

THE CHANGING PERCEPTION OF WOMEN'S ROLE IN EDUCATION IN NEW YORK, 1972 AND 1996

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Women have fought to change societal limits and the rules which dictate acceptable gender behavior since before adoption of the "Declaration of Sentiments and Resolutions" at the first feminist meeting in Seneca Falls in 1848.¹ Repeatedly, when feminist efforts have met with some success, events and/or male dominated power structures derailed that progress.² Twenty-four years ago passage of Title IX of the Higher Education Act of 1972 heralded a two-part evolution—even revolution—in thinking and action in education.³

A Brief Historical Review⁴

Before 1800, schooling in New York State consisted of boys taught by male schoolmasters. Girls were taught household skills at home. In the new republic, women's education was seen as necessary to mold new republicans. Private academies flourished in mid 1800s. New York State encouraged them to prepare public school teachers, and in 1867, 363 men and 1,122 women were trained. Feminist educators hoped that, when given the work option, educated women would consider marriage as a choice rather than a "trap."⁵ Economy-minded New York school boards began hiring women teachers, average age sixteen to twenty-five years, to perform the same duties as men, but were paying them even less, about \$300 per annum. Women teachers were lauded for having "native tact," giving attention to improving morals and manners, commanding deference and respect by their female delicacy and helplessness and giving and getting warm affection while teaching with disinterested zeal.⁶

By the late 1800s, school districts in close proximity were consolidating as **Union** Free School Districts and constructing large 'modern' two-story wooden schoolhouses,⁷ more generously funded than were teachers' salaries, \$350-\$500 per annum. Teachers on the secondary level received more salary than primary classroom teachers,

and before World War II, no matter how excellent the female teacher, a man was appointed to the higher-paying, policy-making position of principal. Despite the teachers' low pay, long hours and demanding work, there was no shortage of female applicants.⁸ The few male high school students at the start of the 20th century generally took the four-year college preparatory course while young women studied a general business curriculum to prepare for sex-typed office employment.

After 1945, World War II veterans' burgeoning families created an acute shortage of schools and teachers.⁹ Competition for teachers exerted an intense pressure on school boards and gave leverage to teachers' demands for higher wages. Men as well as women were attracted to the teaching profession during the Korean War period in the 1950s. Teachers associations, once the docile tool of school boards, became militant unions. They championed higher salaries and gender neutral pay for equal experience and assignment. Men still garnered the department chairs and key administrative positions.

Title IX Of The Higher Education Act Of 1972

Post war civil rights legislation eased sex discrimination, but President Lyndon B. Johnson's 1968 Executive Order #11375, banning discrimination by all federal contractors for the first time included educational institutions. It was cited in class action suits charging discrimination against women in hiring, promotion and salaries by colleges and universities.¹⁰

While women activists fought against quota systems and overt discrimination in the 1970s, feminist scholars researched women's history, psychology and developed interdisciplinary Women's Studies. They lobbied local, state and federal legislatures to pass anti-gender bias laws. Margaret Chase Smith (R. Maine) was the only woman U.S. Senator. Ten women joined 425 men elected to the House of Representatives in 1970. Congresswoman Bella Abzug characterized the time as one of enthusiasm, excitement, self-discovery and exhaustion. Every effort by the women representatives and their male

allies to effect reform in the 91st Congress was thwarted by the old guard power structure.¹¹

Although Congress had passed a number of higher education aid programs, the Elementary and Secondary Education Act (ESEA) of 1965, for the first time provided federal aid to school districts serving large numbers of poor children, money for library books and educational materials, supplementary educational centers and services, programs for gifted children, for strengthening state educational departments, bilingual programs and drop-out prevention programs.¹²

Violent campus unrest in 1968 effectively halted enactment of federal educational legislation. Congress completed no action on any major education measure in 1969, and in 1970, the largest ESEA bill ever enacted by Congress was vetoed by President Nixon. In mid-1971 the Higher Education Act expired. Representative Edith Green, Democrat from Oregon,¹³ led the two-year effort by her House Education and Labor Committee and the Senate Labor and Public Welfare Committee to consolidate aid-to-education legislation. The resulting \$21 billion bill, held over until 1972, was refused clearance and floor consideration by the House Rules Committee.

