English 466.

Suggested Time

One to three weeks

General Objective

Becomes aware of her/his attitude towards the image and the roles of the American woman and recognizes women as individuals rather than as stereotyped images.

STUDENT ATTITUDINAL SURVEY*

The American Woman

Circle your sex. M F

Before each statement check whether you agree or disagree with the statement.

Agree

Disagree

1. Boys are better drivers than girls.
2. Girls should never ask boys for dates.
3. Most senior high girls who don't have dates on the weekend are unattractive and are not popular.
4. If a girl really liked her boyfriend, she would not make better grades than he.
5. Most girls would rather be cheerleaders than participate in athletics.
6. It would be unfeminine for a girl to play tackle football.
7. Your mother's household jobs are doing the laundry, cooking the meals, and cleaning the house.
8. Your father's duties around the house usually are to maintain the car, take out the garbage, and cut the grass.
9. Charge accounts should not be given in a wife's name because her husband would be uncomfortable with credit cards in a woman's name.
10. A girl should never drive on a date with a boy when he is able to drive his car.
11. One of the duties of the housewife is to do the grocery shopping.
12. Your mother should not make as many decisions as your father in financial matters.
13. There is something wrong with a guy who really doesn't care for sports at all.

*The survey will serve as both a pretest and a post test.

Agree

Disagree

14. A girl should be more concerned about getting married than finding a career.
15. It is a biological fact that girls are much more emotional than boys; therefore, girls cannot control their emotions and cry more often than boys.
16. Girls like to be protected by boys because girls are the weaker sex.
17. Parents should be more lenient towards sons than daughters because boys are more able to take care of themselves.
18. Girls should not "get serious" over boys who are shorter than they are.
19. All married women should have children.
20. If a girl has a part-time job after school and her boyfriend does not, she should help share the expenses of their dates.

Behavioral Objective 1

Given selected items from the attitudinal survey (those items on which the greatest number of students agreed and disagreed), the student will state and support reasons for the selected responses.

Instructional Strategies

Facilitating Materials

Give students one or both of the following statements:

1. One of the duties of the housewife is to do the grocery shopping.
2. Girls like to be protected by boys because girls are the weaker sex.

Ask students to mark A if they agree with the statement or D if they disagree. Allow students to volunteer their responses. Ask an open-ended question (e.g., What are your reasons for saying you agree with that statement?). If the students respond by saying that women know more about cooking than men, then ask: How do you see women doing the grocery shopping because they know more about cooking? This preliminary discussion may not be necessary if your students are familiar with inferring reasons and supporting them.

After tabulating the responses on the attitudinal survey, select several responses (those on which the greatest number agreed and disagreed) and present these to the class for discussion or allow several students time to tally the results of the survey and present the results to the class. The results may be placed on a grid for display on the chalkboard or on an overhead projector.

Allow students in a class discussion to express their reasons for the responses to the survey and to explain how they see their reason in relationship to the selected response. The focus of the discussion should be on student responses and student interactions with the teacher as a moderator.

Behavioral Objective 2

Having read about American supporters of women's reform (e.g., Chapter 1 from The American Woman: Her Image and Her Roles by Toni Merrick) and having viewed The American Parade: We the Women, the student will (1) list the reform sought by each person, (2) write the method used by each person to try to accomplish his/her reforms, and (3) describe the immediate and/or long-range influence each reform had.

Instructional Strategies

Use the following list of American supporters of women's reform. (The list may be shortened or lengthened.)

Henry Blackwell and Lucy Stone
Elizabeth Blackwell
Sojourner Truth
Elizabeth Cady Stanton
Susan B. Anthony
Lucretia Mott

Facilitating Materials

Merrick, Toni. The American Woman: Her Image and Her Roles, Chap. 1, "19th Century Woman: Her Office and Her Place."

Film:
The American Parade: We the Women.

