

The brain-drain from 'women's' jobs

By Ellen Goodman

Baltimore

The young woman stood up before the college audience and talked earnestly about her new job and her new confusion.

A June graduate, she was now a teacher. She was lucky, and she knew it. Yet each day she carried a sheaf of self-doubt to school along with the ditto papers and worksheets.

The women her age, you see, have been encouraged to become astronauts and senators, corporate vice presidents and assorted firsts. Though she had elected to go through the more traditional door, somehow she couldn't shake the feeling that she was "just" a teacher.

As a parent seated with her on the podium, I felt a wave of concern. There is no outsider more important to our children's lives than their teachers, no job that we weigh more heavily in cost-accounting their futures. We want our children to be taught by the best, the brightest, the most lively and sensitive. To us, there is no such thing as "just" a teacher.

Yet, in her era of change, when the status and stroking of society has gone to the innovators, how many

others have felt left behind: "just" a teacher, nurse, secretary, homemaker. And what effect does that have on the choices that young people are making?

I know it isn't popular to talk about this, even in an era when everyone is worrying about teacher "competency," but we are witnessing a young brain-drain from the old "women's jobs."

The young people planning to be teachers don't rank as high scholastically as they did. Dr. Timothy Weaver of Boston University studied this decline, and it's a substantial one. In 1970, the high-school students planning to be education majors tested in the top one-third of all students on their English boards. Six years later they were found in the bottom one-third.

On the graduate record exams taken by college seniors in the same time period, the scores of education majors dropped 18 points in verbal aptitude.

There are other reasons for this decline. The teaching job market isn't what it used to be. Neither are the salaries. In 1972, teaching salaries were about 25 percent above the national average. Now, says Weaver, they are just about on a par.

But 70 percent of the teachers in this country are women. Their test scores were typically higher than those of men, their salaries relatively higher than that of other women. Now the opportunities for young women are greater, and the decline in the test scores of women planning to teach is sharper.

Teaching isn't the only job or the best job for the ambitious and academically talented young women today. As Weaver put it: "Women do have more opportunities. They are encouraged to feel they have more opportunities in higher paying professions, and that is reflected in the data."

It isn't just teaching that's been affected. In nursing, where there are many jobs, the scores have also declined. And in clerical work, employers continually moan to each other that "We just can't find the same kind of young secretaries anymore."

But this isn't just a case of Liberation Chic. It isn't just the lure of the new and the prestige of the different. The fact is that a rise in status for women is associated, for better and for worse, with entry into the male world. That's where the prestige has always been.

We have simply done a better job at letting some women into "men's" jobs than at raising the status of "women's" jobs.

The care-takers — those who are helpers, nurturers, teachers, mothers — are still systematically devalued. As Rep Barbara Mikulski, D-Md., who shared the same podium, likes to say: "In this society we implicitly deny what we explicitly claim to value — especially children." We don't put our money where our mouths are.

Now the job market competes for the brightest women as well as the brightest men. If the projections are right and we have a teacher shortage, not a surplus, by the mid-1980s, we'll have to do some fancy status shuffling.

Competency tests are nothing more than the last resort of despairing parents. There's no real secret to attracting and keeping the highest caliber applicants for any job. They need the rewards of independence, growth, initiative, respect, personal satisfaction and money. With these, no one is a "just."

Ellen Goodman is a Boston Globe columnist whose columns are syndicated by the Washington Post Writers Group.

"Wife of Bath"
Gender Roles
Articles

A new order of anti-feminists takes its shots

By Greg Krakau
Staff Writer

Get out of the way, Rush Limbaugh, M.A.F.I.A. is here

The business goes by the name "M.A.F.I.A.," but the words the letters stand for are even more inflammatory than the acronym itself. A group called Men Against Female Intrusion in our Affairs is adding its voice to the backlash against feminism. Formed earlier this month, M.A.F.I.A. hopes to publish its first quarterly newsletter in January to coincide with the launching of a home page on the Internet.

The new company is renting office space in Edison Park, 7111 Hilltop of Brooklyn Park in M.A.F.I.A.'s president, Riley said he and some friends were motivated to create an anti-feminist group after Shannon Faulkner sued for the right to enroll at the Citadel military academy in South Carolina.