Green's Special Education Subcommittee, which included three New Yorkers, laid the groundwork, during its 1970 hearings, for amending the Civil Rights Act to prohibit discrimination on the basis of sex in federally financed programs and to remove the exemption to those in education. It would authorize the Civil Rights Commission to study discrimination against women, and would remove the exemption of executive, administrative and professional employees from the equal pay for equal work provision of the Fair Labor Standards Act.¹⁴

The committee heard women experts¹⁵ testify that discrimination often began with "Males Wanted" job advertisements. Regardless of a woman's training and abilities, she was consigned to typewriter or deliberately to a different job with less pay. The more her education, the greater the inequity. Testimony exploded myths such

as: women have a high rate of absenteeism; women only work briefly until marriage (The average age of working women was rising steadily); women work for “pin money” while men support families. (U.S. Department of Labor Women’s Bureau statistics showed that 60 per cent of the poor children in the United States were completely dependent on earnings of women. The problems of poverty are the problems of women, their dependent children and of older women with diminished opportunity for paid employment); women are innately passive and non-aggressive, hence unsuitable for many jobs.¹⁶

The Special Education Subcommittee hearings on discrimination against women by educational institutions in pay, in promotion and admission raised public awareness and changed the nation’s climate of opinion. The people’s representatives now proved willing to include Title IX in the Higher Education Act of 1972. On 23 June 1972, President Nixon signed the Higher Education Act into law,¹⁷ *with* Title IX assuring that

[N]o person...shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program (preschool to postgraduate, public and private)...which receives or benefits from federal aid.¹⁸

Among long-established sexist practices in schools was language that treated the masculine as the linguistic norm. Gender-neutral words, such as lawyer, chair person, mail carrier, police officer are increasingly accepted as correct usage.¹⁹ Before 1972, school primers and textbooks did not portray girls in active, positive roles nor mention women who helped to make historic changes or other contributions. Then newly published texts and trade books merely added mention of the role of women and minorities in history and in today’s society, but did not integrate feminist subjects or consider subtle implications.²⁰

Gender-driven expectations for girls as opposed to those for boys in the home and classroom, deeply imbedded in our culture and the female psyche, were exemplified in secondary school courses in

“home economics” for girls, while boys were enrolled in “shop.” Today a course on “home and careers” teaches basic survival skills such as cooking and home repairs to boys and girls alike. After passage of Title IX, a first priority was to counter previous negative attitudes toward females pursuing courses and careers in mathematics and science. As more girls have studied these subjects, their test scores are comparable with boys. Yet at each successive subject level, females tend to drop out.

This situation was explored at a gender equity conference in Princeton, New Jersey in 1993. Port Jefferson science teacher Linda Padwa returned from that experience and together with others, she organized a day-long Symposium for Girls Exploring Mathematics and Science, held at State University at Stony Brook, about which more later.²¹

During the 1960s and 1970s, the number of all-male colleges dropped from 236 to 99, and all-female colleges from 231 to 102, and by October 1994, there were only 81 women’s colleges; single sex colleges and universities declined from 25 to 6 per cent of the total. After 1972, some women’s colleges such as Vassar became co-educational. By 1980, only 2.3% of all college women were attending all-female institutions.²²

Yet enrollment in courses of study that tend to offer greater career rewards (engineering, electronics, aircraft mechanics and computer assisted drafting) is only 10 to 18 per cent female. Young women have difficulty gaining equal computer access. Meanwhile, programs in education continue to be disproportionately female. Males in New York State received only 15.5 percent of Bachelor of Arts degrees in education in 1990-91, down 2 percent from 1970-71.²³

Feminists of this decade believe that men have defined science inquiry to fit a typically male thought process which stresses logic and tends to function in isolation, rather than relational and intuitive thought processes that suit females. Difference in preferred style does not imply less quality on either side, yet that assumption is made.

