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Meet.  
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1 UNITED STATES COMMISSION ON CIVIL RIGHTS  
2 PENNSYLVANIA ADVISORY COMMITTEE MEETING  
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7 Thursday, August 21, 1986  
8 600 Arch Street  
9 Green Federal Bldg., Rm. 6306  
Philadelphia, Pennsylvania  
10 9:30 A.M.  
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12 S T A F F P R E S E N T:  
13

14 MURRAY FRIEDMAN, Committee Chairperson

15 FLORENTINE CALABIA

16 JOSEPH FISHER

17 LEGREE S. DANIELS

18 MARK STOLARIK

19 JOHN I. BINKLEY, Regional Director  
20 - - -

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2 PRESENTATIONS BY:

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4 DR. BARBARA NELSON PAVAN

5 STINSON W. STROUP

6 DR. RITA S. JONES

7 CHARLES GRATMAN

8

9 ALSO PRESENT:

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11 HELEN SHEROOD

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1 MR. FRIEDMAN: Good morning, ladies  
2 and gentlemen. My name is Murray Friedman. I am  
3 the Chairman of the Pennsylvania Advisory  
4 Committee and I am surrounded by other members of  
5 the Civil Rights Advisory Committee,.

6 Mark Stolarik is on my left, who  
7 heads the Balch Institute, Legree Daniels, a  
8 prominent person wearing many hats in Harrisburg.  
9 Joe Fisher, who is the head of the International  
10 Ladies Garment Workers Union. I'm sure there's a  
11 number that's attached to that but I'll bypass  
12 that.

13 MR. FISHER: That's it. No numbers.

14 MR. FRIEDMAN: No numbers, okay. And  
15 the staff of the Middle Atlantic Region, Tino  
16 Calabria and John Binkley. I understand that, while  
17 our audience is small, we have also with us Helen  
18 Sherwood who is the Regional Administrator of the  
19 U.S. Women's Bureau of the Department of Labor  
20 and. We have a group of panelists here who have  
21 been invited to comment and make recommendations  
22 with regard to the issue of the status of women in  
23 public education, and they will be introduced  
24 shortly.



1                   Just by way of a couple of  
2 announcements and then we'll get underway, the  
3 United States Civil Rights Commission of which we  
4 are an advisory committee to is in the midst of a  
5 controversy now -- which is not unusual, if you've  
6 been following the life of the U.S. Civil Rights  
7 Commission over the years -- I won't go into the  
8 details of the present situation other than to  
9 indicate that the issue is in the Congress. The  
10 House and Senate have responded sharply recently,  
11 and this is a matter that will be dealt with in  
12 the coming weeks and months.

13                   I think that by way of just  
14 announcement of the situation is sufficient. We  
15 will have several items on the agenda today, the  
16 first one being the status of women in public  
17 education. And we will have a report on the two  
18 hearings or forums that the advisory committee  
19 held both in Philadelphia and Pittsburgh on the  
20 issue of violence in Pennsylvania, including an  
21 update, I believe.

22                   MR. CALABIA: We have a guest from  
23 the Pennsylvania Human Relations Commission who is  
24 scheduled to arrive.



1                   MR. FRIEDMAN: So we'll have a report  
2 both on incidence of violence around the state and  
3 then a guest from the Pennsylvania Human Relations  
4 Commission. And we had on the agenda a  
5 continuation of a project that this advisory  
6 committee launched several months ago in May  
7 called New Strategies for Dealing With Civil  
8 Rights. We have been operating from a premise that  
9 the body of civil rights legislation that has been  
10 put on the books over the period of the 40's,  
11 50's, 60's and 70's are important strengths for  
12 the minority community and for women and others,  
13 but that the 80's may call for different kinds of  
14 strategies in addition. And so at our last forum  
15 we had several people who put before us a bundle  
16 of ideas. We invited today Doctor Susan Wachter of  
17 the Wharton School who is a nationally known  
18 specialist in the area of housing vouchers, and  
19 she will not be able to be with us but she has  
20 provided us with a statement which we will read, a  
21 brief statement, at the conclusion of our sessions  
22 today.

23                   So then let's go forward with the  
24 first item on the agenda, the status of women in



1 public education. This issue comes to us most  
2 primarily from a story that appeared in the May  
3 issue of the Philadelphia Inquirer which held out  
4 the problem of discrimination against women in the  
5 area of administration in public education. The  
6 information contained in that story was rather  
7 startling in terms of the statistics, just by way  
8 of -- do you all have copies of the Inquirer  
9 story, the original Inquirer story? You do not.  
10 All right.

11                   Then just a quick summary indicating  
12 that in 1928, for example, women held 55 percent  
13 of all the elementary principalships in the  
14 country. By 1978 that figure had declined to 18  
15 percent, and apparently has remained relatively  
16 stable since that time. I think, from just common  
17 evidence, just looking around us today, that it is  
18 quite clear that the administrative staff in many  
19 public schools in the country, and we're  
20 particularly interested in Pennsylvania, are  
21 generally held by men. And there is some  
22 indication that women and others are becoming  
23 increasingly concerned about this situation. So  
24 we have invited three people here. I will simply



1 call on them in terms of the listing on the agenda  
2 here. Doctor Barbara Pavan?

3 DR. PAVAN: Pavan, right.

4 MR. FRIEDMAN: Who is Associate  
5 Professor at Temple University and who has been  
6 studying this situation and who can bring us new  
7 and updated material from the story that appeared  
8 earlier. Stinson W. Stroup, who is the Executive  
9 Director of the Pennsylvania Association of School  
10 Administrators, and Doctor Rita Jones who is  
11 Superintendent of the Daniel Boone area school  
12 district. Where is that?

13 MS. JONES: It's in Berks County.  
14 It's near Reading.

15 MR. FRIEDMAN: We will hear from  
16 them. And then we'll take questions or comments.  
17 And I want to invite those of you who are in the  
18 audience here to feel free to let us have your  
19 points of view, to your own experiences, and  
20 whatever suggestions you might have that might  
21 help this advisory committee forward its materials  
22 and findings to the U.S. Civil Rights Commission  
23 in Washington. Okay, Doctor Pavan, your on.

24 DR. PAVAN: I thought I'd start us out



1 with some more data on the jobs and some updates  
2 on exactly where it stands in terms of women in  
3 terms of educational administration positions.

4           Some data on the certification,  
5 because you cannot hold one of those positions  
6 unless you hold the appropriate certificate for  
7 the position, so some people have said women do  
8 not hold these positions because they do not hold  
9 the proper certificates for the positions.

10           Some data on the turnover in  
11 positions. Another argument has been there hasn't  
12 been turnover in the administrative positions.  
13 Therefore, there hasn't been the opportunities for  
14 women to be hired. Then I've done a survey of male  
15 and females in the State of Pennsylvania, all of  
16 whom hold administrative certificates. Some have  
17 jobs. Some are still aspiring toward jobs, and I  
18 want to give you a little in terms of differences,  
19 male and female, which don't turn out to be what  
20 we had -- what the myths seemed to indicate about  
21 females.

22           And lastly some recommendations for  
23 the committee, some ideas that they might think  
24 about.





1                   So since I'm giving you numbers, I  
2 brought along some tables because I know it's very  
3 -- I don't like to hear a bunch of numbers started  
4 out to me without an opportunity to look at  
5 something, so I've given you some tables that I've  
6 put together.

7                   If you look at table one, you have  
8 here -- and I've been in Pennsylvania since '75,  
9 but I've started looking at the data from '70 to  
10 '84 and I'm actually going to update for you what  
11 '85 is, too, in terms of these particular  
12 positions. I have been looking at superintendent,  
13 which is your top administrative position,  
14 assistant superintendent, and secondary principal  
15 and elementary principal. And one of the things  
16 that I want to suggest to you is whenever you see  
17 a group of data in terms of talking about women  
18 and the percent of administrative positions that  
19 they hold, very frequently supervisory jobs are  
20 limped into that category, so it looks a lot  
21 better than the real line administrative positions  
22 that carry authority and responsibility.

23                   In education, the supervisory  
24 positions are sometimes even called the helping



1 positions. They are people who help teachers. And  
2 while that's very important and very good and all  
3 that kind of thing, it is not an administrative  
4 position. It does not generally lead to the line  
5 administrative positions. So I have focused in on  
6 the major line positions.

7 And if you look at that data, in  
8 terms of superintendent, you look at percent of  
9 women in 1970, we had 3 women in the State of  
10 Pennsylvania, which was .8 percent. And if you  
11 follow that across, you see the percentages are  
12 very, very tiny, and the numbers are relatively  
13 tiny.

14 In 1985, it was up to 18 women, which  
15 gave us 3.7 percent, so if you want to put in at  
16 the very end of that column there for the school  
17 year '85/'86 we were up to 18 women  
18 superintendents for 3.7 percent. This fall we are  
19 starting with 24, so that for September of '86 we  
20 do have 24 women superintendents. You're either  
21 number 23 or 24. I don't know. You or Peg got the  
22 appointment, which gets us up to 4.79.

23 So there has been movement in terms  
24 of the superintendency. With the exception of



1 Constance Clayton in the City of Philadelphia, the  
2 great majority of these districts are rather  
3 small. You do have Francis Rhodes in North Penn  
4 which I believe is about nine thousand students.  
5 The other districts tend to be fifteen hundred,  
6 twenty five hundred, the smaller districts in the  
7 outlying areas. But it's a start, and so I applaud  
8 that.

9                   If you look at the assistant  
10 superintendent position, you'll see 24. It started  
11 at 5.1 percent in 1970, has petered off back and  
12 forth. Assistant superintendencies tend -- the  
13 numbers tend to change year by year. In other  
14 words, a district needs a superintendent, but they  
15 can get away without an assistant superintendent.  
16 So those numbers vary a great deal more.

17                   You'll notice in '82 it was up to 25  
18 at 12.6 percent and then it started going down  
19 again. I'm happy to report that the '85 data puts  
20 it back up to 9.4 percent, so we have 18 at 9.4  
21 percent. I mean we're still talking 18 people, but  
22 I'm glad to see that the curve seems to be going  
23 up again. I try to be very optimistic about this  
24 kind of thing.



1           You look at the secondary principal  
2 data and it doesn't change. It stays approximately  
3 3 percent. It's gone down a little. It's gone up a  
4 little. The data for '85 is 33 people. It's still  
5 3.5 percent because there are slightly fewer  
6 positions, but it stays at that number, around 30  
7 or a little over 30. Most of those secondary  
8 principal jobs are junior high jobs. They are not  
9 senior high jobs. I believe that 10 of that 33 are  
10 senior high jobs, nearly all of them in the City  
11 of Philadelphia. So that the least movement is  
12 seen on the secondary principal position.

13           Elementary principal position, which  
14 Murray Friedman mentioned, on a national level was  
15 55 percent in 1928. If you look at the  
16 Pennsylvania data, 1970, we had 18.4 percent and  
17 it has gone down, down, down. Then it started back  
18 up. And let me report that as of '85 we're back up  
19 to 18.6 percent with 280 people. So with all our  
20 wonderful, hopefully, concern about hiring women  
21 in the traditional -- most traditionally  
22 acceptable positions for women, we are just back  
23 to 1970 in 1985.

24           Data for '86 are not available. The



1 only reason I have it for the superintendent is I  
2 keep a running tally by numbers and by name. The  
3 rest of the data takes about a year for the state  
4 to crank it out. In fact, that '85 data I just got  
5 last month.

6 Now, I don't have on that sheet  
7 assistant principals and there really aren't too  
8 many in terms of assistant elementary principals.  
9 But the word is not too wonderful there because  
10 the assistant secondary principal is the movement  
11 into the secondary position. In the elementary  
12 position you usually move from teacher to  
13 elementary principal. There are some, but there  
14 are much fewer elementary principals, so that the  
15 career ladder is teacher, maybe department head,  
16 assistant secondary principal, then secondary  
17 principal. As of '85, we had only 11.2 percent of  
18 the assistant secondary principals as women. So I  
19 don't see that that 3.5 percent for secondary  
20 women principals is going to move up very, very  
21 fast, since you don't have a pool of experience,  
22 because you pretty always need that assistant  
23 secondary school principal experience to move up.

24 So that's the picture, that,



1 essentially, when we look at the State of  
2 Pennsylvania and we look at administrative jobs,  
3 we find about 12.5 percent are held by women, the  
4 administrative jobs. That's 633 people.

5           One of the things that -- well, let's  
6 look now at table two which gives you some of the  
7 national data so you have an idea of how the  
8 national data and Pennsylvania fit in together. If  
9 you look at the left-hand column you'll see there  
10 isn't a lot of stuff in the national data because  
11 national data has been very, very difficult to  
12 come by. If you look on the national data, under  
13 1979, that column that's called three, that is the  
14 last collection of data by the Federal Government  
15 based on sex. I had it wrong when I talked to you  
16 on the phone yesterday. I knew I had it wrong.  
17 This is data for the school year of '79'80, which  
18 means it was probably collected during the year of  
19 '79/'80. Since then, there has been no collection  
20 or publication of data on women -- on school  
21 administrators by sex.