"There's no place for guys to go any more and just be guys," Riley said. "It's kind of tongue-in-cheek. Riley's organization will offer annual memberships for \$39.95. For that fee, members get a membership card, their choice of a T-shirt or hat and a year's subscription to the newsletter. Riley projects that M.A.F.I.A. will have 40,000 members within a year and boast membership of a quarter million within three years. With the Internet home page, Riley said M.A.F.I.A. can go world-wide from day one.

Rich MacPhie will serve as editor-in-chief of the newsletter, according to Riley, who said the newsletter may include items like a "Top 10 Most Wanted List" of feminists, Riley said there will be a take-off on the "Dear Abby" advice column called "Ask Uncle Vinny."

A core group of five members is working to launch the business. "We're in the start-up phase right now, which is a lot of work," said Riley, who added that the newsletter will be "based on common-sense normality." It will target members of the new generation of feminism like Susan Faludi, as well as poke fun at seemingly incongruous events like girls attempting to join the Boy Scouts. "There's a big double standard by the women's movement," Riley said. "Just for standing up for the rights of men, some will consider us extremists. [Feminists] don't want equality. The women's movement wants empowerment. A self-described entrepreneur who has owned an insurance business and a hairdressing alley, Riley moved to the Twin Cities in 1970. He grew up in Detroit and served four years in the U.S. Marine Corps from 1966-70. Riley said he knows his latest business venture is going to ruffle some feathers, but he said he and his four partners don't mean any harm. The newsletter will be published under the self-deprecating title of Cave Man Publications. "We're doing this the right way," Riley said. "We're doing this with a lot of clams and with a lot of fun." Information: 914-365-3131

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NATIONAL NEWS

Offended retailer returns merchandise carrying a 'Destroy all girls' slogan

In-line skating equipment company caters to young male buyers; Galyan's sends gear back after customer complaint

Associated Press

INDIANAPOLIS — A maker of in-line skating equipment thought it could attract aggressive young male buyers with a simple slogan: "Destroy all girls."

An offended retailer came up with an equally forceful response — ending all sales. Galyan's Trading Co. said Monday that it sent back the fall line of T-shirts, sweat shirts, pants and boxer shorts made by Senate, a private company based in Huntington Beach, Calif. The slogan was carried on the apparel's laundry-instruction tags.

Galyan's said it also is returning Senate's wheels, bearings and other skating gear carried at its nine sporting goods stores in Indiana, Ohio, Minnesota and Kansas.

Senate said the slogan was not meant to be taken literally.

"The tag was supposed to say, 'Kill your parents,' but some people thought that was too extreme. Go figure," said Arto Eisenberg, one of the five partners who founded Senate three years ago.

A Galyan's customer in Minnesota was preparing to wash a T-shirt when she spotted the slogan and called to complain, said Joan Hurley, director of marketing for the Plainfield, Ind.-based subsidiary of the Limited Inc.

"We will not have that in our stores. It's counter to the culture we have at Galyan's," Hurley said. "We simply pulled everything that said Senate and had it boxed up and sent back."

Galyan's had no idea the tags had the slogans until the customer brought it to their attention, Hurley said.

Senate also has heard complaints from other markets and will not include the tags on any newly manufactured items. But the company has no plans to pull the offending items from stores, Eisenberg said. The items have been on shelves only a few weeks, he said.

"The stuff isn't literal. I don't expect anyone to go out and destroy all girls," Eisenberg said. "It's a niche market, so there's a lot of people that aren't going to get it."

Senate sold about \$10 million in goods last year, primarily to teen-age boys who skate aggressively, he said.

Eisenberg said he adopted the "destroy all girls" line from an alternative rock group called Scraping Foetus Off The Wheel. Senate also has put out shirts that say "Kill" in bold letters and another that said "Sinner" and showed a youth on roller skates with a shaved head and a bloody baseball bat in his hands.

Senate has about 25 employees and about half of them are women, Eisenberg said. He said they haven't complained, nor does he expect the slogan to motivate violence against girls.