Many male professors still imply to female students that their gender per se limits their ability to succeed in mathematics, science and engineering. In fact, some male professors teach the subject matter in ways that discourage women and undercut their interest and success.²⁴

An example of 1960s and 1970s' wasted potential of women is Abbey L. Boklan, one of only two women students in her law school class of '62. Turned away by many law firms because of her sex, Boklan was informed by then New York County District Attorney Frank Hogan that he would not permit any woman to prosecute a case before a jury. Boklan persevered and is today a County Court judge.²⁵

Traditionally, toys have been assigned according to gender—boys get war toys and girls receive dolls and kitchen toys, sanctioning the separate and domestic role of the female. In 1993, Supreme Court Justice Ruth Bader Ginsberg reversed tradition by hiring a qualified male law clerk because he requested flexible hours so that his wife as well as he could pursue demanding careers and share child care.²⁶

The first federal Health, Education & Welfare Department (HEW) guidelines for Title IX²⁷ stated that recipient school districts “select sports and levels of competition which effectively accommodate the interests and abilities of members of both sexes.” Despite new laws and regulations, girls' sports were often forced into the second tier or less because of public school coaching staff sport selection and school funds allotment, plus negative attitudes of teachers toward female athletes. With the criteria of healthy activity and actual improvement in agility, endurance and fitness of the least to the most athletically endowed child, the curricula for physical education became more inclusive and less competitive. National media focus in March 1995 on the successful NCAA champion UCONN women's basketball team was a breakthrough for women's college athletics. On some campuses less traditional sports, such as men's wrestling, facing government enforcement of Title XI and a shrinking athletics budgets, now are recruiting coed participants.²⁸

Under Title IX when a valid complaint of sex discrimination is filed against a school district, the district gets ninety days to comply voluntarily. After that, the government litigates, either by an administrative hearing or Department of Justice enforcement. In 1975, a dozen teachers challenged the district's generally accepted policy requiring pregnant teachers to take maternity leave in the fourth month of pregnancy and not return to teach for at least six months after giving birth. After a seven-year legal effort, a federal court ruled that pregnant teachers are entitled to sick pay while physically unable to work, with the option of taking unpaid leave with no minimum time offset.²⁹

Education for Gender Equity

In October 1975, all Nassau and Suffolk County school personnel were offered the first "Women's Studies" in-service program on the East Coast. The first course, "Sexism in the Public Schools," described sex-role stereotyping and socialization, examined the impact on children and explored the ways schools contribute to perpetuating sexism.³⁰ A second type of course tapped subjects not previously part of traditional curriculum, such as Sexism & Racism in the Media, Women's History, Women in Literature, and Rediscovering Women in Social Studies. Teachers and administrators from various school districts established bi-county female support and communication networks. Eventually they formed the Nassau-Suffolk Council of Administrative Women in Education, whose 150 practicing and aspiring administrators filed Title IX sex discrimination complaints against three school districts in 1975.³¹

One district personnel director, while acknowledging that his district's superintendent, assistant superintendents and eighteen school principals were male, asserted that the administrative hiring pattern over the past 15 to 20 years reflected the ratio of approximately 20 male applicants to one female applicant.³² Not surprisingly, in 1976 only three of the 200 applicants for the district's vacant position of superintendent of schools were women. Women outside the circle

of cronies were told, "You can't become a principal until you've first had experience as an assistant principal," were not given the opportunity to become assistant principals, and thus effectively were excluded from all but the lowest rung of the education career ladder.

As a result of legal challenges, by 1987 Kings Park led Long Island school district in promoting women, some of whom became catalysts for change. While school districts were giving a few white women the opportunity to gain the qualifications and experience needed to advance as administrators, African American female educators were told, "we have no black children." One Afro-American applicant retorted, "But then you cannot fail to hire me—your children are getting only half an education." Whether African American or white, once hired women school assistant administrators were seldom promoted.³³

Part of the pattern of exclusion of women from top administrative posts was a line of interview questions such as: Will your husband object if you have to go to meetings at night? Are you planning to have another baby? Are you emotionally strong enough to withstand the pressures of an administrative position?³⁴

In 1977, Dorothy Pierce, legal affairs director of the Council of Women Administrators, sued the West Babylon School District for denying her the post of district coordinator of state and federal aid. The administrative judge found that the man hired did not meet the qualifications set forth in the job description, while Pierce did. Pierce, on becoming West Babylon school district assistant superintendent for finance and evaluation credited her rise to "a different administration which has different attitudes."