Behavioral Objective 3

Having read and discussed the treatment of women by various media (e.g., Chapter 2 from The American Woman: Her Image and Her Roles by Toni Merrick) and having completed the "Survey of Women on TV" (see Work Sheet 1, p. 11), the student will rate each of the roles, occupations, and personal traits as true-to-life or not true-to-life, and will state a personal conclusion (supported with survey information) concerning the extent of female stereotyping on television.

Instructional Strategies

Have students read and discuss "Women Today: The Public Image," defining the various media and their impact on the public. Emphasize the importance of an accurate image of women in television, radio, film, novels, magazines, and advertising.

Have each student complete "Survey of Women on TV" and discuss answers in a small group situation.

Have each student group select one person to present the results of its survey.

Facilitating Materials

Merrick, Toni. The American Woman: Her Image and Her Roles, Chap. 2, "Women Today: The Public Image."

Work Sheet 1, "Survey of Women on TV," p. 11.

Instructional Strategies

In a follow-up discussion, question the students as to the validity of the image of women on television; i.e., are these women typical of the ones you know? The teacher could also question how much the image of women has changed in recent years (e.g., Marlo Thomas's program "That Girl" was the first to portray on television a single woman living alone and supporting herself. The network thought the situation might be scandalous and wanted the single girl to live with her maiden aunt. After much debate, Ms. Thomas won her case).

Have the students compare the information listed under "role or occupation" and "description of personal traits" on their surveys of women on TV with the concepts they selected from the student attitudinal survey. How much stereotyping of women is there on television? To what extent? How much is valid or invalid?

Behavioral Objective 4

Having read unfinished stories about American women (e.g., Chapter 3 from The American Woman: Her Image and Her Roles by Toni Merrick), the student will write an ending to the stories about the women (i.e., Melinda Sloan and Jane Marsters) and be able to justify the conclusions.

Instructional Strategies

Ask students to write a paragraph that summarizes the decision with which each woman was confronted and at least two paragraphs giving an ending to the stories.

Explain that students are to write what they feel would actually be the course of action for the two women in the chapter and be able to explain or justify their stories.

Facilitating Materials

Copies of a newspaper TV schedule

TV Guide.

Facilitating Materials

Merrick, Toni. The American Woman: Her Image and Her Roles, Chap. 3, "Women Today: The Private Images."

Behavioral Objective 5

Having read about families from two different cultures (e.g., Chapter 4 from The American Woman: Her Image and Her Roles by Toni Merrick) and having listed characteristics of the families (e.g., Arapesh family and the Mundugumor family), the student will list the differences between the characteristics of the two families, investigate the causes for these variations, and draw a conclusion concerning major reasons for the difference in the behavior of the families.

Instructional Strategies

Ask students to list characteristics of the Arapesh family and those of the Mundugumor family on the chalkboard or ask for volunteers to take part in role playing. Ask each student to list on paper the ideas, customs, and values given in the chapter that characterize each group. The students participating in the role playing should decide on the various roles of each member of her/his presentation, using questions similar to the following: Will the mother speak first? What information should she give to the other family? Will any members speak aggressively? (Be sure that the role playing brings out the characteristics of each family.)

Ask for and list on the chalkboard the major differences in the characteristics of the two families. Select at least three of these differences and ask students for reasons for these differences. (These reasons may be stated in the reading or inferred from the story.)

After the discussion ask each student to write what he/she thinks are the major reasons for the difference in behavior.

Facilitating Materials

Merrick, Toni. The American Woman: Her Image and Her Roles, Chap. 4, "Male and Female in Other Societies."

Behavioral Objective 6

Having read and discussed information on the social separation of jobs on the basis of sex (e.g., Chapter 5 from The American Woman: Her Image and Her Roles by Toni Merrick) and having examined job advertisements from newspapers today and those of the past, the student will list the changes in the socialization of sex roles and cite evidences of continued sex-role socialization.