22           In the meantime, some groups have  
23 attempted to collect national data. And there are  
24 other groups that do collect it. AASA, the



1 American Association of School Administrators and  
2 the two national principal associations,  
3 elementary and principals. So we do get some of  
4 the other data in that way.

5 But one of the recommendations I  
6 would have to you is that you encourage -- there  
7 is now a lot of talk -- I think there's been two  
8 reorganizations in terms of federal statistics  
9 gathering. There is a lot of talk now about  
10 gathering educational data, which will be very  
11 expensive and very comprehensive, in terms of  
12 school achievement by classroom. And in the  
13 meantime, data which -- and that is a rather  
14 controversial proposal in terms of collecting on a  
15 national level student achievement data by  
16 classroom.

17 In the meantime, we are not  
18 collecting data in terms of sex or racial data  
19 which would be helpful, too, in terms of equity  
20 issues. And there is a really major concern about  
21 the opportunities to talk about equity if you  
22 don't have the data available.

23 Pennsylvania collects terrific data.  
24 One of my colleagues who had been in Ohio, and we



1 had been been working together in terms of looking  
2 at Ohio and looking at Pennsylvania, moved to  
3 Georgia. Georgia doesn't collect this kind of  
4 data. It's just not available. So that many states  
5 do not collect the kind of data that Pennsylvania  
6 collects.

7 MR. BINKLEY: Would it interrupt your  
8 presentation to ask you to comment, if you could,  
9 on the failure? I'm surprised that the AFT and  
10 NEA doesn't collect this kind of data at this  
11 point. What's your knowledge or experience with  
12 their effort to do that or their lack of effort to  
13 do that?

14 DR. PAVAN: I haven't seen that  
15 collecting of data. Have you?

16 MR. STROUP: Their major interest is  
17 in collecting data on teaching positions, not in  
18 the administration positions, which is why the  
19 National Education Administration have attempted  
20 to collect the data.

21 DR. PAVAN: What you have is two  
22 principal organizations collecting data every ten  
23 years, AAS, and it's a very expensive job  
24 collecting data. And AASA, they don't have a





1 regular schedule.

2 MR. FRIEDMAN: We'll hold questions  
3 basically to the conclusion of each speaker and  
4 then have a general question --

5 DR. PAVAN: So it's very clear to me,  
6 at least, that the numbers of women being employed  
7 as school administrators is rather low. So let's  
8 move onto the certificate data. And I think the  
9 most interesting way to look at that would be for  
10 you to look at the figures. We have some drawings.  
11 If you start with figure one --

12 MR. FRIEDMAN: What page are you on?

13 DR. PAVAN: I don't really have page  
14 numbers on them. It's figure one. It's the  
15 charts, the graphs. Now the graph you have on  
16 figure one is about superintendents and about  
17 women. And if you look across the bottom you have  
18 the years. And if you look across the side you  
19 have the percent of positions held by women. And  
20 that solid line along the bottom is the percent of  
21 women employed as superintendents over the years.  
22 And you can see the slight movement up to at this  
23 point on '84 would be 3.7 percent, and it would be  
24 getting up there a little closer to 6 with the



1 data that I just gave you today.

2 Now, that's the employment. On the  
3 other side of the coin is certificates received  
4 every year -- I've had the State of Pennsylvania  
5 Department of Education which has been  
6 tremendously helpful in terms of my research --  
7 They really are caring about their collection of  
8 data, even though they're struggling now with  
9 their reduction in funds, too. But they have run  
10 for me the data on numbers who receive  
11 certificates in each of the calendar years for  
12 males and females.

13 And so what you have here in terms of  
14 this dotted line is the percent of the  
15 certificates awarded to females for each of the  
16 years. And as you can see on the chart, it's clear  
17 that women -- a greater percent of women are  
18 receiving certificates than are holding positions.

19 You will note in '84 the percent of  
20 certificates for superintendency awarded to women  
21 was 15.3 percent. That's what that dotted line  
22 shows. One of the things that you need to know is  
23 that in order to receive that certificate, the  
24 recipient must have had three years of



1 administrative experience with an administrative  
2 certificate. So one of the reasons that this  
3 percentage, even though it is much higher than  
4 people in positions, is low is that there is an  
5 experience requirement for this particular  
6 certificate.

7                   If you look at the next chart on the  
8 same page, figure two, that's the assistant  
9 superintendent one. Is it labeled? Okay, yes.  
10 Mine is the one that wasn't labeled. And if you  
11 look at the bottom line, again, you see that the  
12 percent in positions, the solid line, you see how  
13 it goes up, going down, and I told you about how  
14 it's now going back up again. But look at the  
15 women getting those certificates. In fact, in  
16 1984, 55.8 percent of the certificates awarded  
17 that year were to women. You see, you don't need  
18 that administrative experience for this particular  
19 certificate. And, of course, the assistant  
20 superintendent is often a stepping stone to the  
21 superintendency.

22                   So it's clear, when you look at these  
23 two positions, women are getting the  
24 certificates. And there has been a clear movement



1 in terms of women obtaining the administrative  
2 certificate which they need in order to hold the  
3 jobs.

4 Look at figure three which is  
5 secondary principal. And you look along the  
6 bottom, the solid line there, and you see almost  
7 no change or movement at all in terms of  
8 positions. And it's remained so in '85, that same  
9 3.5 percent.

10 But you look at the line showing  
11 percent of the certificates obtained by women and  
12 you see it is going up each year. In '84 it was  
13 27.4 percent of the certificates were awarded to  
14 women that particular year, the secondary  
15 principal, while only 3.5 percent of the jobs were  
16 held by women. There are women who have the  
17 secondary school principal certificates.

18 And if you look at the last figure,  
19 figure four, which is for elementary principals,  
20 you see the line which goes down, and I told you  
21 it's now back up to where it was in 1970, so the  
22 curve is going back up, if you draw another column  
23 on there for '85. And you see that nearly 50  
24 percent of the certificates awarded in '84 for



1 elementary principalship were to women, while only  
2 about 17 percent of the jobs were held by women.

3           So we do have women who are  
4 certified, who have -- for principal, it requires  
5 forty five graduate hours. For superintendent you  
6 need twenty seven additional graduate hours. It's  
7 a significant commitment of time and money,  
8 particularly in the State of Pennsylvania. So  
9 there are women who have committed that time and  
10 money to the job and are available. Now -- so we  
11 have -- women are not in the positions. Women do  
12 have the certificates.

13           Now, if you will look at table five  
14 A, you have to find out if those jobs opened up so  
15 that people could be hired anyway. Table five A  
16 has the withdrawals, and you'll notice the data  
17 for 1970 is not available. One thing in doing this  
18 study that we found out was that they have  
19 '69/'68, but somehow it seemed lost forever. It is  
20 just not in the computer. They don't know where it  
21 went. And until I asked this question no one  
22 seemed -- so I have had to go '71 to '84 to get  
23 this particular data. Now I've kind of played a  
24 little game in looking at this data. But,



1 nonetheless, this shows the withdrawals from all  
2 the positions from '71 to '84.

3           If you look at the table five B, at  
4 the bottom it gives total numbers of positions  
5 reported. And I have then calculated a loss or  
6 gain. You will see that the higher level positions  
7 such as superintendent and assistant  
8 superintendent have increased, while the lower  
9 level ones, especially the secondary principal,  
10 have decreased, but there's a total gain of 51.

11           When you take all this withdrawal  
12 data, and I calculated it all out for you, so you  
13 really don't, over that time period, have a loss  
14 of jobs. You have the same or slightly more  
15 positions. If you take this data on withdrawals  
16 and you take the data which I have on the  
17 certificates, numbers of certificates awarded, and  
18 if every time a position opened up in the past  
19 fourteen years a woman had been hired, which I  
20 realize is a bit a fantasy -- a certified woman  
21 had been hired -- you would at the present time  
22 find that of these 3,101 positions you would have  
23 2,303 women holding the positions, if this had  
24 happened, even if the women who had been in that



1 position when the whole game started had actually  
2 withdrawn. So you would have actually 73 percent  
3 of these positions held by women rather than 10  
4 percent.

5           Now, I realize that I've stretched  
6 it, et cetera. But I think it gives you some idea  
7 of the possibilities and the magnitude that the  
8 positions have opened. The number of positions  
9 have not significantly decreased. There are  
10 numbers of certified women available for these  
11 positions. So those kinds of questions, I think,  
12 in terms of having women with the certificates --  
13 I know this fantasy is a little far-fetched, but  
14 it's trying to make the point that there are  
15 certified women available.

16           You might be interested to know in  
17 terms of the female administrators about a quarter  
18 of them are employed in the school district of  
19 Philadelphia. So Philadelphia accounts for almost  
20 a quarter of the female school administrators.  
21 About 61 percent of the female administrators are  
22 in the eastern part of the state. 15 percent in  
23 central and 24 percent in the western part. So the  
24 eastern part of the state has been much more



1 amenable to women. But it's been, in a large  
2 part, Philadelphia which has really led in terms  
3 of the hiring of women administrators.

4 Well, anyway, that, as I said, was  
5 kind of stretching a point that I thought was  
6 interesting to look at. So I think we need to keep  
7 collecting data. I think we need to publicize the  
8 data, because I wouldn't be surprised if many of  
9 you here in this audience, who I assume are  
10 relatively sympathetic, were probably not aware of  
11 the magnitude of the data. I know when I've shared  
12 it even with groups of women who are out looking  
13 for administrative positions, in most cases they  
14 have even been surprised at what the data actually  
15 says to us.

16 Now, let's look at some other things.  
17 We've looked at some of the data. The survey I did  
18 -- after I got all this stuff, I said what is it?  
19 Why aren't there more women in school  
20 administrative positions? And so I surveyed -- had  
21 a random sample which was pulled out of the  
22 computer by Pennsylvania Department of Education  
23 of only certified people. I'm not even looking at  
24 those who are so discouraged that they didn't get





1 certificates. I'm only looking at people who  
2 already had the certification.

3 And a random sample was pulled out of  
4 the data banks which they have there, which  
5 include -- one data bank includes everyone who got  
6 certificates since 1970. The other data bank is  
7 those people who are employed as school  
8 administrators in the State of Pennsylvania. And  
9 we put them together so that I could get work  
10 addresses and everything. And 622 people  
11 responded. So we have males and females. We have  
12 people who are aspiring toward administrative  
13 jobs. We have people holding administrative jobs.  
14 And I asked them a lot of things, some of which I  
15 have already worked out, some of which is still to  
16 come in terms of the computer processing and  
17 getting it all worked out.

18 When I looked at this whole sample,  
19 and I asked people -- one of the questions that I  
20 asked them was what their race was. I asked them  
21 to indicate it to me. The only indication other  
22 than white or Caucasian was black. I had no people  
23 who indicated Hispanics. And 5.8 percent of my  
24 sample indicated they were black.



1                   Now, when you look at the  
2 Pennsylvania data for all professional personnel,  
3 including teachers, what you find is only 6.5  
4 percent of the professional school personnel in  
5 the State of Pennsylvania are black. That includes  
6 teachers -- actually, that's black and Hispanic,  
7 male and female, but any minority candidates. So  
8 that the only data that they have is black and  
9 Hispanic. So that you do have a low percentage.  
10 And I think my sample is relatively close in terms  
11 of that. I don't know what the state minority  
12 population is. I do not know. I can give you this  
13 for the professional educators employed in the  
14 State of Pennsylvania.

15                   When I looked at the ages of these  
16 people, the average age was about forty five. And  
17 those who were aspiring and looking for jobs were  
18 a little younger than those who already held the  
19 jobs. Big news. But I'm really looking at people  
20 in their forties, although you had much younger  
21 people and much older people, because by the time  
22 you've gathered all those graduate credits, forty  
23 five graduate hours plus twenty seven for  
24 superintendent, you are not looking at a really



1 young population. You are looking at a population  
2 who has been working at it.

3 81 percent of the sample is married  
4 or paired. With these days, I gave people the  
5 option of saying they were paired because I got  
6 little notes sometimes when I've asked about that.  
7 Overwhelmingly, the males were more likely to be  
8 married than the females. In fact, your female  
9 superintendent group was 54 percent married while  
10 your male superintendents were 92 percent married.  
11 And you look all down the line at the different  
12 groups. Males were much more likely to be married  
13 than females, and, not surprisingly, males were  
14 more likely to have children than females.

15 Another thing that I found was only  
16 17 percent of the entire group had children under  
17 six. So that we really do not have that problem  
18 with young children. And if you look at children  
19 up to age eleven, you're talking about 23 percent  
20 of the population. So as you can see, the group is  
21 older. Numbers of the women are not married,  
22 although it's only 19 percent of the group that is  
23 not married. Most of them do not have young  
24 children, so child care is, in very few cases,



1 much of an issue for these -- this particular  
2 group.