Women administrators of the seventies were unlikely to encounter females leader models, nor were they likely to find a feminine mentor; their pay was lower and their career ladders shorter than men's. Women's issues still were not addressed in courses preparing women and men for administrative certification. Nevertheless, graduate degrees in educational administration awarded to women in New

York State more than doubled from 583 in 1972 to 1,408 in 1985.

Although women are a significant presence in the public workplace, equality remains an elusive aim for them. In New York State in 1988-89, 29.5 percent of the elementary school principals and 13.5 percent of the secondary principals were women.³⁵ Of Suffolk County's seventy-one districts, twenty-eight had no female assistant principals, and fifteen had no female principals. Statistics for 1992-93 at least for Long Island's Nassau and Suffolk Counties, suggest that few women are in assistant principal posts, the training ground for higher administrative positions. In large districts and choice upper echelon administrative positions, female representation in Long Island schools is low in light of the growing number of certified females.³⁶

Changing Role Perceptions

In the 1970s and 1980s, women managers expected to function in the male model: a hierarchical structure that values separateness, winning, besting an opponent, communicating through a chain of command. The male model emphasizes rationality, large-scale organizing and impersonal language. Feminists now articulate a female leadership style based on women exploring their own strengths and values.³⁷ Motherhood is an excellent apprenticeship for career preparation, USB President Dr. Shirley Strum Kenny believes. It helps develop poise, time management, negotiation skills, endurance, controlled emotions, immunity to embarrassment, dealing with hundreds of little items like paperwork, organizational skills, delegation of authority, creativity, planning, financial management, tact and diplomacy.³⁸

Consequently, women leaders in the workplace are likely to guide by modeling and persuasion, to seek connections between staff and communication at all levels. They require cooperation and collaboration and look for input from all, breaking down status distinctions. Women leaders seek to balance the demands for efficiency with a need to nurture the spirit of those with whom they work. They

are likely to recognize positive achievement openly, to stimulate employees, and to function through a team approach, allowing for flexibility. These tendencies are reflected in the design of the workplace, less vertical or pyramidal and sometimes compared to a one-plane web. This style of leadership has been recognized as an effective approach in the present "information economy," by such large corporations as Ford Motor Company.³⁹

The New York State and Long Island Initiative for the 1990s

In 1990, New York State Deputy Commissioner of Education Lionel Meno, wrote that "gender equity has not only not been achieved, it has not even improved in any measurable degree...The bias against women in educational administration has an adverse effect on all members of the educational community, students, and educators alike...we cannot afford to squander any of our resources. ...Women and minorities offer skills, ideas, qualities and viewpoints that are necessary for strengthening the process of education in the challenging decade ahead."⁴⁰

Employers may help women in educational administration to reach parity are by heightening awareness of the issues; improving access through attention to recruitment, education, and placement; encouraging advancement for women through mentoring, networking and professional development; eliminating the inappropriate stereotypes about what men and women can accomplish as educational administrators and establishing accountability by local districts.⁴¹

In the marketplace competition to recruit excellent women and men, the relatively low salary of educators discourages quality candidates. Young women in our public schools now have more employment options outside the profession of education than were available in the early 1970s.

