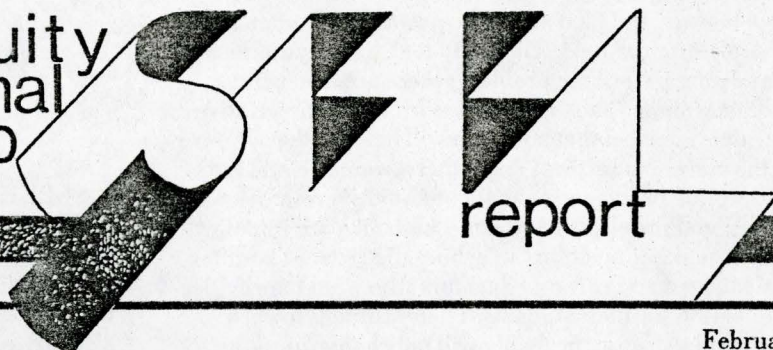


sex equity
educational
leadership



Report No. 2

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A decade ago 9% of Oregon's educational administrators were women. The percentage today is 6%. There are reasons for

The Vanishing Woman in Educational Administration

In today's changing society and this decade of changing male and female roles, one would assume women are making strides in the traditionally male role of educational administration. This is not true. In fact, evidence shows that educational administration is *increasingly* a male dominated profession.

In 1966 in Oregon, for example, 142 women were superintendents, principals, assistants or head teachers; representing 9% of these positions. And a decade later, only 97 women held these positions, a representation of 6%. In 1974, Mary Hall testified to the Oregon legislature that if current trends continue, there will be *no* women in administrative positions in public schools by 1984. Indeed, in 1973-1974, 12 Oregon counties had *NO* female administrator.

While women have never held parity with men in educational leadership, we have witnessed in the last decade a reduction of women in all public school administrative posts. Although they have always been a minority, women have been principals and superintendents and have performed tasks that today many people assume are jobs for men. One woman recalled her grandmother was a high school football coach in eastern Oregon! Yet, today, women are often viewed as incapable of functions they have performed in the past.

There are four apparent reasons for women's vanishing act in school administration. (1) The educational profession has grown in prestige and stature since World War II resulting in an increase of men in the profession. Harriet Holter,* a Norwegian Sociologist, has demonstrated the prestige of an occupation is related to its sex composition. When a field has low prestige, it is associated with a predominance of women; when it has high prestige, it is dominated by males. Furthermore, as an occupation grows in social esteem and prestige more men will enter and remain in the field and more women will leave. This trend has been realized in United States

education. (2) There are more men in the teaching profession, but not all schools have been equally affected by this influx. The increase of men as teachers has been greatest in elementary schools, where most women have held administrative posts. The influx of men at the elementary school level has resulted in a great decrease in the number of women elementary school principals, the most common administrative post for women. (3) The number of administrative positions has decreased due to consolidation of school districts and population shifts. Ten years ago, there were nearly forty thousand school districts in the United States; now there are only half that many. The rapid reduction of school administrators has followed suit; elementary schools especially have faced declining enrollments where the decline of female elementary school principals is most evident. The decrease of jobs and the increase of men has resulted in finding the "best man" for the job. (4) Finally, the requirements for administrative positions have become more stringent. In the past, all educators were potentially in the administrative "pool"; today a person must earn an administrative credential and the recruitment pool of administrative aspirants is clearly male dominated. When women have pursued advanced degrees, it has not been in educational administration. This is changing, however. In the Educational Administration Program at the University of Oregon, many more female students are currently enrolled in the 1976-77 program than have graduated over the last 15 years.

If blame can be laid at any doorstep, it must rest equally with women and men. Women have been notably absent from training programs in educational administration. Few women apply for administrative positions, and women (whether they are married or not) have not moved from one school district to another as a stepping stone to administration. Men,

however, are the gatekeepers to the profession. They comprise the total or the majority of selection committees in schools and school boards, and men are in the position to groom and recruit people into the field. The attitudes of male administrators certainly are part of the problem; there are men who believe that a woman is not appropriate for an administrative position; some men feel that a woman will hamper the cohesive spirit of the male management team, that a woman could not handle discipline problems, or that community prejudice will create additional problems for them. These men are in policy and decision-making positions in school districts. Most often, they are dedicated and earnest educators who want to provide a good education for their students. Their attitudes toward women as administrators probably will not change until the evidence proves otherwise. Not all male administrators hold such negative views of women's capabilities, however. Some male administrators believe it is important to provide male and female role models for students; some believe their meetings suffer from lack of a female perspective; and some believe that women administrators are more competent than their male counterparts because of the rigorous selection process. The burden of proof, whether it is just or unjust, rests with women to demonstrate their interest and ability to assume administrative positions.

**Holter, Harriet, 1970. "Sex Roles and Social Structure," Boston: Universitets-forlaget.*

Summer Offerings at Southern Oregon

State College

Two projects of interest to educators will be offered at Southern Oregon State College during July and August, 1977.