3 Now, I asked -- in fact, I had lists.

4 MR. FRIEDMAN: Excuse me. May I  
5 interrupt to ask how much longer do you feel --

6 DR. PAVAN: About ten minutes.

7 MR. FRIEDMAN: I want to make sure  
8 that we have both the other panelists and then --  
9 okay. Why don't you go for about five or seven  
10 minutes and we'll have the other panelists. We'll  
11 have questions. And if there's time, we'll come  
12 back to any additional information. I just want  
13 to make sure that we get everyone in.

14 DR. PAVAN: I appreciate that. One of  
15 the things that there has been a lot of research  
16 on is barriers. People have said women have  
17 internal barriers. They don't feel confident.  
18 They don't feel good about themselves. They are  
19 unwilling to put themselves forward, et cetera.

20 My responses in terms of things like  
21 how you feel about yourself and your ability, et  
22 cetera, there was no difference between males and  
23 females. There is none of this shrinking violet  
24 cinderella syndrome, et cetera. In fact, if



1 anything, the women screamed out. The differences  
2 between male and females were external barriers.

3 Females responded that they had a  
4 visibility problem. You've been in rooms where  
5 you're the only woman in the room. You say  
6 something and it isn't just perfect and,  
7 therefore, it's remembered. Women not being taken  
8 seriously, not being encouraged and lacking access  
9 to people and information because we have more  
10 male administrators. That's how you get the  
11 people and the information.

12 In terms of strategies, how you  
13 handle these kinds of things, what you found was  
14 that women were actually doing more than men and  
15 more women were working harder at it than men. The  
16 only strong difference that I found in terms of  
17 strategies was that people who hold the jobs had  
18 been more willing to move geographically than the  
19 aspiring people. And that was not male female. It  
20 was all those aspiring to jobs were less willing  
21 to move geographically than the people who already  
22 had the jobs. So that was not a male female  
23 difference. That was an aspiring versus  
24 incumbent. And those of us in the business know



1 that you have to move around if you want to get  
2 ahead. So low aspiration, self confidence, which  
3 had been claimed in the past to be a problem in  
4 terms of women, really is not a problem.

5           So a second recommendation that I  
6 would like to make is the need to encourage school  
7 administrators to develop policies and to  
8 demonstrate, by personal action, that female  
9 teachers be encouraged to obtain administrative  
10 certificates, they be considered as serious  
11 applicants for administrative jobs. That's very  
12 important that they be considered as serious  
13 applicants for administrative jobs. We need  
14 sponsoring by superiors, access to job  
15 information. And I think we need to inform people  
16 that things like child care, women's so-called  
17 lack of self confidence and career family  
18 conflicts are not issues in terms of women.

19           In fact, women who reported there had  
20 been any career family conflict invariably put  
21 down on the bottom I changed spouses. Men said the  
22 same thing. Let me tell you that it seemed when  
23 there was career family conflict, the solution was  
24 not to change your aspirations. The solution was



1 to change your spouse. A lot of cute little notes  
2 in terms of that.

3 So one of the major barriers seems to  
4 be this attitude that women are not interested in  
5 positions, that they are not encouraged from, as a  
6 teacher, why don't you get your administrative  
7 certificate.

8 And so, unfortunately, I'm asking --  
9 concerned about both a policy change and an  
10 attitudinal change, which is really, really,  
11 really big difficulty.

12 I asked people who helped them. And  
13 males and females both indicated 83 percent of  
14 them they had a mentor or supporter or somebody  
15 who helped them. What was interesting when you  
16 found out who did the mentoring was that when  
17 females were the mentors, they were as likely to  
18 mentor males as females. But males were much more  
19 likely to mentor other males. But the numbers of  
20 the mentors that were females was split, half and  
21 half, that they mentored males as much as they  
22 mentored females. People who did the mentoring,  
23 superintendents, the higher up your position, the  
24 more likely it was the superintendent.



1                   So, again, access to the  
2 superintendent. Principals also were seen as  
3 mentors, particularly those looking for principal  
4 positions. And in some cases the Professor. Most  
5 of those were aspiring females who looked at their  
6 Professor as a mentor. I would hypothesize that  
7 lack of access to other mentors led them to  
8 working with their Professor.

9                   MR. FRIEDMAN: I'm going to begin to  
10 call time. And keep in mind that we may come back  
11 to more formal comments by you. Are there any  
12 questions directed toward you at this point, so  
13 that you don't go right out of your head?

14                  HELEN SHERWOOD: I have two quick  
15 questions. Could you very briefly talk about how  
16 one applies for one of these administrative jobs?  
17 Do you have to go before a board? Is a vacancy  
18 announcement, posted, and people send in  
19 recommendations? Did you do any analysis of the  
20 applicant flow?

21                  DR. PAVAN: No, that's coming. I still  
22 have that.

23                  MS. SHERWOOD: Because that's an  
24 important part of the picture.





1 DR. PAVAN: Right. Positions are  
2 supposed to be posted. But how -- the hiring  
3 process needs to be monitored. I mean that is one  
4 of my recommendations. And I know that it was  
5 monitored in the state of Oregon for one year and  
6 found that that seemed to be very helpful as to  
7 what the applicant pool is, how well the positions  
8 are posted. But there is the thing about positions  
9 of -- when you have a position available, there is  
10 the network that lets out the word. So those are  
11 the first people who get in.

12 MR. FRIEDMAN: Doctor Stroup, while  
13 you will have a formal presentation, that may be  
14 something down your alley, that question.

15 MR. STROUP: It's probably more  
16 directly relevant to Doctor Jones who has just  
17 come through that process.

18 MR. FRIEDMAN: Or Doctor Jones.

19 MR. STROUP: But I think that is one  
20 of the issues and, that is, how do people know  
21 that there are vacancies and how do they get their  
22 credentials before those who are making the  
23 employment decisions. Ultimately, the employment  
24 is by the board of school directors. And for the



1 positions that we are talking about, the board  
2 will probably be interviewing at least the final  
3 three candidates. So that it is a community  
4 decision as well as an administrative decision.

5 MS. SHERWOOD: Would it be fair to say  
6 -- I was interested in what you said about the  
7 mentors and the men tending to mentor only men,  
8 and thinking that, in most instances, situations  
9 like this, recommendations make a big difference,  
10 an enormous difference. And the more  
11 recommendations from the board members,  
12 colleagues, that come in I would think would tend  
13 to tilt things. So if you have men helping men  
14 and sending recommendations and those  
15 recommendations coming from the in group rather  
16 than from the out group would be somewhat  
17 significant.

18 Also is there any -- does veterans  
19 preference come into this at all?

20 MR. STROUP: No.

21 DR. PAVAN: It would only make a  
22 difference in salary level because of experience,  
23 but not on these positions. Only on lower level  
24 positions.



1 MS. SHERWOOD: Once you're in, you  
2 don't have that hurdle.

3 MR. FRIEDMAN: Doctor Jones, do you  
4 want to come in?

5 MR. BINKLEY: We're going to have  
6 questions.

7 MR. FRIEDMAN: Just a few.

8 MR. BINKLEY: I think this is a very  
9 important one and, obviously, you haven't looked  
10 into it or you would have reported it. I'm  
11 wondering about the differences in salaries for  
12 women administrators and the males.

13 MS. JONES: That's coming.

14 MR. STROUP: I have some of that  
15 data. I have not done a very --

16 MR. FRIEDMAN: I don't want to pick  
17 it apart before you give us a hearing.

18 MR. STROUP: Just looking at a ten  
19 year trend line, using much the same data that  
20 Doctor Pavan has used, women's salaries in almost  
21 every position are lower than the men's salaries  
22 for the same position, if you look at statewide  
23 data.

24 If you look at statewide data, you'll



1 also see that in all of the administrative  
2 positions, as defined by the State Department,  
3 that men have more years of experience in  
4 education than women in the same position. So that  
5 a male superintendent has more years in education  
6 than a female superintendent, and a female  
7 supervisor has fewer years of service in education  
8 than a male supervisor. So that part of the  
9 explanation may be just seniority. The number of  
10 years of education, that is, the training level,  
11 which also affects salary, appears to be split.

12 For some of the positions the average  
13 level of education for women is higher than for  
14 men for other positions. Men have a higher  
15 average level of education, so that doesn't appear  
16 to be a direct predictor of salary. What probably  
17 is as much a predictor of salary, and can't be  
18 broken out from the data I was using, is the  
19 location of the school district. And in smaller  
20 school districts, in those school districts where  
21 women are finding superintendencies or at least  
22 their first superintendency, salaries tend to be  
23 substantially lower. So that that has a direct  
24 impact on the salary of women superintendents and



1 I think on the salary of women in other  
2 administrative positions.

3 MS. JONES: I'd like to comment on  
4 your observation about access to the actual  
5 application procedure, and tying it into what  
6 Barbara is saying, I think the sheer numbers of  
7 men in the important positions, in the influential  
8 positions, impacts greatly on that. You find that  
9 when you're looking at hiring a principal, in that  
10 you may have one hundred applications laying in  
11 front of you, all with very good credentials, very  
12 good recommendations, but if someone picks up the  
13 phone and calls you and says I know this person, I  
14 would like to recommend them, that person has a  
15 better shot at that job. And men are very used to  
16 doing that. And I think the few numbers of women  
17 and the reluctance of most to do that maybe does  
18 hurt the chances of people who are applying for  
19 jobs.

20 MR. FRIEDMAN: Any other questions  
21 from members of the panel? All right. Let's go  
22 on then to Doctor Stroup, and we'll have a chance  
23 to have a broader discussion. And I want to keep  
24 also in mind the idea that we want to get some



1 ideas both from you and from the group here and  
2 from the panel as to what we want to do with this  
3 information.

4 MR. STROUP: I think from the data  
5 that has been presented, it's very clear that the  
6 absolute numbers of women in administration and,  
7 indeed, the absolute numbers of women certified  
8 for administrative positions is disturbingly low.  
9 And it's something that all school administrators  
10 are aware of and I think are becoming more  
11 interested in redirecting.

12 What I find encouraging is looking at  
13 the fifteen year trend lines that were presented.  
14 It is particularly in the number of women who are  
15 getting administrative certifications, who are  
16 qualified to apply for positions when they are  
17 open and qualified to hold those positions when  
18 they are employed.

19 I think it's interesting, too, to  
20 look at the trend line of employment as presented  
21 by Doctor Pavan and to notice that at the same  
22 time that women have been increasing slightly in  
23 the number of administrative positions, the total  
24 number of administrative positions in Pennsylvania



1 school districts has been declining. So that the  
2 relative increase of women in positions as to men  
3 may be slightly higher than that as presented in  
4 her data.

5 I looked at a ten year trend, and, in  
6 Pennsylvania, the total number of administrative  
7 positions, and that includes not only the  
8 superintendent and principals, but also  
9 supervisors, the total number declined 192 over  
10 that ten-year period. The total decline in the  
11 number of men occupying those positions was 444,  
12 showing an increase in women holding those  
13 positions over the ten-year period of 252.

14 If one looks at just superintendent,  
15 secondary principal and elementary principal over  
16 the same ten-year period, there was a decline in  
17 the absolute number of positions and also an  
18 increase in the number of women holding those  
19 positions. It moved from -- the total number of  
20 positions moved from 3,223 in 1976/77 school year  
21 to 2,924 in the 1985/86 school year, a decline of  
22 about 300 administrative positions. The number of  
23 men employed declined by about 400 and the number  
24 of females in those three positions increased from



1 240 in 1976/77 to 431 in 1985 '86. The percent  
2 increases are large. The absolute number  
3 increases are small. And we certainly would hope  
4 that the number of women in administrative  
5 positions would increase and more effectively  
6 represent the number of women employed in schools  
7 generally and the number of women in the  
8 communities that are served by the schools.

9 I think there are several reasons why  
10 in the last ten years there have been these  
11 increases, and I guess that my recommendations  
12 would be to continue much of the same practice in  
13 the future. One thing that occurred in the late  
14 70's and early 80's was a renewed interest by the  
15 preparing institutions in women administrators.  
16 And I know at the institution I serve, Lehigh  
17 University, Doctor Wiley was very effective at  
18 mentoring women who were in the classroom into  
19 coming back to the academic community to pursue  
20 the certification requirements for administrative  
21 certificates. And through programs like that we  
22 can see the increase in the number of women who  
23 hold administrative certificates. And I would  
24 hope that those kinds of programs would continue





1 and expand.

2 That program was initially funded  
3 with a grant from the Federal Government and that  
4 funding source is no longer available.

5 Another activity that I think is  
6 extremely important and one that our association  
7 has been directly involved in is the encouragement  
8 of networking of women and women administrators so  
9 that there is support for women to pursue a  
10 certificate and support for women who are pursuing  
11 certificates to pursue a career path that will  
12 lead to an administrative position. The  
13 Association of School Administrators that I  
14 represent has developed a Women's Caucus, and the  
15 purpose of that is, very explicitly, to provide a  
16 kind of old boys network and provide women access  
17 to the existing old boys network so that some of  
18 the issues with regard to recommendation and  
19 access to positions will be shared not only  
20 between women but between school administrators  
21 generally, male and female.