Where school districts have employed women in administrative posts, sensitivity to the needs of females is evident. In 1993, female policy makers in the Three Village Central School District,

finding that girls are neglected in preparatory efforts as indicated by career testing in which males scored better than females, organized the district's first annual conference for fifth grade girls from eight Suffolk County school districts . Each year facilitators help students think about gender messages and increase understanding of options and enhance self esteem. The girls meet women doing non-traditional work. Each girl learns leadership skills and is encouraged to go back to her home district with the attitude "if it is to be, it's up to me," to share ideas with classmates and to help other girls gain a positive self image.⁴²

In a parallel experiment, 300 high school females and their teachers explored careers in mathematics and science at a symposium held at SUNY Stony Brook in January 1994. Two dozen women professors of mathematics and science at the university participated as mentors, guides and role models. One chemistry professor, meeting students in her research laboratory affirmed that a scientific career can mix with motherhood, but only **after** the woman's science training, (usually a Ph.D.) and after her career has been established.⁴³ This is because post-doctoral appointment, the bottom rung of the academic career ladder, is difficult for women in science to secure, effectively excluding women from an academic career in science research. In 1987, the average salary in every category of institutions of higher learning and at every level of academic rank was significantly lower for women than for men faculty.⁴⁴

Twenty-four years after passage of Title IX there are tenured women professors in many College of Arts and Science's departments at USB, including four in the Chemistry Department. Dr. Kenny has made good on her pledge to hire additional females and minority professionals. Said student government president, Crystal Plati, "It's about time...Women and minority students have the right to see faculty in those positions where they can excel."⁴⁵

In the fall of 1993, a USB consortium received a \$100,000 grant from the National Science Foundation to introduce a mentoring

program for incoming female freshmen with math and science talent. Known as Women in Science Excel, or WISE, this program engages thirty-five participating women early in their college careers before they make academic decisions that will shape their subsequent education. At the critical juncture between high school and college it motivates women to continue in mathematics and science education. WISE helps women develop confidence in their ability to learn and perform well in mathematics and other quantitative courses and uncovers a range of educational and career opportunities open to individuals with advanced quantitative and empirical skills. WISE creates a supportive social environment that encourages continuation. Following the science overview course, some women in the program who originally expressed career plans in biological science, are refocussing on chemistry, mathematics or earth and space science. The program includes and is supportive of women who traditionally have not had the right to attend college at all, and it promotes interactive teaching, a group approach to learning in which women function comfortably. Entering students are assigned mentors among advanced women undergraduates majoring in a science, women graduate students and women faculty. By its focus on recruitment and retention at the period of highest risk, the WISE program at USB seeks to increase participation by women in mathematics, science and engineering education and careers, building a model program that readily can be “mainstreamed” at USB and replicated or adapted at other learning centers.⁴⁶

Gender politics is another academic arena, especially in physical science departments, where hiring practices have worked against employing women. A National Science Foundation-sponsored site team of nationally known women physicists has been visiting universities collecting quantitative and anecdotal information on the status of women physics students and faculty on the campus and then looks at the situation nationally with the aim of the NSF presenting effective programs and practices for replication by science, mathematics and engineering departments.⁴⁷

In periods of weak federal commitment to enforcement of compliance to Title IX and affirmative action laws, progress toward gender equity since 1972 has been hindered. President William J. Clinton's appointment of women to cabinet posts, to ambassadorships, as under secretaries in federal departments and as federal judges expanded diversity at the upper echelons of government and set a standard for lower tiers to emulate. Former Vermont Governor Madeleine Kunin was appointed Deputy Secretary of Education. Since promulgating the 1992 New York State Action Plan, there has been a dramatic increase in the number of women college and university presidents. The choice in 1993 of Shirley Strum Kenny to be president of Long Island's USB was a signal to the academic divisions of the New York State university system that gender equity is a priority.

On the other hand, a plethora of recently elected conservative officials such as U.S. Representative Newt Gingrich and 94 freshman conservatives, Governors Pete Wilson of California and George Pataki of New York, are seeking to "reform" government by negating many of the changes of twenty-five years. Federal and state budgets have drastically reduced financial resources for education. While young people with personal resources move ahead, affirmative action and higher education become a fiscal impossibility for many.⁴⁸

Just when improvements like promotion of women on the same basis as men, in terms of their skills and effectiveness seemed achievable, of acceptable preschool child care for working couples and flexible work schedules for both women and men employees seem within reach we have Gov. Pataki's proposed 1996 budget, cutting over \$400 million from education (preparation for a productive life), while proposing \$360 million for constructing four new prisons (to punish).⁴⁹ Once again control of the purse strings by the government may coopt the feminist agenda. As this review of the history of women in New York education makes clear, changes have occurred. Since 1972, mandates of Title IX have been assimilated and become part of our culture. As often as issues of gender equity have been

subverted, women and their male supporters have raised them again. This may be required yet again.