"I don't really worry about that. It's a bit too ridiculous," Eisenberg said.

But not everyone might take it as a joke, said Kurt Barnard, president of Barnard's Retail Marketing Report industry newsletter in New Jersey.

"There are enough sick minds around that take this sufficiently seriously," Barnard said. "I think that it's just about the worst idea I have ever heard. That company deserves to be put out of business."

Such aggressive tactics are to be expected from Senate, said Chris Wiggins, a salesman for Sitzmark, a sporting goods store in the Indianapolis suburb of Carmel that stocks a large line of Senate merchandise.

"They basically market themselves toward young kids who are for the most part wise guys, they're belligerent," Wiggins said. "They want to align themselves with them, and it's worked very well."

Commentary

A forum for opinions, reactions, dialogue and disagreement

For too many children, the sexual ballet has become a slamdance

Most of us know the feeling. You're in line at the supermarket with a towering cart of groceries, and your 10- and 12-year-old children. Though you try to distract them, their eyes inevitably stray to the rack by the cash register. There's Redbook — "Sex Tips for Tonight: 23 Ways to Make Him Want You Bed in Bed" — and the smirking "Cosmo Girl," one breast almost entirely exposed. What do you say to your children as they stare, puzzled but intrigued, at this display?

"Women's magazines" have changed since the days when my mother used to arrange them carefully on her coffee table. The in-your-face sexuality they purvey makes many parents squirm. But could it be that their frank portrayal of "the facts of life" is somehow healthier — more natural — than the furtive, back-of-the-schoolbus whispers of our own childhood?

The sexual revolution that transformed women's magazines into pulp magazines that acted on our sexual impulses would bring an easy and comfortable enjoyment of our bodies and a liberating release of energies long repressed. But the faces of the women who adorn these magazines tell a different story. Far from pleasure-

Why this fizzle in the promise of the sexual revolution? The older generation may have pushed a hypocritical double standard, but it was right about one thing. Sex is — and will always remain — one of life's great mysteries, impossible to fully dissect, or to misuse without getting burned. Its complex springs from the paradoxical fact that it links both what is highest and what is lowest in our nature.

Informed by love, sex can be sublime. As the subtle and beautiful dance of connection between men and women, it is the source and center of life. Poets have rhapsodized about the wonder at the Other that inspires it, and about its role in the human quest to transcend incompleteness and grasp momentarily at eternity. As an act inspired by devotion, the fleshly union points beyond itself to a merging of souls: "My beloved is mine, and I am his."

But in the absence of love, the sexual urge is often little more than an itch we seek compulsively to scratch. Too easily, it can become an instrument for using others for our own selfish ends — cruel, degraded, even violent. As the women in the Japanese "pleasure" camps of World War

II knew, far from pointing to the sacred, it can epitomize the profane.

As parents, we are responsible for guiding our children as they awaken to their powerful, emerging sexual sensibilities. Our job is to help them understand the role these yearnings play in their larger nature, and to reveal their potential to serve what is good and beautiful.

But parents who try to do this today encounter obstacles at every turn. For from the moment our children can read or switch on the TV, they are surrounded by images of sex as recreation — the thrill-seeking pursuit of bodily pleasure for its own sake. Under siege by constant low-level titillation, they are encouraged to gawk, snicker and leer at members of the opposite sex.

Concern about this assault is, in part, behind some parents' eagerness to get to kids with the facts before Calvin Klein does. But grasping at this easy antidote, they rarely question its fundamental assumption that a barrage of clinical information is the best antidote to the surfeit of stimula-

tion in which our children are drowning.

Like the magazines — through in a very different way — sex ed programs are often curiously flat, and obsessively preoccupied with the mechanical aspects of sex. In many cases, they derail the last vestige of children's natural modesty, and their sense of wonder at the mysteries the opposite sex represents. Graduates of such programs can be forgiven if they lack any hint of the sublime possibilities of a loving union. The divine passion of the great lovers — Dante and Beatrice, Abelard and Heloise, Romeo and Juliet — must seem bewildering to them.