22 One of the interesting things that I  
23 have observed informally, and I would be curious  
24 to see a more formal study of it, is the changing



1 career path toward administrative positions.  
2 Traditionally, the career path for the  
3 superintendency has been through the secondary  
4 school principalship, so that a person would  
5 become an assistant secondary school principal,  
6 then a secondary school principal, and then a  
7 superintendent. And from the data that you saw,  
8 it's very clear that there are very few women  
9 assistant secondary school principals, even fewer  
10 women secondary school principals, and that for a  
11 long time provided a lock on women's access to the  
12 superintendency.

13                   And what I'm seeing is that women and  
14 others are developing alternative routes to the  
15 superintendency, through staff positions, through  
16 assistant superintendencies that may involve  
17 instructional responsibility rather than building  
18 responsibilities. And that this is useful not only  
19 for women to gain access to administrative  
20 positions but also to change to some extent the  
21 nature of the career path toward the  
22 superintendency, which I think is useful for the  
23 superintendency itself.

24                   DR. PAVAN: Next year I hope to have



1 that data. It was in that survey but it hasn't  
2 been analyzed yet.

3 MR. STROUP: Great. I'll look  
4 forward to it. One thing that I think our  
5 association clearly is interested in doing and one  
6 thing that I think can be done to promote better  
7 administration, better access to administration  
8 and access of good people to administrative  
9 positions, is in service programs and support  
10 programs for people who are in or aspiring to  
11 administrative positions. There is federal  
12 legislation, leadership in education  
13 administration and development, that has been  
14 funded for one year, but funding has been cut, at  
15 least in the preliminary budget, for the  
16 succeeding years. So we are anxious to see that  
17 that program get off the ground and that it be  
18 fully funded this year. And hopefully the success  
19 of that program will lead to new funding.

20 MR. FRIEDMAN: Any questions directed  
21 to the panel?

22 MR. FISHER: Yes, I have a question,  
23 Mr. Stroup. I believe you said during the --  
24 comparing the period the school year '76/'77 with



1 I think '85/'86, there was a decline in the number  
2 of male administrators, at the same time an  
3 increase in female. Would that have anything --  
4 first of all, do you have any information on why  
5 these males are leaving? Is it retirement or are  
6 they moving into bigger and better things and  
7 vacating these positions where women are moving  
8 in? Or how would you explain the decrease in the  
9 men and the increase in the women?

10 MR. STROUP: There has generally been  
11 a decrease in employment in the public school  
12 sector. There has been a major change in the  
13 demographics of this state, with the baby boom  
14 moving through the schools and some retrenchment  
15 then following that movement. So that you will  
16 find, particularly in the bedroom communities,  
17 that had maybe two high schools and several junior  
18 highs and a number of elementary schools, that  
19 they have retrenched to one high school, one  
20 junior high school and retrenched some of their  
21 elementary schools. And that has just eliminated  
22 the number of administrators. Much of the  
23 retrenchment has been done through the attrition  
24 of staff. So that through retirement or movement,



1 some of the men have left or some of the positions  
2 have become vacant. The aggregate data I presented  
3 merely shows that over the state as a whole and  
4 over the number of administrative positions that  
5 exist in the Commonwealth in public schools, that  
6 there has been an absolute decline in number, and  
7 at the same time those -- the replacement of  
8 people has been more likely to be by a woman than  
9 by a man.

10 MR. FISHER: Do men still continue to  
11 become certified for these jobs or --

12 MR. STROUP: Yes.

13 MR. FISHER: Or are the number of men  
14 being certified -- is that number reducing and the  
15 women increasing?

16 MR. STROUP: If you look at the  
17 charts that were presented earlier, just look at  
18 them backwards and you'll see that now over 40  
19 percent of women are getting a certificate. That  
20 means that 60 percent of men are still pursuing  
21 the same certificate. So that in percentages  
22 there's still more men pursuing certification than  
23 women in these areas.

24 MR. FRIEDMAN: I'd like to ask this



1 question and it's triggered by Doctor Pavan's  
2 earlier comment about the lack of available  
3 statistics and government not -- being cut back  
4 and so on. What role, if any, in this whole  
5 situation is the issue of governmental cutbacks  
6 and lack of financial resources stemming from that  
7 situation, if any?

8 DR. PAVAN: The original dropping of  
9 statistics of being collected, as I said, the last  
10 year the feds did that statistic was '79/'80. I  
11 don't know if that was based on a financial  
12 cutback or on a philosophical cutback. I would  
13 gather it was the philosophical, given the time  
14 that it was. At this present point in time, I'm  
15 sure it could be justified based on the financial  
16 cuts being made. However, the financial cuts being  
17 made are going to make it extremely difficult to  
18 show progress in terms of equity. And there are a  
19 number of programs -- you mentioned one -- NEA --  
20 which had done tremendous amounts in terms of  
21 training programs for women, to encourage women to  
22 become school administrators. And how much that is  
23 reflected in the more women receiving certificates  
24 we really have no way to know. But some of those



1 programs, which we have looked at them, very high  
2 percentages of the women have gone onto get  
3 certificates and to become school administrators.

4 MR. FRIEDMAN: Is there any other  
5 area of relevance of governmental behavior in  
6 recent years that impacts on this issue?

7 MS. JONES: One comment I'd like to  
8 make about that collection of data is that it  
9 gives a subtle message. There were times when  
10 school districts yearly had to send in reports on  
11 employment, number of women, number of minorities  
12 in that, and at least it caused a district to look  
13 at that. The collection of the data, the sharing  
14 of it with the communities, the sharing of it with  
15 the boards, at least made people realize that that  
16 was something to be considered. The fact that that  
17 data is no longer collected I feel gives a  
18 message. I think it allows school districts to, I  
19 don't want to say ignore, but to not have the  
20 emphasis on goals in employment that they used to  
21 have.

22 MR. FRIEDMAN: Any other questions or  
23 comments at this point? Would you take over now?

24 MS. JONES: I see my role sitting on



1 this panel a little differently than my  
2 colleagues. Being a superintendent, I feel that  
3 the usefulness I can lend to your panel is to talk  
4 about experiences, to talk about what has happened  
5 to me over the years and my colleagues and the  
6 perception that I have. So I'll be reacting to  
7 Barbara and Stinson's comments through my own  
8 experiences and, for the most part, agreeing with  
9 what they're saying, but also maybe mention how  
10 those things have happened.

11 School administration is an awful lot  
12 like business and technology, business and  
13 industry. It's still dominated by males. And  
14 because of that domination, the characteristics  
15 and the behaviors that you see in management still  
16 are male values. And there is a difference, I  
17 think, not only in style but in values between men  
18 and women on the job.

19 My years have said to me that the  
20 discrimination that's out there I don't feel is as  
21 malicious maybe as it used to be years ago. I  
22 think it is there. I think it is subtle sometimes  
23 and blatant other times. But in it not being  
24 malicious, I think it's more a difference in a way





1 of thinking. I don't think that the corporate  
2 thinking patterns have really kept pace with the  
3 changes in society. I think males still tend to do  
4 business the way they have always done business,  
5 and have not been aware or tried to change those  
6 patterns with women in the business world or in  
7 education. I think a lot of that has to do with  
8 the socialization of women.

9               Barbara was saying that women who are  
10 administrators tend to be as powerful, as  
11 forceful, as drive motivated as men. I think  
12 that's true of women who are in those positions,  
13 but I don't think that is true of young females  
14 growing up in America. And that's where I think we  
15 need to address our concerns.

16               I think discrimination is something  
17 that's learned. People aren't born with it. It  
18 isn't something that comes along in their genes.  
19 It's something that evolves over a period of time.  
20 It's a way of thinking. And as much as I see  
21 education having problems in discrimination, I  
22 think it's also the key to eliminating some of  
23 those problems.

24               There's a lot of research out there



1 today that talks about sex biases in education, in  
2 public education itself. And to get to the issues  
3 that Barbara is talking about I would recommend  
4 that we start much earlier. We have to talk about  
5 what goes on in the classrooms.

6           There's a husband and wife team by  
7 the name of Sadker who did some research for NIE,  
8 National Institute on Education, that looked at  
9 teacher student interaction in the classroom. And  
10 what they found out was that males from  
11 kindergarten on up are getting more attention than  
12 are females. That's not always positive attention.  
13 They're getting reprimanded more often. They're  
14 getting praised. And they're getting extra help.  
15 But it's giving a message again. They are getting  
16 more attention than females.

17           They also found that the group that  
18 gets the least amount of attention are the high-  
19 achieving females. Now that, again, is giving a  
20 message to those youngsters, even in those very  
21 early and formative years, that the people who are  
22 going to get the attention are the males. Even in  
23 getting criticism, it allows young boys to  
24 experience how to deal with that. They are more



1 apt to come back with reactions where a young gal  
2 or young lady in the lower grades isn't going to  
3 do that because they haven't had those  
4 experiences. It allows that interaction, that give  
5 and take, that arguing, that convincing and  
6 cajoling that you need to do in the business world  
7 to take place and to be rewarded even at an early  
8 age.

9           Taking that one step farther, there  
10 have been studies about women in administration in  
11 a meeting situation where, when you look at the  
12 amount of talk that goes on, males tend to  
13 dominate the conversations. There's that myth that  
14 women will talk forever and that men never get a  
15 words in edgewise. If you would look at a business  
16 meeting situation, you would find that that's not  
17 the case, and that the input of the males is more  
18 highly regarded.

19           Barbara and I have talked about times  
20 when you're at a meeting and you say something and  
21 the meeting goes on, and pretty soon a male on the  
22 other side of the table says the same thing, and,  
23 all of a sudden, that's the most wonderful idea  
24 that's ever come down the pike. And there is



1 research to support that that is true, that males'  
2 speech is taken more seriously. Again, a subtle  
3 social way of discriminating, but something that I  
4 think has to be addressed through education,  
5 through schools.

6 Another point about schools are the  
7 things that I'm sure you have heard of over the  
8 years, the curriculum materials, the stereo-  
9 typical roles of not only women but minority and  
10 how that, again, gives a message. There's a huge  
11 body of research that says that the perception of  
12 teachers are very important, that even teachers  
13 don't realize the things they say. Even women  
14 teachers don't realize that, and that brief but  
15 very focused training can help eliminate that.  
16 That would be a recommendation in the teaching  
17 ranks that I think we need to be concerned about,  
18 that teaching our teachers to be a little more  
19 sensitive to the whole issue.

20 Barbara's comments about barriers I  
21 think are very true. We can eliminate that by  
22 education. We can eliminate that some by  
23 mentoring, and I think just simply more women out  
24 there will have a large impact. I have always been



1 the only woman in the administrative ranks in the  
2 school districts where I have served. I guess in  
3 that respect I've become used to that and I've  
4 become acclimated to working with men. But I  
5 really think they see me differently.

6                   And, again, here's that subtle  
7 distinction between men and women in  
8 administration. There is more of a buddy system  
9 for the males. If they are going to go out and  
10 have a beer after work or if they are going to go  
11 watch the football game, they will be more  
12 inclined to ask each other than they will to ask  
13 me to go along, for many reasons. Things that  
14 might even be unconscious. How would they feel  
15 about being seen sitting in the football stands  
16 with me. What would people say.

17                   There have been a lot of classic  
18 comments that people have made to me over the  
19 years. When I was looking for a central office  
20 position when I first moved to Pennsylvania, a  
21 superintendent looked at my credentials, looked at  
22 my background, and said I would be an excellent  
23 candidate but there was no way he would feel  
24 comfortable taking me before the board, that there



1 was something about my age, my appearance and that  
2 that caused him difficulty. And again --

3 MR. FRIEDMAN: What do you think he  
4 meant?

5 MS. JONES: What I think he meant was  
6 that it would be a whole lot easier to take a  
7 qualified male before the board. Here is a young  
8 woman, obviously ambitious, to be, at age twenty  
9 eight, ready for a superintendent position, means  
10 that I had come up through the ranks rather  
11 quickly. There's talk. There's insinuations. There  
12 is all kinds of things that you would have to  
13 perhaps deal with, maybe never, but perhaps. It's  
14 easier not to be bothered with those. That's the  
15 point I'm making, I think.

16 I was a principal at age twenty five  
17 in a building where the majority of the staff was  
18 considerably older than I. I did have good mentors  
19 all along the way. But then, again, I aligned  
20 myself with people who were of that persuasion,  
21 who were supportive, who were influential and who  
22 encouraged me.

23 I think there is a point that  
24 credentials, when you're applying for a job,



1 equate with competency for men. But the same is  
2 not true for women. Many times in a job interview,  
3 after we've gone through credentials, gone through  
4 where I've gotten my degrees, my experiences, the  
5 question has come out: Yes, but can you do the  
6 job. And yet I've never heard that same question  
7 asked of a man. It's as though if you have those  
8 credentials and you have those years as a  
9 principal, it's obvious that you're successful.