Emeritus Three Village CSD, N.Y.

ENDNOTES

1. For historical background on the Seneca Falls, NY meeting, called to consider the "societal, civil and religious condition of women" and complete text, see E. Elizabeth Cady Stanton, Susan B. Anthony, Matilda Joslyn Gage, History of Woman Suffrage, 1848-1880, Vol. I of six (New York:Fowler & Wells, 1881), 70-73. For the history and thought of American feminism, see e.g. Miriam Schneir, Ed., Feminism: The Essential Historical Writings, (New York:Random House, 1972); Betty Friedan, The Feminine Mystique, (New York:W.W. Norton & Co., 1963); Kate Millett, Sexual Politics, (Garden City, NY; Doubleday & Co., 1970)
2. Kate Millett, 80. Women learned to organize in the abolitionist movement. The original history of women's struggle for equality is Eleanor Flexner, Century of Struggle; Women's Rights Movement in the United States, (Cambridge, Mass:Belnap Press, Harvard University, 1966). A somewhat different perspective is Nancy Woloch, Women and the American Experience, (New York:Alfred A. Knopf, 1987). Catherine Birney, The Grimke Sisters, (Westport, Conn:Greenwood Press, 1885, reprinted 1969) describes the power of women as advocates and the plight of such women after marriage.
3. Congressional Quarterly Almanac, (CQA), Government Printing Office, XXVII, 1971, 385. Two recent articles on the barriers women in the professions encounter are "Capital Disrespect: A new book reveals the plight of female lawmakers in Congress" by Kevin Merida, Newsday, 4 April 1994, B3, and "Moving On, Not Up, in the Video Business," Anne Thompson, New York Times, Sunday, 3 April 1994, Bus. 23.
4. For a detailed account of the history of women's role in education in New York State, see Edith Gordon, "Title IX: A Catalyst for Change, Women and Education since 1972: Long Island, a Case History," Long Island Historical Journal, VIII:1 (Fall 1995), 83-102.
5. Ann Firor Scott, "What then, is the American: This New Woman?" Journal of American History 65 (1978) 698-701, cited in Tyack &

- Hansot, Learning Together: A History of Coeducation in American Public Schools. (Yale University Press: New Haven, 1990), 43, 19.
6. "Minutes of Common School District 1," 28 August 1888, Archives, Three Village School District, Setauket, NY. Also Kate Strong, "Boynood Recollections," Long Island Forum, 17(April 1954), 165; Tyack & Hansot, 63. Alonzo Potter, The School and the Schoolmaster: A Manual for the Use of Teachers, Employers, Trustees, Inspectors & of Common Schools, (Boston: W.B. Fowles & N. Capen, 1843), 205, and quoted in Tyack & Hansot, 68.
 7. In 1853, the State enacted the Union Free School Act, allowing small districts to form a "union" or combine. See Edith L. Gordon, "The People and Their Schools," Long Island Historical Journal, IV:2 (Spring, 1992), 226.
 8. John Rury, Education and Women's Work: Female Schooling and the Division of Labor in Urban America, 1870-1930, (Albany: SUNY Press, 1991), 227.
 9. See LILCO Annual Statistical Reports, 1949-1953; for an example of post war growth.
 10. Winifred D. Wandersee, On the Move: American Women in the 1970s. Boston: GF.H. Hall, 1988, 104. Also transcript of Congressional hearings before the Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives, 91st Congress, 2nd Session, on Section 805 or HR16098. Washington, D.C.: U.S. Government Printing Office (1970), *passim*.
 11. Bella Abzug, Bella! Ms. Abzug Goes to Washington, edited by Mel Ziegler. New York: Saturday Review Press, 1972, *passim*.
 12. The Higher Education Act was first passed in 1867, to create land grant colleges. Provisions of the ESEA are outlined in Congressional Quarterly Almanac (CQA), (Wash., D.C.: U.S.G.P.O. XXVI (1970), 250.
 13. Edith Green, 1910-1987, was born in South Dakota, graduated from the University of Oregon in 1939, taught school for eleven years, worked in radio from 1943-47. A Democrat, she served in the House of Representatives 1955-1975. Biographical Directory of the U.S. Congress 1774-1989 (Wash.D.C.: U.S. GPO, 1989); CQA. XXVII (1971), 579, XXVIII (1972), 385.
 14. Congress and the Nation, V.III (1969), 598.
 15. Consultant Dr. Bernice Sandler brought to testify Chairperson of President Richard M. Nixon's Task Force on Women's Rights and Responsibilities, authors of the report, "A Matter of Simple Justice;" female