Instructional Strategies

Define the term sex-role socialization. Have the student, working individually or in small groups, try to determine the social separation of jobs as advertised in "Help Wanted" ads and assorted employee recruitment pamphlets. Ask the students to read the help-wanted ads from current newspapers and those from past years to determine their intended audience in terms of male and female jobs.

Discuss the student findings. General discussion might focus on these questions:

1. What job opportunities are offered strictly to men? to women?
2. Is some material slanted more toward one sex than the other? How can you tell?
3. How do schools affect the job expectations of men and women?
4. How does mass media affect the socialization of sexual stereotypes?
5. Are there any jobs that limit women because of physical requirements?

Ask each student to contribute to a list of changes in sex-role socialization.

Facilitating Materials

Merrick, Toni. The American Woman: Her Image and Her Roles, Chap. 5, "Sex Role Socialization: The Motive to Avoid Success."

"Help Wanted" ads from current local newspapers

Pamphlets advertising careers (counselor's office or school library)

Work Sheet 2, "Help-Wanted Ads from Past Years," pp. 12-13.

Behavioral Objective 7

Having read about social stereotypes of the male roles (e.g., Chapter 6 from The American Woman: Her Image and Her Roles by Toni Merrick), the student will list social stereotypes of the man's role and will cite examples of male efforts to live up to this stereotyped image.

Instructional Strategies

Have the students compile a list of traits that stereotype men and their masculine image (e.g., all men love sports and women don't understand sports; husbands provide the income; or men cut the grass). Put this list on the chalkboard.

Challenge the students to cite real-life examples that either support or dispute these stereotypes (e.g., my mother makes more money than my father/my mother defers major financial decisions to my father; I have never seen my father cry/my father hugs and kisses my little brother; my mother likes to cut the grass and my father waters the flowers/my father does all the heavy work around the house while my mother does all the cooking).

Have the students question other stereotypes by asking these kinds of questions:

1. When it is acceptable for a man to cry?
2. How do we impose sex stereotypes on our children (e.g., boys play with guns; girls play with dolls)?
3. How do schools affect male/female stereotypes (e.g., home economics for girls; shop for boys)?

Facilitating Materials

Merrick, Toni. The American Woman: Her Image and Her Roles, Chap. 6, "The Male Stereotype: Can a Man Be a Housekeeper?"

Behavioral Objective 8

After reading about emerging male and female roles (e.g., Chapter 7 from The American Woman: Her Image and Her Roles by Toni Merrick) and after completing other unit activities, the student will write a position paper with a minimum of three personal examples to support or refute a thesis such as the following:

- (1) The behavior and attitude of American teenagers prove that sexist stereotyping is "alive and well."
- (2) "Women's lib" is a passing fancy; traditional roles will survive.
- (3) An individual is truly free when he/she makes his/her own decisions (regardless of role expectations) about how to live.

Instructional Strategies

Have the student to write a position paper including (1) a statement of her/his thesis with whatever modifications and/or definitions are necessary to reflect her/his point of view and (2) a minimum of three personal examples to support the thesis.

Facilitating Materials

Merrick, Toni. The American Woman: Her Image and Her Roles, Chap. 7, "New Man, New Woman: What Roles on a New Planet?"

SURVEY OF WOMEN ON TV

Make a chart with five columns having the following headings; current television programs and commercials; the leading female characters; the approximate time that they appear on TV; their roles or occupations; and a brief description of their personal traits. Investigate five programs and five commercials.

HELP-WANTED ADS FROM PAST YEARS

Ads from The Courier-Journal (Louisville, Ky.) July 2, 1922

Help Wanted--Female

Wanted Female Attendants--Applicant should mail detailed information concerning themselves or apply in person to superintendent, Central State Hospital, Lakeland, Ky.

Laundress--With references, to take laundry home. South 947. City 1678.

Married Women of Kentucky and Indiana how would you like to earn by spare time work a trip to Europe? . . . This opportunity should make an especial appeal to club women, college or normal graduates. Come in and talk it over. Mrs. Mason, 407 Starks Bldg.