The Women's Studies Program will offer a *Summer Forum for Women*, on consecutive weekends beginning in July and continuing on into August. Each course lasts one weekend only and is offered by the regular faculty. One to six hours of graduate or undergraduate credit can be obtained through various departments (a major or minor cannot be obtained in women's studies). Courses proposed include Assertiveness Training, Sex Stereotyping, Women in Politics, Women in Sports, Women in Art, Women's Health, and Great Women as Role Models.

In addition, a seminar titled, *Advancement Strategies*, will be held for three days in August. This component is designed for male and female administrators, educators and business managers who are concerned with advancement strategies for women. The three-day program, beginning on Wednesday evening and concluding on Saturday evening, will include social events, cultural experiences (professional drama and/or musical performances) as well as seminar topics such as, contingency theory, organizational change processes, assertiveness in management, team building, Title IX, Affirmative Action, and grievance procedures.

Further information may be obtained by contacting Dr. Marythea Grebner, Assistant to the Dean of Students, SOS, Ashland, OR 97520.

A University of Oregon Course:

Ed Ad 407G

SEEL is sponsoring a one-term course in Sex Equity in Educational Leadership at the University of Oregon for graduate and advanced undergraduate students. Sex equity in education has always been a perplexing problem because both males and females experience difficulties. Boys consistently receive poorer grades than girls and have more discipline problems. Girls are denied access to certain classes and have more limited aspirations and goals than boys. The professional world of education is largely segregated by sex. Women are much more likely than men to be elementary teachers; men are much more likely than women to be administrators.

Students in the class are exploring the nature of sex inequities in education, examining the reasons inequities exist, and reviewing current attempts to alter this situation. The course is taught by Pat Schmuck, Jean Stockard, Mary Ann Smith, Sakre Oller, and Peg Williams, all staff members of the SEEL project. Each class period includes formal presentations, discussions, and structured group activities.

After the course has been taught, three times in 1977 and once in 1978, the staff will prepare a curriculum that others may use in their own colleges and universities. Questions about enrollment should be directed to the SEEL office.

A Conference Sex Equity in Educational Leadership

now scheduled for

APRIL 15, 16, 17, 1977

in Eugene, Oregon

co-sponsored by:

*Center for Educational Policy and Management,
University of Oregon*

*Confederation of School Administrators
Eugene School District 4J*

General Assistance Center, PSU

Oregon Council for Women in Education

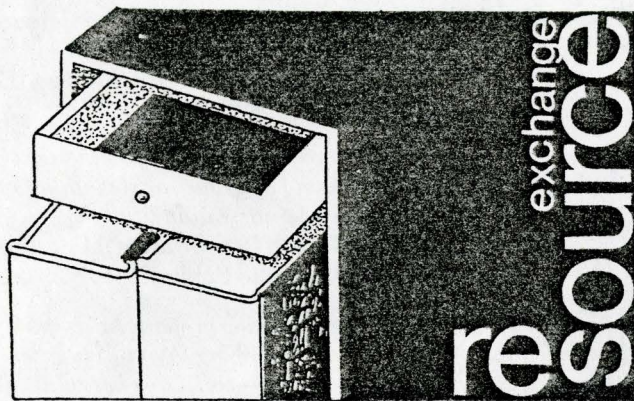
*National Council of Administrative Women
in Education*

Eugene Women's Commission

Conference will include nationally known speakers, workshops, conference groups, dinner, and gatherings in Eugene homes. Babysitting and overnight accommodations in hotels or local homes will be available.

Fee: \$20

More information will be forthcoming; send all inquiries to SEEL.



Sex Differentiation in Public School Administration by Patricia A. Schmuck is a case study done in Oregon. Published by the National Council of Administrative Women in Education (NCAWE), the book describes the current and historical status of women in school administration and explores the reasons for women's low representation in the management of a field they have dominated since the Civil War. The study is priced at \$4.00 and can be obtained from:

NCAWE
1818 Fort Meyer Drive North
Arlington, Virginia 22209.

Sex Equality in Guidance Opportunities Project (SEGO) is a project funded by the U.S. Office of Education and represents a national effort to provide technical assistance to elementary and secondary school counselors and related educational personnel as they recognize and try to change the detrimental and limiting effects of sex role stereotyping. The Project has developed a Multi-Media Kit for the State Trainers to use in local workshops, which includes printed material, a filmstrip and bibliographic references. For information on the kit or other materials write:

SEGO
1607 New Hampshire Avenue N.W.
Washington, D.C. 20009
or phone (202) 483-4633

Project Equality focuses on teacher materials to reduce sex role stereotyping in the area of career education. Their materials encourage students—kindergartners to twelfth graders—to look at their skills and abilities rather than just at what sex they are. The materials, as well as personnel training and technical assistance, are available by writing:

L. L. Glennon, Project Equality
The Highline School District
15675 Ambaum Blvd. S.W.
Seattle, Washington 98166

Undoing Sex Stereotypes, Research and Resources for Educators, \$5.95, has recently been published by McGraw-Hill. The book is a report of the authors, Marcia Guttentag and Helen Bray, who worked as a research team conducting the first major field survey and intervention program for changing sex-role stereotyping for children. Their research was done in several school systems, at three different age levels, in cooperation with teachers and administrators.