- university professors; members of the Women's Rights Committee of N Y U Law School; President of the National Federation of Business and Professional Women's Clubs, Inc.; National Organization of Women (NOW) officials; the Pennsylvania Human Rights Commissioner; female House of Representatives members Patsy Mink, Hawaii and Shirley Chisholm., New York; and legislative program chair of the American Association of University Women(AAUW). *CQA*. XXVIII, 385-90; "Hearings" transcript, 1.
16. On the Move, 104; "Hearings" Transcript, 1, 6.
 17. *bid.* 498; On the Move. 105.. *CQA*, XXVII (1971), 587; XXVIII (1972) 385.
 18. *CQA*.XXVIII (1972) 385. As one result of Title IX, a woman was no longer barred from such educational opportunities as becoming a Rhodes scholar.
 19. Dennis Baron, Grammar in the Classroom, (New Haven:Yale U. Press, 1986), 3, 8. Also, Dorothy C. Holland & Margaret A. Eisenhart, Educated in Romance: Women, Achievement & College Culture, U. of Chicago Press, 1990, xii. Bella Abzug, Bella! Ms. Abzug Goes to Washington, edited by Mel Ziegler. New York: Saturday Review Press, 1972, *passim*.
 20. Holland & Eisenhart, 3.
 21. Peter Marks, "Encouraging Girls to Enter a Mostly Male World," New York Times, 12 January 1994, B4.
 22. Tyack and Hansot, 280.
 23. University of the State of New York, State Education Department, "Equity for Women in the 1990s: A Background Paper Supporting the NYS Board of Regents Proposed Policy Paper and Action Plan for Equal Opportunity for Women." Albany, Dec. 1992, 4.
 24. "Women Scientists' Group Launches Effort to Probe the Plight of Female Researcher," The Scientist: The Newspaper for the Science Professional, VIII:1 (10 January 1994). Ellen Weaver is a member of the Association for Women in Science (AWIS). Evelyn Fox Keller, "Feminists Find Gender Everywhere in Science," Science Vol.260, 16 April 1993, 392. Also, American Association of University Women, The AAUW Report: How Schools Shortchange Girls, (Wash. DC: AAUW Educational Foundation, 1992, 73-4 and 78; David Sadker and Myra Sadker, Year III: Final Report, Promoting Effectiveness in Classroom Instruction (Wash. DC:National Institute of Education, Contract No. 400-80-0033, 1984).