Help Wanted--Male

Salesman--Be a chewing gum salesman. Build up your own business. Sell Spearmint and novel packages to storekeepers. Helmet Gum Company, Cincinnati.

Real Estate Salesman--For Crescent Hill section; must be a live wire . . . must have machine. McCoy Realty Co., Kenyon Bldg.

Pharmacist--Wanted at once, pharmacist registered in Kentucky; good salary and hours; reference required; elderly married man preferred. Dixie Drug Co., Ashland, Ky.

Ads from The Courier-Journal (Louisville, Ky.) September 17, 1950

Help Wanted--Women

Assist housework; clean, dependable; stay on place. . . . Salary \$10 a week. Call SH 2287.

Secretary: medical dictation; bookkeeping experience; administrative ability. Call HI 6236.

Rag or paper sorter; must be experienced. Apply in person between 9-12 a.m. Acme Paper Stock Co., Inc., 142 N. Second St.

Director for work with underprivileged children; degree in education or teacher experience; only high type woman considered. \$2700 a year. Employers Service Bureau, 5th and Jefferson Sts. No advance fee.

Help Wanted--Men

Chauffeur and house man; experienced, age between 35 and 40. Apply in person. 1418 Cherokee Road.

Barber; good position for sober, reliable, and honest man. Apply in person. YMCA Barber Shop.

Industrial engineer; experienced in methods, time study, production standards, incentives, and job evaluations; must be able to travel. Write S 54, care C. J. and Times.

Messengers, over 18 years of age, with motorbikes; day and night assignments; good pay. Apply Western Union, 407 W. Market.

Note: If you would like other newspaper ads for background information, consult the Louisville Free Public Library which has all back issues of local newspapers on microfilm.

RESOURCES AND MATERIALS

Film

The American Parade: We the Women. Columbia Broadcasting System.
(Distributed by BFA Educational Media, n.d.) 30 min. Color.
Sound. (Available from the Jefferson County Audiovisual Center)

Materials for Students

Merrick, Toni. The American Woman: Her Image and Her Roles. Columbus, Ohio: Xerox Educational Publications, 1974. (Copies of this pamphlet available at E.D.C.)

TV Guide. Radnor, Pa.: Triangle Publications. (weekly)

Materials for Teachers

Schrank, Jeffery. TV Action Book. Evanston, Ill.: McDougal, Littell & Company, 1974.

BOOK SELECTION AND REEVALUATION POLICY

Objectives

The primary objective of the school materials center is to implement, enrich and support the educational program of the school.

The school materials center should contribute to the social, intellectual, cultural and spiritual development of the students.

Selection

Materials for the school materials center should be selected by librarians in consultation with administrators, supervisors, faculty members, students and parents.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Criteria for selection

Selection should consider the needs of the individual school based on a knowledge of the curriculum and on requests from administrators and teachers.

Consideration should be given to individual students based on a knowledge of elementary and secondary youth and on requests of parents and students.

Selection should provide for a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.

The instructional materials should have high literary value.

Materials should have superior format.

Jefferson County Public Schools. Key to Policies and Procedures for Librarians. Louisville, Ky.: Jefferson County Board of Education, 1969.

BOOK SELECTION AND MATERIAL REEVALUATION PROCEDURES

Revised June 27, 1969

We seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning and in which academic freedom for teacher and student is encouraged.

It is further recognized that there are areas of such a controversial or questionable nature that some restraints upon complete academic freedom are necessary.

The Jefferson County Board of Education wishes to meet ignorance, hatred and prejudice not with more ignorance, hatred and prejudice; but with understanding, goodness, and reason. Therein no individual will be allowed to impose his personal views in any subject area, and the best professional behavior and individual thought will be expected at all times. When political, moral or social problems arise within the classroom as topics of discussion or study, opportunities for opposing points of view must be provided.