Indeed, it is precisely the passionlessness of our young people that has excited comment in recent years. The philosopher Allan Bloom, a longtime college teacher, attributed the "flat-souled" quality he noticed in his students, in part, to the maelstrom of cranked-up sexuality that surrounds them from childhood. He believed it coarsened them, affecting their intellectual ambitions and depriving them of ideals. "Our young people," he wrote, "have a crippled eros, that can no longer take wing. . . . Their defective eros cannot provide their souls with images of

beauty. A new book — "Generation X Goes to College" — echoes Bloom's critique. Author Peter Sacks, a journalist-turned-professor, notes that many of his students seem devoid of passion in any aspect of their lives. They are "laded, unachieving, highly demanding yet lacking any respect for standards or intelligibility. At 18, they have 'been there, done that.'"

For many of our children, the sexual ballet has become a slamdance. As they age, the passage to a mature grasp of the profound mysteries of sex is increasingly difficult to make. A child who has spent his formative years plunked into high-volume, heavy-metal rock is unlikely ever to thrill to the nuances of a Mozart symphony. Sexual understanding is similar. If it is to grow, there must be room in a young person's soul for a crescendo. For children deafened by the din of pervasive sensuality, the real thrill may be gone before it has even had a chance to arrive.

— Katherine Kersten is chair of the Center of the Americas Experiment in Minneapolis and a commentator for National Public Radio's "All Things Unstated."



Katherine Kersten

Has any of this changed in the 90's?

Sexism in the Schoolroom of the '80s

THINGS HAVEN'T CHANGED
BOYS STILL GET MORE ATTENTION, ENCOURAGEMENT
AND AIRTIME THAN GIRLS DO.

BY MIRA AND DAVID SADKER

Let a boy call out in class, he gets teacher attention, especially intellectual attention if a girl calls out in class, she is told to raise her hand before speaking. Teachers praise boys more than girls, give boys more academic help and are more likely to accept boys' comments during classroom discussions. There are only a few examples of how teachers favor boys. Through this advantage boys increase their chances for better education and possibly higher pay and quicker promotions. Although many believe that classroom sexism disappeared in the early '60s, it hasn't.

Numerous researchers, most recently John Goodlad, former dean of education at the University of California at Los Angeles and author of *A Place Called School*, have shown that when students participate in classroom discussions they hold more positive attitudes toward school, and that positive attitudes enhance learning. It is no coincidence that girls are more passive in the classroom and score lower than boys on SATs.

Most teachers claim that girls participate and are called on in class as often as boys. But a three year study we

recently completed found that this is not true; vocally, boys clearly dominate the classroom. When we showed teachers and administrators a film of a classroom discussion and asked who was talking more, the teachers overwhelmingly said the girls were. But in reality, the boys in the film were out-talking the girls at a ratio of three to one. Even educators who are active in feminist issues were unable to spot the sex bias until they counted and just watching. Stereotypes of garulous and gossip women are so strong that teachers fail to see this communications gender gap even when it is right before their eyes.

Field researchers in our study observed students in more than a hundred fourth-, sixth- and eighth grade classes in four states and the District of Columbia. The teachers and students were male and female, black and white, from urban, suburban and rural communities. Half of the classrooms covered language arts and English—subjects in which girls traditionally have excelled; the other half covered math and science—traditionally male domains.

We found that at all grade levels, in all communities and in all subject ar-

es, boys dominated classroom communication. They participated in more interactions than girls did and their participation became greater as the year went on.

Our research contradicted the traditional assumption that girls dominate classroom discussion in reading while boys are dominant in math. We found that whether the subject was language arts and English or math and science, boys got more than their fair share of teacher attention.

Some critics claim that if teachers talk more to male students, it is simply because boys are more assertive in grabbing their attention—a classic case of the squeaky wheel getting the educational oil. In fact, our research shows that boys are more assertive in the classroom. While girls sit patiently with their hands raised, boys literally grab teacher attention. They are eight times more likely than girls to call out answers. However, male assertiveness is not the whole answer.