10 Even in applying for  
11 superintendencies, that has been true. People say,  
12 well, does the fact that you're a woman give you a  
13 problem. Do you find it difficult to deal with  
14 difficult situations. And I'm a little smart in my  
15 comeback to that. I say, well, I've been a woman  
16 all my life and so far I've been all right. And it  
17 takes them by surprise, but it also forces them to  
18 say, gee, maybe that wasn't such an intelligent  
19 question after all. It's obvious that if I have  
20 gotten to where I am I have been competent in  
21 doing the job.

22 A feeling I have that Barbara  
23 elaborated on a little bit was that she thinks  
24 that women work very hard at what they do. I think



1 that's very true, that the colleagues that I have  
2 that are female put in an incredible number of  
3 hours and work incredibly hard and probably work  
4 harder politically to get along than males do.  
5 Males are very able to just come right at somebody  
6 with a confrontation, settle it, and it's over.  
7 But females, I think, have to work a little more  
8 carefully because there are other reactions that  
9 they're getting from men in disagreeing. So  
10 there's a lot of political intrigue and political  
11 maneuvering that goes on in just dealing with that  
12 male female role.

13               Mentoring, I think, is something that  
14 women have to take very seriously. It's something  
15 that's a part of life for men. One thing, as a new  
16 superintendent, that I have found is that I am  
17 excluded from some of the inner circles, things as  
18 simple as belonging to Rotary or belonging to the  
19 Lions Club or the Kiwanis Club. You can watch how  
20 the contacts are made and how deals get made and  
21 decisions get settled over these relationships in  
22 these organizations.

23               Here I am, a superintendent in a  
24 community where I do not have access to those





1 organizations, and if I would ask those gentlemen,  
2 they would say, well, it's certainly nothing  
3 personal. And I don't think it is. But it's  
4 there, and it's a barrier. That's an attitude  
5 thing, too, as Barbara was saying.

6 I want to speak a little bit about  
7 Women's Caucus which is an offshoot shoot of the  
8 organization that Stinson heads. That was formed a  
9 couple of years ago to meet a need that we  
10 identified supporting women. In looking at how we  
11 might organize it seemed the most logical way was  
12 to align ourselves with an organization already in  
13 existence where the power brokers are. PASA is  
14 that organization. It's made up mostly of  
15 superintendents, assistant superintendents and  
16 principals. Doesn't make sense for women to  
17 organize and to stay out there in their own little  
18 group. That's nice for support, but it doesn't get  
19 you where you want to be. It doesn't get you to  
20 know the right people, to move in the right  
21 circles.

22 The PASA organization has been very  
23 supportive of the Women's Caucus. It gives us the  
24 access we need. It gives us the support we need.



1 There's some interesting things, though, that we  
2 saw in forming this organization. There are women  
3 who do not feel terribly supportive of that  
4 organization. Their fear is how will other male  
5 superintendents see them. Will they feel like this  
6 is a threat. So even though the organization is  
7 there, there are those who are afraid to belong to  
8 it.

9               There's certain subtle threats that  
10 are out there simply in having a women's  
11 organization. But I think when you weigh the pros  
12 and cons, it's very much a positive organization,  
13 and one that's very necessary.

14              Another comment that Barbara made  
15 about women supporting women, encouraging them to  
16 pursue certification, and to go ahead and have  
17 those motivations and those drives to get ahead,  
18 that organization does support those aims.

19              As far as recommendations for your  
20 group, there are an awful lot of national reports  
21 out there right now on education telling us we  
22 need more courses, tougher courses, better  
23 teachers. Nobody is really addressing this issue  
24 of women. It's very hard to find in any of the



1 reports any recommendations or even considerations  
2 of the issue of women in education or just the  
3 education of young girls. There has to be some  
4 kind of a push that that be included in the thrust  
5 in our country towards education.

6 I agree with Barbara that there has  
7 to be encouragement of boards and school districts  
8 to address the issue of women. That goes both with  
9 having to do reports, having to compile figures,  
10 but just, again, kind of rattling the cages, kind  
11 of making people aware that those concerns are out  
12 there. I think your organization can do that.

13 There's an awful lot of research in  
14 the United States right now about women in  
15 education. Somehow that needs to be collected,  
16 either a commission to pull all that together and  
17 to come up with the actual findings that are out  
18 there in the world, and then to make  
19 recommendations. I think there's probably more  
20 research, and Barbara might be able to react to  
21 this, than there ever has been about women's  
22 issues, about education of young children, but  
23 there isn't anybody putting that together and  
24 saying this is what we're finding. They're just



1 little pieces here and there.

2           When I worked on my Doctorate, my  
3 topic was schooling in the 21st century. And one  
4 of the points that the futurists are making today  
5 is that we have to take seriously the plight of  
6 women in the United States if we're going to solve  
7 the other problems,. The bigger, more massive  
8 problems can't really be addressed until that  
9 issue, sex role stereotyping, sex biases, and that  
10 is addressed. And educational futurists are  
11 saying that education has to be concerned about  
12 that. It really needs to be addressed in our  
13 schools, both in the curriculum and in the  
14 training of our teachers because that's where it  
15 has to start.

16           So my recommendations to you would be  
17 to take an active role, if you can, to pull data  
18 together, to encourage school districts that this  
19 is an issue that needs to be addressed for women  
20 and for minorities.

21           MR. FRIEDMAN: Thank you very much,  
22 particularly for the courage that you've obviously  
23 demonstrated over the years in wrestling with the  
24 system.



1 DR. PAVAN: I think you should know  
2 that Rita's stories are not unusual. I could have  
3 chosen -- I could tell you some about myself, of  
4 the women that I work with, in terms of training.  
5 Any time you get a group of women together, they  
6 all have stories of the issue in the hiring  
7 process. At some time or other it comes up how  
8 would you, as a woman, feel in this group of men.  
9 I know the first time I heard it was it's like I  
10 came here for this job. I obviously thought I  
11 could do the job or I wouldn't show up. And after  
12 awhile you get used to it. You come up with some  
13 kind of answer. But it happens all the time.

14 MR. STOLARIK: I was really shocked  
15 by this figure that back in the 20's more than 50  
16 percent of administrators were women and now we're  
17 down to 11. And I was just reading in this  
18 Inquirer report where you commented on the  
19 reasons. But I wonder if you have looked into was  
20 this a concerted effort? Was it -- I don't want  
21 to use the word conspiracy. But what happened in  
22 the 1920's or 30's that turned this figure around  
23 so drastically.

24 DR. PAVAN: The statistics you were



1 given was about the role of the elementary  
2 principal. Teachers and principals were never paid  
3 too well. And when the jobs paid extremely poorly  
4 men were more willing to let women have them. With  
5 the advent of teacher unionism, teacher  
6 organization, which increased the teachers'  
7 salaries, which also increased the administrative  
8 salaries, men said, hey, this is a job where I can  
9 support a family on. And, therefore, they went  
10 after them. It's an economic issue. You can really  
11 trace it to men's entering the field in terms of  
12 being an economic issue.

13                   People are talking now -- one issue  
14 we didn't bring up -- of some women not entering  
15 the field because they now have other options.  
16 You may have heard -- Al Shanker speaks  
17 particularly well -- about the thing that saved  
18 the schools in the past was bright women not  
19 having other options. And, therefore, we had high  
20 caliber teachers available, whom we no longer  
21 have, because as women can now go into business,  
22 can go into law, can go into medicine, and, you  
23 know, those numbers are rising. We still do have a  
24 lot of very good people who, since the salaries



1 have gotten to be reasonable, although we would  
2 all like to have them higher in education, we can  
3 still attract some very bright, competent people.  
4 So that we need to encourage both our women and  
5 our men in terms of looking at educational  
6 administration. But it's economics, wouldn't you  
7 agree?

8 MR. STROUP: Yes.

9 DR. PAVAN: I've never seen or heard  
10 any other explanation that makes sense.

11 MR. FRIEDMAN: I'd like to ask this  
12 question having to do with the question of the  
13 relevance of discrimination as a basic issue,  
14 however subtle the issue may be, and the world of  
15 women as it has historically evolved.

16 The woman as the family person, the  
17 most heavily responsible for the nurturing of  
18 children at home, the in and out perhaps quality  
19 of that situation, you know, when you leave for a  
20 pregnancy and return to work, I'm trying to  
21 measure the relative force of discrimination  
22 versus the special culture that often has  
23 developed by women and their historical role.

24 I wonder if you could -- I'm not sure



1 that question is very crisp, but I would like you  
2 to relate to it.

3 DR. PAVAN: All right. Since I'm the  
4 older in the group, I will talk to that issue. I  
5 was raised with the assumption that one would have  
6 a family and one would have children. I was also  
7 raised with the assumption that one would go to  
8 college since both my parents had gone to  
9 college. So that was reasonably -- was not  
10 typical of the great majority of women. I'm also  
11 the oldest daughter in a family of all girls. And  
12 if we look at administrative types, whether it's  
13 in business or in education, quite typically it is  
14 the oldest daughter who is the one who has these  
15 ambitions like men do. I've combined both.  
16 Requires a lot of work and a lot of effort, but it  
17 certainly is possible.

18 You're kind of speaking to a split.  
19 There is, quote, the traditional woman and, quote,  
20 the working woman. What you're seeing now is  
21 people who combine it. While these numbers I gave  
22 you in my survey about women currently being  
23 married is relatively low or less than the men,  
24 most of the women are trying to combine a marriage





1 and a family and a job and planning when they do  
2 what, et cetera, which gets to be a very  
3 complicated act in terms of when you go to school,  
4 when you do your job, when you have your family,  
5 et cetera.

6 I personally would like to see a more  
7 suitable policy for child leaves, both male and  
8 female. I think that one way to manage family and  
9 career is to have both parents involved with the  
10 rearing of children. Other countries we know are  
11 much more supportive of family kinds of policies  
12 in terms of leaves for women and leaves for having  
13 babies and leaves for both parents in terms of  
14 child illness, in terms of child care.

15 But we also have a cultural thing  
16 going of a male can say to his colleague, I've got  
17 to go out this afternoon because my child's in a  
18 play, or I have to take my child to the doctor,  
19 and that's applauded. This is an enlightened male.

20 Female in the same role says the same  
21 thing and the response is: All she cares about is  
22 her family; she doesn't care about her job. And  
23 this is exactly the attitude that we were talking  
24 about in terms of trying to balance these two.



1                   Now, let me tell you in terms of  
2 pregnancy leaves, there are some women who feel  
3 very uncomfortable about that because of the  
4 possible discrimination, that they won't be hired  
5 in the first place if they're of child bearing age  
6 because the district will be required to give them  
7 pregnancy leaves. So there's two sides to that  
8 issue. I don't know where to come down on it. I  
9 mean I remember the days when you went for a  
10 teaching job and they asked you how many kids you  
11 had, how old you were, and what kind of birth  
12 control you used. And that was awhile back, but  
13 I'm not that old, fifty four. So those things  
14 happened. And I can understand that possible  
15 backlash.

16                   AUDIENCE MEMBER: What I think I hear,  
17 and Doctor Jones touched on, that was so important  
18 is in ending discrimination for women and men in  
19 education really you have to not sexual stereo-  
20 type, so that you have to encourage children at a  
21 very young age that women speaking doesn't have to  
22 be traditional. You don't have to only raise your  
23 kid. You don't have to think traditional thoughts  
24 about the roles women take part in in society.



1 And I think if that emphasis is placed in  
2 education at an early age, from kindergarten, like  
3 the girls don't have to play with pink and boys  
4 don't have to wear blue, things to that effect, it  
5 really makes a difference. And questions like the  
6 ones just answered wouldn't even be asked because  
7 those aren't thoughts. Because we are the older  
8 generation those are the kind of questions that we  
9 haven't solved and those are the problems that  
10 we're dealing with presently.

11 DR. PAVAN: One of my students just  
12 completed a dissertation, research in which she  
13 asked students from kindergarten to age twelve  
14 about jobs that -- would you like this job, et  
15 cetera, and some of the jobs were male sex stereo-  
16 type jobs, meaning a greater percentage of males  
17 held them, and some were female sex stereotype  
18 roles. The most interesting finding of the study  
19 was many males from kindergarten to grade twelve  
20 expected, in large part, to have male type jobs.  
21 And females expected to hold male type jobs. They  
22 wanted male type jobs, but they weren't -- they  
23 didn't think they were as likely to get them as  
24 the boys thought they were likely to get them.



1 But it was amazing, the large percent of the girls  
2 who were looking at jobs that were masculine type  
3 jobs, which will be interesting since we know what  
4 the statistics are in terms of getting them. But  
5 it's the most interesting part of the study.

