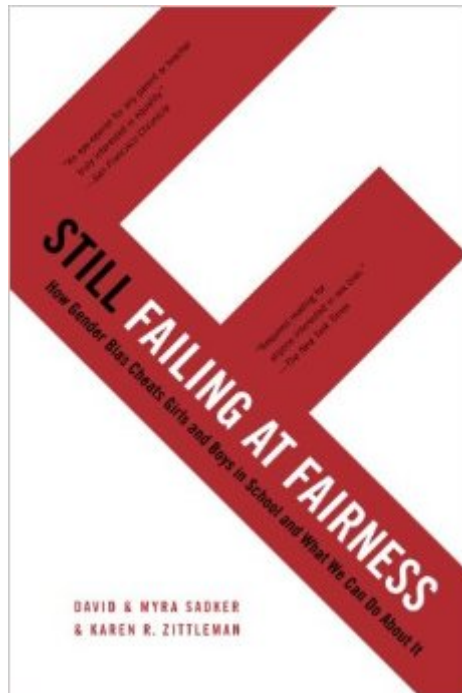


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Still Failing At Fairness: How Gender Bias Cheats Girls And Boys In School And What We Can Do About It



Synopsis

Despite decades of effort to create fair classrooms and schools, gender bias is alive and well, and in some ways growing. School practices continue to send boys and girls down different life paths, too often treating them not as different genders but as different species. Teachers and parents often miss the subtle signs of sexism in classrooms. Through firsthand observations and up-to-the-minute research, *Still Failing at Fairness* brings the gender issue into focus. The authors provide an in-depth account of how girls' and boys' educations are compromised from elementary school through college, and offer practical advice for teachers and parents who want to make a positive difference. The authors examine today's pressing issues -- the lack of enforcement for Title IX, the impact of the backlash against gender equity, the much-hyped "boys' crisis," hardwired brain differences, and the recent growth of singlesex public schools. This book documents how teaching, current testing practices, and subtle cultural attitudes continue to short-circuit both girls and boys of every race, social class, and ethnicity. Hard-hitting and remarkably informative, *Still Failing at Fairness* is "a fascinating look into America's classrooms" (National Association of School Psychologists).

Book Information

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Customer Reviews

More than ten years ago, in the mid 90's, the Sadkers did an expansive as well as longitudinal study of gender bias, ethnic bias and other forms of stereotyping and their effects in our public school systems -- from grade school through college. What they found was appalling, and perhaps more

tragic, was the that the situation wasn't being recognized by teachers, administrators or parents - though to their credit, the teachers were horrified that they were inadvertently sending such messages. However, the children knew and their stark responses to the gender and ethnic inequalities they felt showed that even as grade school children they already knew. Ten years later, in the mid-2000's Sadker and Zittleman decided to revisit all the data and update their report with current research. Sadly, they didn't find much improvement. They did find improvement, but as the mountain of current research still shows, things have not improved much. Please don't let dismissive reviews fool you. The folks doing this kind of research know that the Sadkers work is VERY up-to-date and is backed up by hundreds of other papers and studies that still show how far we have to go before more than half our population is allowed to be considered equal and is encouraged to achieve their full potential. Don't believe me? Try looking at Hanson's Lost Talent, another book from the 90s or more recently, Hall's 'Who's Afraid of Madam Curie', or better yet, just do a Google Scholar search for 'gender bias' or 'stereotypes' and you'll find more than enough 'current' proof that things have not improved. The less we try to convince ourselves that everything is just peachy, the better off we'll be -- and the better off our educational system will be.

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