Teachers behave differently, depending on whether boys or girls call out answers during discussions. When boys call out comments without raising their hands, teachers accept their answers. However, when girls call out, teachers reprimand this "inappropriate" behavior with messages such as, "In this class we don't shout out answers, we raise our hands." The message is subtle but powerful: boys should be academically assertive and grab teacher attention; girls should act like ladies and keep quiet.

Teachers in our study revealed an interaction pattern that we called a "mind sex." After calling on a student, they tended to keep calling on students of the same sex. While this pattern applied to both sexes, it was far more pronounced among boys and allowed them more than their fair share of airtime.

It may be that when teachers call on someone, they continue thinking of that sex. Another explanation may be found in the seating patterns of elementary, secondary and even postsecondary classrooms. In approximately half of the classrooms in our study, male and female students sat in separate parts of the room. Sometimes the teacher created this segregation, but more often, the students segregated themselves. A teacher's tendency to interact with same sex students may be a simple matter of where each sex

IRLIE GIRLS SIT PATIENTLY WITH THEIR HANDS RAISED, BOYS LITERALLY GRAB TEACHER ATTENTION.

sits. For example, a teacher calls on a female student, looks around the same area and then continues questioning the students around this girl, all of whom are female. When the teacher refocuses to a section of the classroom where boys are seated, boys receive the series of questions. And because boys are more assertive, the teacher may interact with their section longer.

Girls are often shortchanged in quality, as well as in quantity of teacher attention. In 1975 psychologists Lisa Serbin and K. Daniel O'Leary, then at the State University of New York at Stony Brook, studied classroom interaction at the preschool level and found that teachers gave boys more attention, praised them more often and were at least twice as likely to have extended conversations with them. Serbin and O'Leary also found that teachers were twice as likely to give male students detailed instructions on how to do things for themselves. With female students, teachers were more likely to do it for them instead. The result was that boys learned to become independent, girls learned to become dependent.

Instructors at the other end of the educational spectrum also exhibit this same "let me do it for you" behavior toward female students. Constantina Saffinos-Rothschild, a sociologist with the Population Council in New York, studied sex desegregation at the Coast Guard Academy and found that the instructors were giving detailed instructions on how to accomplish tasks to male students, but were doing the jobs and operating the equipment for the female students.

Years of experience have shown that the best way to learn something

is to do it yourself; classroom chivalry is not only misplaced, it is detrimental. It is also important to give students specific and direct feedback about the quality of their work and answers. During classroom discussion, teachers in our study reacted to boys' answers with dynamic, precise and effective responses, while they often gave girls bland and diffuse reactions.

Teachers' reactions were classified in four categories: praise ("Good answer!"); criticism ("That answer is wrong!"); help and remediation ("Try again—but check your long division!"); or acceptance without any evaluation or assistance ("OK"—"Uh-huh").

Despite caricatures of school as a harsh and punitive place, fewer than 5 percent of the teachers' reactions were criticisms, even of the mildest sort. But praise didn't happen often either: it made up slightly more than 10 percent of teachers' reactions. More than 50 percent of teachers' responses fell into the "OK" category.

Teachers distributed these four reactions differently among boys than among girls. Here are some of the typical patterns.

Teacher: "What's the capital of Maryland, Joeli?"
Joeli: "Baltimore."
Teacher: "What's the largest city in Maryland, Joeli?"
Joeli: "Baltimore."