6 AUDIENCE MEMBER: Another thing I did  
7 want to add is that another thing with the change  
8 or the swinging in of positions, I really think  
9 there was economics involved in it, but also men  
10 realized how important education was on how it  
11 affected the community as a whole in our society,  
12 and if they didn't get in a position that was  
13 going to impact on the way the children were  
14 brought up and the way that they were thinking,  
15 that it would make a lot of difference. And I  
16 think that's some of the reason that the  
17 administrative jobs have made the swing that they  
18 have.

19 MR. BINKLEY: Before this ends, I'd  
20 like to ask Doctor Jones a quick question. You  
21 referred to the Women's Caucus of the group for  
22 Mr. Stinson. Is that a state caucus or is it a  
23 part of the national AASA?

24 MS. JONES: There is a branch of the



1 American Association of School Administrators that  
2 is Women's Caucus, but Stinson represents the  
3 Pennsylvania Association of School  
4 Administrators. And there is a Women's Caucus now  
5 in Pennsylvania as of about two years ago  
6 officially, and we meet on a statewide basis and  
7 we meet regionally.

8 MS. DANIELS: Doctor Jones, I'd like  
9 to ask you a small question, but, being a woman,  
10 I'd like to know, with you being a teacher, do you  
11 have the support from women teachers and women  
12 administrators, even though they're small, as a  
13 woman? I found normally men will support men but  
14 women have a tendency not to support women as much  
15 as they should. Do you have that problem with --

16 MS. JONES: I think initially I did,  
17 in becoming a principal. I had been a teacher in  
18 that same school, so I was promoted to the  
19 position of principal. And some of the women  
20 initially had some difficulty with it, but I think  
21 that, again, is what you're used to. There are  
22 certain rules of the game that you come to know.  
23 I'm not implying that women use any kind of  
24 techniques in dealing with male principals, but

1 there are pretty well-established ways of doing  
2 things. And when you have a woman sitting across  
3 the desk from you, sometimes those rules are a  
4 little different. And that takes a little getting  
5 used to. But my experience, in looking at women  
6 who are principals and assistant superintendents  
7 and superintendents, is that once you establish  
8 yourself as a competent, fair individual, you have  
9 no problem.

10 MS. DANIELS: What I'm getting at is  
11 that maybe women need to have a ladies or a  
12 women's network, old boy network, same as the men  
13 have.

14 DR. JONES: Absolutely.

15 MS. DANIELS: Protecting and helping  
16 one another.

17 MS. JONES: Women need to know that  
18 it's okay to be ambitious, that it doesn't mean  
19 you're less of a woman or that you're not a good  
20 mother if you're working, that you can do those  
21 things. But along with that we have to emphasize  
22 that you don't have to be a superwoman. That's the  
23 problem of our generation. Hopefully, the next  
24 generation is going to be smart enough to know



1 that you don't have to do everything, that you  
2 pick and choose.

3 MR. FRIEDMAN: Have to be called an  
4 old girl network, wouldn't it.

5 MS. JONES: You could.

6 MR. BINKLEY: There was an allusion  
7 earlier to association or meeting and  
8 superintendents network, and I'd much rather look  
9 forward to the day that there's a superintendents'  
10 network and no old boys or old girls network,  
11 either one, and the two to compete.

12 MR. STROUP: That really is what we  
13 perceived as the initial value of creating a  
14 caucus within the organization, is that it could  
15 provide that kind of transitional support and  
16 serve some unique needs that men simply don't  
17 express that they may have, but do it within a  
18 context of all school administrators rather than  
19 create separate extremes.

20 MR. FRIEDMAN: We have present here  
21 several representatives of civil rights  
22 organizations that have a responsibility to  
23 implement activities or actions. The Civil Rights  
24 Commission itself is more of a think tank in the



1 sense that it does not implement law. It tries to  
2 highlight problems. It tries to examine and  
3 monitor situations.

4 I wonder if any of the  
5 representatives here of Civil Rights Commission  
6 would have any comments as to how their agencies  
7 do or don't relate to these kinds of issues?  
8 That's an invitation.

9 MR. GRATMAN: I'm with the  
10 Pennsylvania Human Relations Commission. And  
11 Pennsylvania Human Relations Act would deal with  
12 employment discrimination. Any individual, we  
13 would expect, would come to us with complaint if  
14 they felt they were being denied employment or  
15 promotion based on their sex. I mean that goes  
16 without saying.

17 We have accepted and resolved many  
18 complaints at literally all levels of education,  
19 starting elementary up to, I guess, post-graduate.  
20 If a person is unsure what to do, have them call  
21 us. What I generally tell people is we don't need  
22 your answer. The answer remains the same because  
23 it doesn't change depending on who you're talking  
24 to. We have a ninety day jurisdiction. Federal





1 Government has a hundred eighty day jurisdiction.  
2 EEOC covers Pennsylvania as well as we do. And  
3 our telephone number is 560-2496, and we have  
4 three offices in Pennsylvania, one in Harrisburg,  
5 one in Pittsburgh and one in Philadelphia. And any  
6 concerns should be brought to our attention.

7 MR. FRIEDMAN: But, Charles, the  
8 concerns are being brought to your attention here.  
9 You're talking about walk-in business. I'm talking  
10 about -- if we are bringing to the attention of  
11 the Pennsylvania Human Relations Commission rather  
12 startling material, I think, is there any  
13 responsibility or role that your agency can play  
14 in picking up on this, in moving, because you have  
15 an implementing arm role which we do not.

16 MR. GRATMAN: There is another avenue  
17 the Commission can use, and that would be a class  
18 action complaint. In other words, the Commission  
19 could be the complaining party based on  
20 information brought to it, which goes beyond  
21 individual concerns. But, again, it would have to  
22 be against -- now this is based on my knowledge --  
23 it wouldn't be -- we'll call it -- general  
24 counsel's knowledge might be a little different



1 and probably more accurate -- if there was a  
2 particular school district that has a history of  
3 denying employment opportunities and one or more  
4 employees want to file a complaint, we'll say, and  
5 want to remain anonymous or they want to join as  
6 a class action, the Commission would entertain  
7 that complaint and conceivably be the complainant.  
8 But the information has to be brought to the  
9 Commission. A transcript of this proceeding might  
10 be sufficient to do that. It's just a matter how  
11 the complaint gets signed and there has to be a  
12 complaint. And I'm using the complaint process as  
13 compared to Affirmative Action which is always  
14 ongoing and goes on not only with our Commission  
15 but with the Pennsylvania Department of Education  
16 as well.

17 MS. JONES: I would see Affirmative  
18 Action being really a more powerful way than a  
19 complaint. I'm familiar with people --

20 MR. GRATMAN: In the long run you're  
21 probably right.

22 MS. JONES: -- who have filed  
23 complaints. My comments in the Inquirer about  
24 winning the battle but losing the war stem from



1 that. You can complain. You can have the situation  
2 remedied successfully. But in doing so, you may  
3 be marked for life. And that is a decision you  
4 have to make.

5 MR. GRATMAN: That's why the  
6 Commission at times is the complaining party so  
7 that it doesn't fall on any one individual and  
8 they have to carry that through with them  
9 professionally their entire career. That should  
10 have no effect. But I think we all can say it  
11 does.

12 MS. JONES: But I feel the more  
13 powerful emphasis is that constant attention to  
14 Affirmative Action.

15 MR. GRATMAN: Here, again, it's used  
16 without using names, School District A, University  
17 B, if someone was to say to us I have been an  
18 employee, I am an employee, and this is what goes  
19 on, please look into it, I wish to remain  
20 anonymous, you would. But it's like everything  
21 else, someone has to kick us in the right  
22 direction. There are just too many school  
23 districts and too many universities and not enough  
24 staff to go there without a reason.



1 DR. PAVAN: I have sent people to you  
2 and in some cases it has been the only way to  
3 break open a position for a woman, and has been  
4 eifective at least in terms of that initial job.  
5 There have been other times where I have sat with  
6 women and we've discussed it and gone over and the  
7 woman has made the decision that that is too  
8 dangerous.

9 I know -- I even had one particular  
10 case we were thinking of doing on a particular  
11 school district where I happen to know a woman on  
12 the school board. Interesting. Woman called up for  
13 an application for a job. They said the  
14 application date was over. Second woman called and  
15 got the same response. A guy called and he got an  
16 aapplication. I thought that was pretty obvious,  
17 that it was still open when a guy called. But both  
18 of those women decided that this was their entry  
19 level position, and I talked with this woman who  
20 is on the school board, who I knew that that was  
21 too dangerous for them, and I'm absolutely certain  
22 it would have been too dangerous for them.

23 So that I have to agree with what  
24 Rita has said. It's there. It's very useful. I



1 know you give very useful advice in terms of  
2 looking at cases and making a decision to go or  
3 not go with it. But it is an individual penalty.  
4 I'm glad some women have taken it because I think  
5 it sent a message to school districts that this is  
6 possible.

7 MR. GRATMAN: Even in the example you  
8 have just given, if that was brought to our  
9 attention, people from our staff could call, a  
10 male and a female, ask the same question. I'm  
11 interested in a job, can I have an application,  
12 and the female would be told no and the male would  
13 have been told yes. That would have been enough  
14 information for the Commission to file a complaint  
15 based on our own experience. And a complaint  
16 would be not refusal to hire. It would be the  
17 application process in terms of condition and that  
18 opens the entire door. And once you have a  
19 complaint, you start uncovering things. There is  
20 no telling where it will lead to. That's all we  
21 need. We don't have to have a qualified person. We  
22 just need what you have told us, misleading  
23 information.

24 MR. FRIEDMAN: But there's no room in



1 your operational norm to take material such as you  
2 were given here today and to initiate without  
3 formal complaint?

4 MR. GRATMAN: Yes, there is. I'm  
5 asking, if we have a copy of it, I can assure we  
6 could act upon it vigorously.

7 MR. FRIEDMAN: In terms of  
8 investigating in a broad general, way?

9 MR. GRATMAN: Can't investigate  
10 without a complaint.

11 MR. FRIEDMAN: So you're saying that  
12 unless someone walks in --

13 MR. GRATMAN: No, no. The Commission  
14 would be the complainant based on what is being  
15 said today. The commission could be the  
16 complainant. It would depend on what information  
17 they have and how counsel looks upon it. And I'm  
18 sure there would be a question or two they want to  
19 clarify. But we have done this in the past and  
20 I'm sure we'll do it in the future.

21 MR. FRIEDMAN: And I hope you will do  
22 it today.

23 MR. GRATMAN: I will bring it back.

24 MR. STROUP: I'm sure there is



1 discrimination and individual acts of  
2 discrimination by school districts. My sense is  
3 that is not today the primary problem. The primary  
4 problem now is support and access. And I think  
5 that is different than a complaint procedure and  
6 individual citations as to school district for  
7 some kind of acts of discrimination which I don't  
8 think is the pervasive problem.

9 MS. JONES: I think we're speaking in  
10 generalities of our experience in education, what  
11 we have seen, and that it's still there. It's  
12 still pervasive, and that Affirmative Action maybe  
13 isn't as strong as it used to be.

14 MR. BINKLEY: A survey by the  
15 Pennsylvania State Commission could put on notice,  
16 and you alluded earlier to the fact that school  
17 districts no longer have to provide data by race  
18 and sex, and if the state initiated a survey or  
19 something that would heighten the interest and  
20 remind school districts of their responsibility in  
21 this category.

22 DR. PAVAN: The state is collecting  
23 that data. I don't know if that data ever gets to  
24 the feds. I know the feds are not publishing it



1 and disseminating it and collecting it and putting  
2 it together. I think we have -- Pennsylvania does  
3 have that data. They publish it on a yearly  
4 basis. Stinson and I both came in with our copies  
5 of the latest data.

6 MS. JONES: That is Department of  
7 Education data, and I don't think it goes further  
8 than there.

9 MR. FRIEDMAN: Could this advisory  
10 committee staff project, assuming there will be a  
11 Civil Rights Commission, a broader study of the  
12 nature of this phenomenon, as one of the reports  
13 of this advisory committee, to highlight these  
14 issues more fully?

15 MR. BINKLEY: Oh, sure.

16 MR. FRIEDMAN: In other words, if our  
17 group here felt that the information we're getting  
18 is sufficiently of concern, we could target this.

19 MR. BINKLEY: It was my understanding  
20 this was the purpose of the meeting, to get the  
21 issues identified and presented to us and then  
22 discuss them ourselves.

23 MR. FRIEDMAN: You could advise us as  
24 to the manner in which we could begin to move into





1 this arena.

2 MR. BINKLEY: Certainly.

3 MS. DANIELS: I would like to see  
4 their recommendations followed through. At least  
5 get it on paper and see what we could do with  
6 them.