The Board of Education does not advocate a policy of censorship, but a practice of judicious selection of materials to be used with students in the classrooms of Jefferson County Public Schools, and wants only to be helpful to the teachers in providing good learning experiences for boys and girls. Teachers shall use prudent judgment in determining whether materials are of such nature and shall submit items to their principal and supervisors for approval before inclusion in their instructional programs. Should such material be selected for inclusion in a teacher's curriculum guide, and objections to same evolve, the Board insists upon the following.

Individuals involved will be provided an opportunity to discuss the matter fully with local school personnel.

The materials reevaluation procedure will be initiated and conclusions reported to the school and individuals involved. See attached BOOK SELECTION AND MATERIALS REEVALUATION POLICY.

With reference to library books per se and book selection, the form used in 1963-69 and the years before may be used. See attached CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL.

Furthermore, in recognition of the scope of this problem, the Board encourages the administrations of the local schools to form panels of qualified persons, appointed fairly (e.g., teacher, parents and other school and community representatives) to consider materials to be used in the curriculums that might have an adverse effect on students. In addition, the Board suggests that individual school departments be encouraged to consider, read and review all supplementary curricular inclusions that might be offensive politically, socially or otherwise.

BOOK SELECTION AND MATERIALS REEVALUATION POLICY

Individuals, organizations, or groups who challenge or criticize instructional materials shall be asked to complete the form Citizen's Request for Reevaluation of Material comparable to that suggested by the National Council of Teachers of English.

After completing the above mentioned form, a school committee composed of the teacher in the subject area, the principal, the supervisor and the librarian shall review with the complainant the written criticisms and attempt to reach a decision concerning the complaint.

If a decision is not reached which is satisfactory to the complainant, the principal shall request the Associate Superintendent for Instruction to delegate a central committee to review and make a final decision concerning the disposition of the complaint. This decision will be reported back to the principal by the Associate Superintendent for Instruction. This central committee shall be composed of an administrator, a supervisor in the subject area under question, a classroom teacher in the subject area, the Coordinator of Library Services and a mature* parent, preferably from the school district from which the complaint originates. No member of the central committee shall have been a member of the local school committee with the exception of the supervisor.

The materials involved shall have been withdrawn from general circulation and use pending a decision in writing by the central committee.

However, in the event the complainant does not concur with the decision, he may request that this child be excused from any contact with the objectionable subject matter. Such requests will be honored.

*The word mature in this context applies to all members of the committee and means highly developed or advanced in intellect, moral qualities and outlook.

The materials center in each school should have on file "Citizen's Request for Reconsideration of a Book" from The Students' Right to Read. Reprinted by permission of the National Council of Teachers of English, October 16, 1963.

CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL

Type of Material _____ Book _____ Filmstrip _____ Lecture
_____ Film _____ Record _____ Other

Author (if known) _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents:

- _____ himself
- _____ organizations (Name) _____
- _____ other group (Name) _____

1. To what in the material do you object? (Please be specific) _____

2. What do you feel might be the result of exposure to the material? _____

3. For what age group would you recommend this material? _____
4. Is there anything good about this material? _____
5. Did you inspect all of this material carefully? _____ What parts? _____

6. Are you aware of the judgment of this material by critics? _____
7. What do you believe is the theme or main idea in this material? _____

8. Which of the following would you like the school to do with this material?
_____ refrain from assigning it to your child
_____ withdraw it from all students
_____ refer it to the committee for reevaluation
9. In its place, what material, if any, would you recommend that would convey as valuable a picture and perspective of our civilization? _____

Signature of Complainant _____



The Ethnic Heritage Studies Project is sponsored by the Jefferson County Public School System, the University of Louisville, and the Louisville Bicentennial Corporation of the Chamber of Commerce and is partially funded by the United States Office of Education. The unit is being used exclusively by selected teachers in the Jefferson County Public Schools.