25. For one of many references to Nassau County Court Judge Abbey Boklan, see Monte R. Young, "Bias Attack Indictment," Newsday, 23 October 1993, 11.
26. "A Talk with Ginsberg on Life and the Court" (excerpt from Docket Sheet), New York Times, 7 January 1994, B13:5.
27. The HEW guidelines included health, physical education, industrial, business, vocational, technical, home economics, music and adult education courses.
28. TV Sports news, 10 Feb. 1996.
29. The "Woman's Studies" in-service program was sponsored by the Feminist Press, Old Westbury, NY. Women's Time, Oct. 1975, 12.
30. "Combating Sexism in Public Schools, Title IX," Women's Time: A free Newspaper for Women on Long Island [Islip Terrace, NY] 3 (October 1975), p.1:3.
31. Lawrence C. Levy, "School Chiefs on the Firing Line," Newsday, 2 August 1979, p. 4.
32. Eve Glasser, New York Times, 23 October 1977, LI p.5, referring to Commack School District.
33. Ibid; Phyllis Lader, "Women in Education Move Forward as the Books Close on the 1980s," Smithtown News, 4 January 1990, p.1; author's interview with Willa Prince (reading coordinator [retired], Sachem School District), November 1993, and Joyce Turner (Assistant Principal [retired], Brentwood School District), 21 October 1994.
34. "Women Await School-Bias Ruling," New York Times, 23 October 1977, LI, p.4
35. Paul Vitello, "School Official Wins Bias Suit," Newsday, 27 June 1981, 7.
36. New York State Educational Department figures for 1988-89. On the problems for women in courses on the principles of public administration, see DeLysa Burnier, "Administrative Woman and Administrative Man: Teaching Public Administration from a Gender Inclusive Perspective," Feminist Teacher: Vol. 7 #1, 26-30. Some areas which concern women are noted in Newsday articles: Barbara Fischkin, "Sex Bias Ruled in Pensions," 26 April 1981, p.9; Geraldine Baum, "School Job Forms Said to Show Bias," 14 December 1983, p.37; "Women Leaders at Rally Call for End to Inequities in Pay," 27 August 1985, p.21. Four female superintendents in Nassau Co, and ten in Suffolk Co
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- Archives, no page). Sally Helgesen, The Female Advantage: Women's Ways of Leadership (New York: Bantam Doubleday Dell Publishing Group, Inc., 1990), 246.
38. See Aurnier, 17; Helgesen, 246. On Kenny's views, Shirley Strum Kenny, "From Parenting, a Presidency," New York Times, 3 November 1991, Ed. Sec. p. 46.
 39. Helgesen, 234-246.
 40. The following four points are summarized from New York State Lead(Leadership in Educational Administration Development Center), A View from the Inside: An Action Plan for Gender Equity in New York State Educational Administration, 1, iii, 5-19 and v.
 41. The increasing proportion of women to men in educational administration has not kept pace with that of women receiving doctorates, master's degrees and state certification in educational administration.)Albany:SUNY, The State Education Department Information Center on Education, 1992) Women Administrators in New York State Public Schools, 1968-1991, 2.
 42. Dorine Ellell, "Women help Girls see Choices for Careers and Life," Three Village Herald 19 May 1993, 7. Three Village Central School District, "Women Helping Girls With Choices: A Conference for Future Leaders designed to Increase Career Options, Inspire Leadership, Enhance Self Esteem," 12 May 1993 Program Schedule.
 43. Peter Marks, New York Times, 12 Jan. 1994, B4.
 44. Academe: Bulletin of the American Association of University Professors (Mar.-Apr. 1987), 10.
 45. Carl Corry, "President Kenny Outline Strategies for Campus," Statesman, 29 September 1994, 3; Robert Fresco, "Focusing on Undergraduates: Stony Brook Chief pledges Improvements," Newsday, 29 September 1994, A18.
 46. "Stony Brook: Project WISE," National Science Foundation grant proposal, 35 pages. The following information is gleaned from this proposal. Information updated in a telephone interview with Dr. Wendy Katkin, April 12, 1995.
 47. Mildred S. Dresselhaus, Judy R. Franz, Bunny C. Clark, "Interventions to Increase the Participation of Women in Physics," Science, V:263, (11 March 1994), 1392.
 48. Stephen Labaton, "President's Judicial Appointments: Diverse, but well in the Main Stream," New York Times, 17 October 1994, A15:1; Susan Chira, "As No. 2, an Ebullient Point Person for Education," New York

- Times, 2 April 1993, A:3. Of one hundred twenty-nine Clinton-nominated judges who were confirmed, 44 are women. 60 percent are either women or minorities. Clinton's appointments compare with 8 percent for President Reagan and 27 percent for President Jimmy Carter.
49. 1996-97 Proposed New York State Budget (Printed for the Governor: Albany NY, 1996), pp. 86-105.