7 MR. FRIEDMAN: I think we've come to  
8 the end of what I've found an absolutely  
9 fascinating examination of a problem where I think  
10 there has been a kind of vacuum. I mean we're  
11 more familiar with more traditionally thought of  
12 areas of discrimination and lines of race and  
13 even, yes, of sex. But I believe this particular  
14 issue is sort of blatant, at least in its outward  
15 form. There are a great deal of subtleties and new  
16 answers here that don't get simple kinds of  
17 responses as you have pointed out where you're not  
18 confronted with immediately direct and palpable  
19 discrimination. You're dealing with ambiances and  
20 subtleties and new answers which are no less real  
21 but more difficult to pin down, put your fingers  
22 on. And I hope that the advisory committee can  
23 think this issue through and try to be of greater  
24 assistance.



1 I want to thank all of you for coming  
2 and being with us today and for perhaps even the  
3 courage you have demonstrated in taking on these  
4 issues, which are not necessarily making you the  
5 woman of the year in certain areas of our state  
6 and communities. Thank you very much.

7 Our next subject is the issue of  
8 violence and bigotry, and the summary report that  
9 our staff has provided based on hearings that were  
10 held in Pittsburgh and in Philadelphia and to  
11 include perhaps material not yet in the record but  
12 by way of update. And I'm going to ask staff to  
13 comment on this. I believe each of you were given  
14 copies of the document. Which of you wish to go  
15 forward? Tino.

16 MR. CALABIA: We do have Charles  
17 Gratman who perhaps might share that table there  
18 who will give us an update on the more recent  
19 incidents in southeastern Pennsylvania. But  
20 basically what you have is the final version of  
21 our office's version of the reports on the three  
22 forums that were held. You remember, in fact, it  
23 was the former chair, Joe Fisher, who convened the  
24 first meeting in October of 1984 in Pittsburgh.



1 And at that time federal, state and local  
2 officials as well as heads of private  
3 organizations briefed us. And I guess the  
4 consensus was that the kind of heightened  
5 activities fostered by the Ku Klux Klan or other  
6 antagonists like them were not as evident in '84  
7 as they had been in the early 80's.

8 We also learned that part of the  
9 reason for the fact that such incidents may have  
10 subsided was that the state itself had passed an  
11 ethnic intimidation law which was beginning to be  
12 implemented, and also that local officials and  
13 state officials had joined with private  
14 organizations to publicly condemn these kind of  
15 incidents and to let the wider community know that  
16 such activities would not be tolerated.

17 Later this committee, convened by  
18 you, went to Philadelphia. And this was just  
19 after the assaults on the southeast Asian refugees  
20 here in Philadelphia. But you also heard at that  
21 time from Hispanic victims of violent and racism.  
22 And we basically heard at that time that such  
23 problems were persisting, that apparently there  
24 had been no letup.



1                   Very shortly thereafter was the  
2 explosion around southwest Philadelphia, when, in  
3 another forum that you convened, in detail it was  
4 described by various parties what happened in  
5 southwest Philadelphia. One night there being  
6 some four hundred demonstrators who were harassing  
7 a black family that had just moved into a  
8 predominantly white neighborhood. And the  
9 succeeding night, about two hundred such  
10 individuals, residents of the area, who were, I  
11 guess, engaged in a kind of intimidation of an  
12 interracial couple.

13                   Basically, we have tried to stitch  
14 together the comments from the federal, state and  
15 local agencies as well as private organizations.  
16 And this report now is in the final stages of  
17 processing at headquarters. And we hope would be  
18 released before not too long. We asked Charles to  
19 join us. He's with the Pennsylvania Human  
20 Relations Commission and he also is the regional  
21 office member who works with the Pennsylvania Task  
22 Force, the Civil Tensions Task Force, and have  
23 asked him to perhaps share information on  
24 incidents that may have happened subsequent to our



1 meeting here in Philadelphia in January of '86.

2 If I could turn it over to Charles.

3 MR. GRATMAN: Thank you, Mr. Chairman,  
4 committee members, and the staff of the Civil  
5 Rights Commission. The Philadelphia Regional  
6 Office of the Pennsylvania Human Relations  
7 Commission reports that incidents of racial and  
8 religious tension in situations as reported to you  
9 in May of '85 continues. Since May of '85 we have  
10 received and acted upon 78 incidents of tension  
11 which were either racially, religious, or based on  
12 a persons ancestry.

13 It is important to note that some of  
14 this increase is related to the increased  
15 reporting and referrals to us by local police  
16 departments. Our records, which are incomplete,  
17 suggest that this region, when compared to the  
18 entire state, has slightly over 50 percent of all  
19 reported incidents of tension.

20 One case that deserves more detailed  
21 discussion is the one that's taking place  
22 currently in Darby Borough in Delaware County.  
23 This is an interracial couple that experienced  
24 ongoing attacks which is based on their



1 interracial marriage. In the past a white male has  
2 been charged with vandalism and ethnic  
3 intimidation. The individual has pleaded guilty,  
4 and after restitution, was placed on the ARD  
5 program. Because the situation and harassment has  
6 continued up until the present time, the family,  
7 as recently as yesterday, has decided to leave the  
8 area and relocate into another part of  
9 Pennsylvania. There is ongoing police involvement,  
10 human Relations Commission involvement, and  
11 community concern for the problem continues.

12                   The Philadelphia Regional Office of  
13 the Pennsylvania Human Relations Commission has  
14 relied upon the cooperation and a relationship  
15 with various agencies including the Pennsylvania  
16 State Police, the Pennsylvania Office of Attorney  
17 General and the Community Relations Service at  
18 U.S. Department of Justice. Our goals continue to  
19 be directed in the area of helping local  
20 municipalities do their job as this relates to  
21 insuring the right of fair housing opportunities  
22 and law enforcement at the police, district  
23 justice and judicial levels in the communities.

24                   To this end, we welcome the review of



1 the Civil Rights Commission. I'm available to  
2 respond to your questions which I assume will be  
3 numerous. Since your last presence here, there  
4 have been ongoing incidents in four of the five  
5 counties which are noteworthy.

6 In Juniata Park, Frankford, a black  
7 female has been denied the opportunity to either  
8 rent or purchase a property because of large  
9 crowds in the area. These were based on her race.  
10 There has been a fire bombing in Bucks County in  
11 the Fairless Hills section and this has been  
12 reported to us based on the individual's race. In  
13 Chester County, members of the Hispanic community  
14 are being assaulted and harassed. There has been a  
15 shooting and this has been reported to us based on  
16 the person's national origin ancestry. In Delaware  
17 County, I have said that an interracial couple has  
18 been vandalized and a person has been apprehended,  
19 charged and found guilty.

20 These are some of the highlights that  
21 have taken place in the last year.

22 MR. FISHER: I'd like to make a  
23 comment. Tino did report that in 1984, I believe,  
24 we did convene a hearing in Pittsburgh. And as he



1 reported, what came out of that hearing generally  
2 from most of the groups that reported to us was a  
3 consensus that violence and bigotry seemed to be  
4 subsiding and becoming less and less.

5           What we do have to report, and Tino  
6 did not mention, is that it appears that even in  
7 western Pennsylvania and that area where we were  
8 told that it was pretty much under wraps, it  
9 appears that it is escalating in that area also  
10 and it has escalated to the extent -- and I have  
11 here a clipping and many of you may have it --  
12 that just as recent as July there was a Ku Klux  
13 Klan rally and a cross burning in Smithfield,  
14 Pennsylvania. So even though the report may  
15 indicate that in '84, during our hearing there,  
16 the report we were given was that it was kind of  
17 subsiding and becoming under wraps, I am afraid,  
18 unfortunately, that we have to report that it  
19 appears that it's growing and escalating in that  
20 part of the state also.

21           MR. FRIEDMAN: Do we have a  
22 representative here of the Pennsylvania State  
23 Police? I thought we had one here earlier this  
24 morning.





1                   MR. CALABIA: We did, but he had to  
2 go to a trial that he had been associated with on  
3 another assignment.

4                   MR. FRIEDMAN: Charles, do you have  
5 any sense of what are the forces behind the  
6 seeming escalation of racial harrassment that we  
7 seem to be experiencing both in the western part  
8 of the state and most heavily apparently in the  
9 Philadelphia area?

10                  MR. GRATMAN: Well, I really couldn't  
11 say about what's going on in Pittsburgh. But in  
12 this area, if we rely on the incident I have just  
13 reported on, there is a common thread. It's a  
14 large massing of people coming out and expressing  
15 their displeasure and hatred for blacks. It takes  
16 you back years into the 40's, 30's, or maybe as  
17 recently as the 50's. I don't know why some people  
18 -- and, of course, it's not all the people -- feel  
19 that they can come on to the streets and openly  
20 say we do not want this black person living here  
21 and feel they can get away with it. That's a  
22 phenomenon that's taking place. And what has  
23 caused it, I'm not a hundred percent sure. I can  
24 only guess, and I wouldn't want to speculate.



1                   But that's a common thread that's  
2 taking place in Philadelphia and some of the other  
3 communities surrounding Philadelphia. It's just  
4 taking place.

5                   MS. DANIELS: Do you feel that maybe  
6 the directions from the top people are beginning  
7 to feel that there's no teeth in Affirmative  
8 Action, there's no teeth in trying to support  
9 civil rights as vigorously as we have known it to  
10 be enforced, and now people are beginning to feel  
11 that they can get away with some of the things  
12 that they're doing? Do you think that's part of  
13 it?

14                  MR. GRATMAN: I'm sure.

15                  MS. DANIELS: If we're going to be  
16 trying to find a thread here to pull all this  
17 together.

18                  MR. GRATMAN: I'm sure that's part of  
19 the thread that will make the fabric. There's no  
20 doubt about that. It's cutting back on Affirmative  
21 Action, saying it's not necessary, becoming color-  
22 blind with regard to hiring, no preferences,  
23 trying not to correct past injustices. That's a  
24 message. The message is getting out. And maybe



1 that's why this is happening. But that's pure  
2 speculation. You would take another study to pull  
3 all that together.

4 MR. CALABIA: Could I ask Charles,  
5 you sit with the Civil Tensions Task Force. In the  
6 incidents that you gave as samples of recent  
7 problems you didn't mention the tensions that have  
8 grown up between I guess it's some of the Korean  
9 leaders and business persons in a part of the city  
10 where they erected street signs in Korean and then  
11 the local residents felt up in arms about this.  
12 When we met in Philadelphia in 1985, we heard  
13 about the assaults on the southeast Asian  
14 refugees, the Hmong, in particular. Do you at all  
15 relate those kind of dramatic and obvious assaults  
16 on southeast Asians with the kinds of tensions  
17 that are boiling up between the residents of that  
18 neighborhood and the Koreans who were trying to  
19 erect these signs?

20 MR. GRATMAN: Well, I'm not familiar  
21 with what's taking place in that area and the  
22 Philadelphia Commission is best able to answer  
23 that. But I do think they are different. I  
24 really do.



1                   MR. FRIEDMAN: I think I can provide  
2 a partial answer to that because I attended one of  
3 the meetings held in the area. The second meeting  
4 that was held, and there was a very positive  
5 response of the neighborhood people, the white  
6 residents of the area, who, while still arguing  
7 that signs in Korean were not what they were  
8 opposing, that the signs should be as they were  
9 before, nevertheless spoke out very, very sharply  
10 and hostily with regard to the act of tearing them  
11 down or making efforts to deface them. And there  
12 was some discussion there that whatever hostility  
13 they had toward the placing of the Korean names on  
14 the street signs should be handled in face to face  
15 discussions and with the people there. And there  
16 was a very strong feeling. On the other hand, the  
17 following day or two, the defacement continued.

18                   And so you had neighborhood leaders  
19 opposing the use of violence and harrassment of  
20 that kind and the process still going on.

21                   I wanted to ask Charles whether the  
22 issue also has anything to do with the way in  
23 which officialdom is responding to these issues.  
24 It may very well be that the issues of Affirmative



1 Action and so on, these global issues, are  
2 impacted, but I strongly suspect that more to the  
3 point is the issue of how is police, how are the  
4 government forces, who have responsibility,  
5 responding and making clear the community  
6 opposition or not perhaps making clear enough the  
7 community opposition? Where does that stand?

8 MR. GRATMAN: Our experience has  
9 always been that when government says this will  
10 not be tolerated, that this is unacceptable  
11 behavior, it stops. It's as easy as that. When  
12 there is indecision, a lack of response, not a  
13 clear response, the citizens are somewhat  
14 confused, and they -- many will take it upon  
15 themselves to say, well, this must be an okay  
16 thing to do. If you have a strong, positive  
17 directive, it will not be tolerated.

18 MR. FRIEDMAN: Are we getting such  
19 signals?

20 MR. GRATMAN: In some communities we  
21 are. In others, I think we're not. I think the  
22 local governments would have to respond as to  
23 whether they believe they're giving strong signals  
24 or not. I would rather not, only because it would



1 be embarrassing to them and embarrassing to  
2 myself.

3 MR. FISHER: I would like to make  
4 just a comment, an opinion, I suppose. I think in  
5 the City of Philadelphia, if you talk about the  
6 top, at least, that has been verbalized, we will  
7 not tolerate this it can't be. There may be a  
8 problem in terms of the layers or the levels in  
9 between the top and those that really do the  
10 implementation.