To order write:

McGraw-Hill Book Company
1221 Ave of the Americas
Dept SB, 35th Floor
New York, NY 10020

New Ways to Work (NWW) is a non-profit organization which promotes job sharing and other flexible work patterns in the Bay Area. Publications available from NWW include a general information packet (\$2.00), a preliminary study of job sharing by teachers in nine Bay Area districts (\$2.00) and a bibliography (\$2.00). Most recently, NWW has received a federal grant to conduct a nationwide survey of job-sharers. (If you know of any job-sharers, the NWW staff would appreciate hearing from you). For a complete publications list or for more information about NWW's activities, write:

New Ways to Work
457 Kingsley Avenue
Palo Alto, CA 94301
(415) 321-9675

We would like this column to become a true exchange among our readers. Your suggestions would help our project and other readers keep abreast of current resources in the field of education.

Introducing

SEEL'S State Advisory Board

The contract between the Sex Equity Project and the Office of Education includes plans to continue project goals beyond the termination of our funds. The State Advisory Board was formed to help project staff and ultimately become the vehicle for continuation of activities after 1978. The board includes members from different institutions and regions concerned with the issue of educational leadership in Oregon. The first meeting was held on November 4, 1976; two more meetings will be held this school year. Members are informed about the activities to be carried out in the next two years and will advise how Oregon can continue to achieve sex equity in educational leadership. Members include:

Walt Gmelch
Field Training and Service
Bureau
University of Oregon

Mary Hall
Associate Professor
Oregon State University

Shirley Kennedy
Chair, Department of
Anthropology
Portland State University

Howard Kerstetter
Former Superintendent
La Grande Public Schools

Edith Maddron
Educational Coordinating
Commission

Judy May
Assistant Principal
Bend High School

Larry Mylnechuk
Equal Education and
Legal Specialist
Oregon State Department of
Education

Diane Reinhard
Assistant Dean, College of
Education
University of Oregon

Ozzie Rose
Confederation of School
Administrators

George Russell
Affirmative Action Officer
Eugene Public Schools,
Dist. 4J

Sylvia Tucker
Dean, College of Education
Oregon State University



letter exchange

Three years ago, we all faced new tasks. We were all first-year administrators in the Eugene school district and we were all women. At that time, we did not know each other well and many of us faced what we thought were unique problems. But we found we shared much in common. The Lunch Group was formed and it worked well. We want to describe it in this letter and encourage women in other districts to give it a try.

Pat Schmuck, now director of the SEEL Project and then graduate student in educational administration at the University of Oregon, invited us all to lunch at her house one Friday. She fixed a pot of soup and we talked for an hour. The whole event was so exciting that it soon became a monthly meeting—a meeting so important that it got on our busy calendars with little effort.

At the meetings, we talked about all kinds of things. We talked about the problems of being the solo woman in a meeting, the varied reactions of others to a woman filling a traditional male role, the course offerings for girls, school policy issues relating to other women in the schools, affirmative action, and how our families managed household chores. Sharing our traumatizing and rewarding experiences with others helped us understand what we were going through and provided an opportunity to cope and to grow.

We still meet from time to time, although the Lunch Group has been discontinued on a regular basis. But, as we look back, we think it was a great way for us to get started and we recommend it highly to others.

Martha Harris
Curriculum Specialist

Sue Leabo, Principal
Churchill High School

Bev Melugin
Instr. Mtls. Analyst

Barbara Keirnes, Principal
Edgewood Elem. School

Lynn George, Vice Principal
Spencer Butte Jr. High

This is great! Please send information on April conference, etc. Thank you.

Diane Berreth Warrick, Jackson IED
Medford, Oregon

Thanks for the material—looks good! Have you thought of helping build a support system (or group, or something) for those women already in administration?

Spencer Wyant, Organizational Consultant
Boulder, Colorado Public Schools

I have just finished reading your latest report. I was quite interested in your article on job sharing. Maybe my interest was motivated by the time of year—collective bargaining and budgets—but I feel there is merit in the concept.

Let me know if I could be of assistance to your project in establishing a job-sharing role in educational administration in Oregon. I have been in public education for 16 years, of which eight have been in administration, and I would enjoy the challenge of participating in a job-sharing position.

Jim Carlson, Superintendent
Union, Oregon School District No. 5

We would appreciate hearing your ideas and concerns, as well as your responses to our report. These contributions would be very helpful in moving us closer to resolving our shared concerns.

Sex Equity in Educational Leadership Report

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Assistance: Jeff Grass, Joan Kalvelage, C. Sakre Oller, Pat Schmuck, Jean Stockard, Peg Williams, Jane Arends, and Mary Ann Smith

Graphics: Ellie Specht

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This policy is intended to implement the requirements of EO 11246, EO 11375, Title IX of the Education Amendments of 1972 and Section 503 of the Vocational Rehabilitation Act of 1973. This policy applies to all aspects of employment, admission, education and facilities. Information concerning these policies or their implementation may be obtained from Myra T. Willard, Director, Office of Affirmative Action, Room 465, Oregon Hall, University of Oregon, Eugene, Oregon 97403. Telephone 503: 686-3123.

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