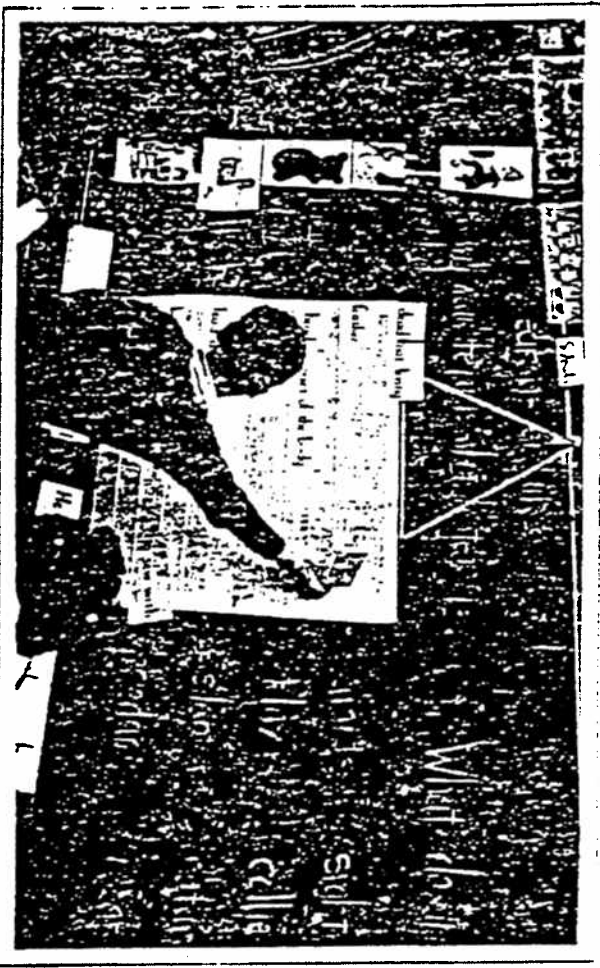
Teacher: "That's good. But Baltimore isn't the capital. The capital is also the location of the U.S. Naval Academy. Joeli, do you want to try again?"
Joeli: "Annapolis."

Teacher: "Excellent. Anne, what's the capital of Maine?"
Anne: "Portland."

Teacher: "Judy, do you want to try?"
Judy: "Augusta."
Teacher: "OK."

In this snapshot of a classroom discussion, Joeli was told when his answer was wrong (criticism), was helped to discover the correct answer (remediation), and was praised when he offered the correct response. When Anne was wrong, the teacher, rather than staying with her, moved to Judy, who received only simple acceptance for her correct answer. Joeli received the more specific teacher reaction and benefited from a longer, more precise and intense educational interaction.

Too often, girls remain in the dark about the quality of their answers.



Boys receive more teacher attention, as well as more precise and dynamic feedback.

Teachers rarely tell them if their answers are excellent, need to be improved or are just plain wrong. Unfortunately, acceptance, the imprecise response packing the least educational punch, gets the most equitable sex distribution in classroom. Active students receiving precise feedback are more likely to achieve academically. And they are more likely to be boys. Consider the following:

- Although girls start school ahead of boys in reading and basic computation, by the time they graduate from high school, boys have higher SAT scores in both areas.
- By high school, some girls become less committed to careers, although their grades and achievement-test scores may be as good as boys'. Many girls' interests turn to marriage or stereotypically female jobs. Part of the reason may be that some women feel that men disapprove of their using their intelligence.

1.) Girls are less likely to take math and science courses and to participate in special or gifted programs in these subjects, even if they have a talent for them. They are also more likely to believe that they are incapable of pursuing math and science in college and to avoid the subjects.

- Girls are more likely to attribute failure to internal factors, such as ability, rather than to external factors, such as luck.

The sexist communication game is played at work, as well as at school. As reported in numerous studies, it goes like this:

- Men speak more often and frequently interrupt women.
- Listeners recall more from male speakers than from female speakers, even when both use a similar speaking style and cover identical content.
- Women participate less actively in conversation. They do more smiling and grating; they are more often the passive bystanders in professional and social conversations among peers.
- Women often transform declarative statements into tentative comments. This is accomplished by using qualifiers ("kind of" or "I guess"), and by adding tag questions ("This is a good move, isn't it?"). These tentative patterns weaken impact and signal a lack of power and influence.

Sexist treatment in the classroom encourages formation of patterns such as these, which give men more dominance and power than women in the working world. But there is a light at the end of the educational tunnel. Classroom biases are not etched in stone, and training can eliminate these patterns. Sixty teachers in our study received four days of training to establish equity in classroom interactions. These trained teachers succeeded in eliminating classroom bias. Although our training focused on equality, it improved overall teaching effectiveness as well. Classes taught by these trained teachers had a higher level of intellectual discussion and contained more effective and precise teacher responses for all students.

There is an urgent need to remove sexism from the classroom and give women the same educational encouragement and support that men receive. When women are treated equally in the classroom, they will be more likely to achieve equality in the workplace.

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