11 What I mean by that, for an example,  
12 it was alleged in the incident that happened out  
13 in southwest Philadelphia that supposedly the  
14 house was under surveillance, but even while being  
15 under surveillance, some two or three people were  
16 able to come by and fire bomb it, et cetera, and  
17 no arrests. So I don't really know -- I think  
18 that has a lot to do with it. But I think it  
19 needs more than from the top. It needs to be in  
20 the middle levels, and the people that do the  
21 implementation. And I think that people have to  
22 understand, whether you're an individual or  
23 whether you're in numbers, that when you break the  
24 law, you're going to pay. And some people feel



1 that in numbers there is security and there's  
2 safety and I think it's --

3 MR. GRATMAN: But the best example, I  
4 guess, a positive example I can use is when Miss  
5 Dennison went to visit the house in Frankford  
6 after being denied the opportunity to inspect the  
7 house in Juniata or actually denied the  
8 opportunity to rent in Juniata Park, the  
9 Philadelphia Commission, I suspect the Managing  
10 Director's office, the Philadelphia Police  
11 Department, the Board of Realtor's, and Miss  
12 Dennison worked together. They were at the house  
13 together. There was a police presence. Testimony  
14 was taken. There was a clear understanding in the  
15 community that this woman, this black female, had  
16 a legal right to inspect this house, make an offer  
17 on it, if she wanted to buy it, and no one was  
18 going to stop her.

19 Well, with all of that police power,  
20 while all that city government was there, someone  
21 put KKK on the house. Now, the community reported  
22 who it was. And that person has been -- well, it's  
23 alleged -- I guess I have to use the word alleged  
24 -- we have a person being charged. And whether



1 that person is innocent or guilty will be  
2 determined by the court system. But there was a  
3 strong effort by the City to say this individual  
4 has a perfect right to do this and we will do  
5 everything in our power to make sure that person  
6 will do it. And while all this power is taking  
7 place, something disastrous happened. You cannot  
8 control everyone. But the message went out that  
9 day very clearly. And when they had the  
10 testimony, the testimony from the individuals was  
11 in that direction, too. They knew where the City  
12 stood on it, and it was very clear.

13 MR. FRIEDMAN: I think this  
14 underlines the importance of not only officialdom  
15 saying and making the right moves, but also where  
16 the people in the community, in the total  
17 community, stand. I was fascinated when I visited  
18 the Olney area on this sign business with the  
19 Koreans that, after the story appeared in the  
20 Inquirer of the earlier meeting which did have  
21 examples of racism and hostility, that there was a  
22 very serious effort at that meeting to back off  
23 from racist appeals, and I think what this may  
24 suggest is that the police and government and





1 agencies like Human Relations Commission can only  
2 go so far, and that it becomes necessary for the  
3 religious and civic leadership to be out there to  
4 be making known that the community itself, the  
5 broader community, apart from the local area  
6 that's involved, objects to this, finds this  
7 unAmerican, finds this racist, and that there is a  
8 solid, overwhelming majority of people in the  
9 community who object and resent very severely  
10 these kinds of incursions. And my guess here is  
11 that we have not seen enough of the religious  
12 community and the civic community involved in such  
13 statements.

14 MR. GRATMAN: It's an ongoing learning  
15 process. It should never stop. And I think the  
16 mistake we make from time to time is that when we  
17 get a lull, we say we're successful and we do stop  
18 and we relax our guard. And then you have a Klan  
19 cross burning in western Pennsylvania to remind us  
20 that things aren't as good as we thought they  
21 were.

22 MR. FRIEDMAN: Let me open this up to  
23 the group in the audience. Are there any  
24 questions or comments that any of you wish to make



1 or any suggestions?

2 MS. SUTTON: I am Gloria Sutton from  
3 the Community Relations Division at the Commission  
4 on Human Relations Philadelphia Commission, and I  
5 apologize for coming late. Someone else was to  
6 fill in and they were unable to do so.

7 MR. FRIEDMAN: Please feel free to  
8 fill us in on any additional data you have  
9 available.

10 MS. SUTTON: I thought your point was  
11 very well taken about the role the church and  
12 other institutions will have to take in the  
13 matter. Going back to the -- I'm the west and  
14 southwest representative, so I was involved really  
15 not as much with this situation as I was with the  
16 previous situation of four hundred people in the  
17 southwest. And so I did note in that instance that  
18 the Catholic Church, because there are a large  
19 number of Catholics in that area who they thought  
20 were involved, did take an active part when the  
21 black couple, you'll remember, that moved out and  
22 the interracial couple stayed, the church did come  
23 in and in an instance was asking the parishoners  
24 down in the area to come in and perhaps give some



1 furniture. You remember, boys went in and the  
2 furniture was burned and the house was destroyed  
3 and whatnot, to bring that to the parish hall.  
4 And that was a part of our effort to get them to  
5 come in and to do something to show that the  
6 entire community was, in fact, not in accord or  
7 condoning what had happened. And we certainly  
8 looked at that as being a very good gesture for  
9 the Catholic Church to come out. They also in that  
10 instance did put a paper out immediately after it  
11 was noted that the -- that a meeting had been held  
12 originally in the Catholic Church saying we do not  
13 and Christ does not in this instance condone this  
14 kind of thing. Literature was sent home to the  
15 children.

16 And so I'm saying that in line with  
17 what you were mentioning about the role of the  
18 church in trying to bring and trying to heal and  
19 to show the position, even if it is a more liberal  
20 position than they had taken previously.

21 MR. BINKLEY: Could I ask a question,  
22 Miss Sutton. In the Philadelphia Inquirer of  
23 Thursday, August 14th, there's a report of a  
24 community meeting called by your agency. I



1 believe civic leaders were asked to aid racial  
2 harmony. President of the organization called a  
3 large group of people together. And the article  
4 points out that there are still plans to continue  
5 to meet in September or that they talked to that.  
6 Do you know if that's going to be a continuing  
7 activity?

8 MS. SUTTON: My impression that they  
9 were going to hold that meeting. I will say that  
10 that specific area, and I was away for the month  
11 for vacation so I wasn't as much up on the  
12 Dennison matter as I would ordinarily have been,  
13 but that is my impression. And I think before  
14 that time Doctor White probably will put out a  
15 release advising about that. And I certainly will  
16 mention it when I get back to the office if you  
17 have some interest in that ongoing dialogue.

18 MR. BINKLEY: We all realize there's  
19 no simple solution but every effort made, this  
20 would certainly be one.

21 MR. FISHER: It is my understanding  
22 that that is intended to be an ongoing vehicle to  
23 try to address and to do something about this  
24 problem of violence and bigotry. It is a coalition



1 made up of a number of people in the City of  
2 Philadelphia, including community organizations,  
3 labor and a lot of people. And it's my  
4 understanding, as I said, that that is intended to  
5 be just another vehicle to attempt to do something  
6 about this very serious problem.

7 MR. FRIEDMAN: Any other questions?

8 MR. STOLARIK: In light of what was  
9 said earlier this morning, in the schools and  
10 educating children right from the beginning to be  
11 more tolerant when it came to sex and sex roles  
12 and so on, I think the schools have an equally  
13 important role in this area as well. Speaking as a  
14 professional historian and educator, I know that  
15 American history in the past used to be white  
16 Anglo Saxon Protestant male history and everybody  
17 else was sort of an outsider. And that whole  
18 concept is now being overturned. And we do have a  
19 new emphasis in trying to teach history to all the  
20 people.

21 But there should be courses in every  
22 school, for instance, on intolerance and racism in  
23 American history. This should be part of the  
24 curriculum. We have to get away from this notion

1 -- you know, we have a slogan in America that's  
2 almost four hundred years old, for instance, that  
3 the only good Indian is a dead one. That started  
4 back in Puritan days.

5           And this is part of our legacy, our  
6 history. And we have to root this out and this  
7 has to start in the schools as well. So a major  
8 component of the curriculum in America in all  
9 schools, all levels, should be racism and  
10 intolerance in our history. And we have to root  
11 it out.

12           MR. FRIEDMAN: I think it's safe to  
13 say that this issue calls for a greater degree of  
14 mobilization of all the forces in the community,  
15 both of governmental action, commissions, police,  
16 but in cooperation with the community or generally  
17 and with the schools, as Mr. Stolarik points out,  
18 so that we cannot simply rest on the so-called  
19 progress that's been made over the years in  
20 improving intergroup relations. It simply is a  
21 battle that has to be fought over and over again  
22 and there doesn't seem to be any opportunity to  
23 rest with regard to these issues. And certainly  
24 these are some of the things that are emerging



1 from our discussions here.

2           The report then will be presented to  
3 the U.S. Civil Rights Commission in Washington. We  
4 will continue to keep them posted and we will  
5 continue to monitor the situation very vigorously  
6 in the weeks and months ahead. Unless there's  
7 either questions with regard to this subject area,  
8 let me close off then this discussion of violence  
9 and bigotry and just take a few moments to  
10 complete another item of business for our agenda.  
11 Thank you very much, Charles, and thank you, Miss  
12 Sutton, for your input.

13           I think the final matter before us  
14 can be taken care of very quickly and this has to  
15 do with the assignment this Advisory Committee  
16 gave itself some months ago to explore the issues  
17 of what we call new directions or new strategies  
18 for dealing with civil rights issues. We have been  
19 hearing today, obviously, that we're not done with  
20 the traditional civil rights issues. And I think  
21 we need constant reminders to that effect. But  
22 the fact remains that on a broader basis the  
23 situation of minorities in American life in some  
24 ways have grown worse with regard to their social



1 and economic conditions.

2                   Incidentally, I, too, am trained as a  
3 historian, and where we were witnessing issues of  
4 violence and harassment, this is really baby stuff  
5 in comparison to what used to be, where you would  
6 have literally hundreds of people lynched in the  
7 course of several years. And I'm not trying to  
8 minimize or in any way underplay, but it suggests  
9 that we have made some progress in this arena.

10                   But in the area of social and  
11 economic plight of thousands and maybe millions of  
12 Americans of minority group background, we have  
13 gone seriously backward in many ways. So this  
14 particular advisory committee has begun to explore  
15 approaches toward dealing with that problem that  
16 step out of traditional civil rights responses,  
17 unfair employment practice or fair housing laws.

18                   And we heard in May testimony with  
19 regard to such matters as educational vouchers for  
20 the poor. We heard representatives discussing not  
21 only the concepts of urban enterprise zones but  
22 actually three urban enterprise zones in the  
23 Philadelphia area, one in the American corridor,,  
24 and Huntington Park corridor.





1                   Today we had invited Doctor Susan  
2   Wachter to discuss a concept called housing  
3   vouchers, the idea of making available to minority  
4   and income -- those falling below a certain income  
5   level vouchers by which they could obtain housing  
6   in areas throughout the City and state rather than  
7   simply be relegated to areas of public housing in  
8   defined areas. Doctor Wachter has given me a paper  
9   which I will take from my notes there and it's  
10   about three or four pages. I'm not sure that we  
11   need to read it into the record. We could simply  
12   attach it to the record. And I would like to see  
13   the notes of this meeting summarize its contents  
14   so that we will have that particular body of  
15   information as part of the record for this  
16   session. I realize without Doctor Wachter's  
17   presence and without your having seen the  
18   statement there really isn't very much usefulness  
19   in discussing any aspect of this unless you have  
20   any questions or any comments about this whole  
21   issue of trying to explore different kinds of  
22   strategies for what some have called the post-  
23   civil rights era.

24                   Okay. I think there's not much that



1 one can say about that. Then without any further  
2 questions or discussions, I'm going to adjourn  
3 this meeting and ask the members of this advisory  
4 committee to stay together for a little while to  
5 discuss some of the things we've been hearing  
6 about and to react to. Thank you very much to all  
7 of you for coming and sharing your thoughts with  
8 us.

9 MR. BINKLEY: I might just say that  
10 before we get the transcript we can reproduce  
11 Doctor Susan Wachter's paper and send it to the  
12 committee so we'll have a copy of it. You didn't  
13 bring copies?

14 MR. FRIEDMAN: No, I did not have  
15 access to a machine.

16 MS. SUTTON: Is a copy available of  
17 that? We were very anxious to hear --

18 MR. FRIEDMAN: The housing vouchers.

19 MR. CALABIA: If you give us your  
20 mailing address, we'll send it to all the people  
21 who have registered.

22 MS. SUTTON: All right. Wonderful.  
23  
24



C E R T I F I C A T I O N

I HEREBY CERTIFY THAT THE PROCEEDINGS AND  
EVIDENCE ARE CONTAINED FULLY AND ACCURATELY IN  
THE STENOGRAPHIC NOTES TAKEN BY ME UPON THE  
FOREGOING MATTER ON 8/21/86, AND  
THAT THIS IS A CORRECT TRANSCRIPT OF SAME.

C. Aden

CLAUDIA L. ADEN  
REGISTERED PROFESSIONAL REPORTER  
COMMISSIONER  
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