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SEX DISCRIMINATION IN EDUCATION

Mr. MONDALE. Mr. President, in recent months the Congress has become increasingly aware of the problem of widespread sex discrimination in education.

Across the country, women's groups and education organizations have been demonstrating that sex discrimination is found in the administration and operation of our educational institutions and in the curriculum. Two recent newspaper articles demonstrate that encouraging action is being taken on the local and State levels to eliminate sex discrimination in education.

On April 2, the Minneapolis Tribune published an article entitled "End of School Sex Stereotyping Urged." The story explains that the Minnesota State Department of Education is insisting that local school districts comply with guidelines making home economics and industrial arts courses equally available to boys and girls.

On April 5, the Washington Post published an article entitled "Fairfax Panel Finds School Sex Bias." This story reports on the findings of the Fairfax, Va., county government commission on women. This group contends that the county school administration "acts with overt and tacit sex discrimination in areas involving equal pay, sick leave and job advancement opportunities."

I ask unanimous consent that these two articles be printed in the RECORD.

There being no objection, the articles were ordered to be printed in the RECORD, as follows:

FAIRFAX PANEL FINDS SCHOOL SEX BIAS (By Donald Nunes)

The Fairfax County government commission on women has reported that the county school administration acts with overt and tacit sex discrimination in areas involving equal pay, sick leave, and job advancement opportunities.

The report also says that school administration hiring practices are "in effect" discriminatory and that girls interested in team sports such as basketball and track feel that a "systematic pattern of discrimination" militates against their use of school sports facilities.

The commission's report, to be presented to the County Board of Supervisors Monday and the school board on April 18, concludes that most sex discrimination within the school system is the result of tradition and habit rather than active policy. But it also notes that in many cases there is an apparent lack of commitment to the eradication of sex discrimination.

The report, a copy of which was obtained by the Washington Post from sources outside the commission, charges that a majority of textbooks used in the county schools are "overwhelmingly sexist," depicting females in illustrations as ironing, cooking, and doll-playing, for example.

Other commission findings include:

Frequently, girls wishing to take industrial arts courses which have limited space must wait until all the boys who want to take the course are assigned.

Despite the fact that nearly 73 per cent of all teachers in the county system are women, they earn an average of \$1,474.54 less than their male counterparts.

For every \$1 spent on girls' athletics programs, the county spends \$9 on boys sports.

There is only one woman principal in the county's 36 intermediate and high schools.

Sick leave for childbirth, which is restricted to five days, is "unrealistic and harsh."

In order to correct what it called sex bias within the school system, the report recommends among other things that the school board hire a human relations specialist to coordinate antidiscriminatory programs. In addition, the report urges the Board of Supervisors to begin a close monitoring of the school system equal opportunity programs.

As of yesterday, few senior county officials had read the 135-page report, which was distributed quietly earlier this week. Most of them had no comment.

"I don't hear any real surprises there," said school board Chairwoman Mary Anne Lecos, who said she had not read the report. "The superintendent (John Davis) has already moved in several areas to correct sex discrimination problems where he can," she said.

She mentioned as examples training programs for guidance counselors encouraging them to examine wider fields of job opportunity for girls, and a revamping of the girls' athletics programs. But she admitted that, in many areas "we're nowhere near equal with the boys."

"I hope the school board and the administration will take this not as criticism for criticism's sake," said Glenda B. Surovell, the commission's study coordinator, yesterday. "We meant it just as a description of some problems . . . do help."

Chairwoman Lecos said that following the April 18 presentation, the school board will ask the administration to return with recommendations on what should be done to implement the report by mid- or late-May.

END OF SCHOOL SEX STEREOTYPING UNIT (By Sam Newlund)

The State Department of Education is pressuring Minnesota school principals to end sex stereotyping by making home economics and industrial arts available equally to boys and girls.

A department administrator made a "good ballpark guess" Monday that nine out of 10 of the state's junior high schools still discourage or forbid boys from taking home economics and girls from taking industrial arts.

Such schools are in violation of a departmental position paper adopted in September 1972, and other directives. This January the State Board of Education voted to revise old regulations linking girls to homemaking courses and boys to shop classes and ordered that a "strong letter" be sent to the schools with instruments to eliminate such groupings by gender.

The board, composed of seven men and two women, called for the letter after some members expressed dismay that the no-bias directive was being widely ignored.

The letter, signed by Education Commissioner Howard B. Casmeay and sent last week to superintendents and principals reminded the administrators of the 1972 policy and gently urged compliance.

Even when homemaking-industrial arts "crossovers" by sex are allowed, Casmeay's letter indicated, the courses generally "have been planned to be of interest to only one sex."

To carry out the no-bias policy, Casmeay said, "it is necessary not only to encourage students of both sexes to enroll in non-traditional courses, but to examine the content of these courses to ensure that they meet the needs of both sexes."

Although the department has no figures on how many schools allow home economics-industrial arts crossovers, Audrey Grote, a department vocational supervisor, estimated that only about 10 percent do.

Most Minneapolis junior high schools, Ms. Grote said, are among those not in com-

pliance. But she said that Minneapolis schools are cooperating fully to correct the situation and that "Minneapolis teachers really are trying to move with the challenge."

The former regulation language, which the board ordered changed at the January meeting, had included statements such as:

"All girls shall be required to take one full school year of home economics instruction in the 7th, 8th or 9th grade . . ." "Industrial arts shall be required for all 7th and 8th grade boys . . ."

That language, said Joleen Durken, department secondary vocational coordinator, "was good for the old days, but those days have long since passed."

KING COAL AND ITS IMPLICATIONS FOR THE MIDWEST

Mr. HRUSKA. Mr. President, the energy shortage has increased the interest of both American and foreign industry in the millions of tons of strippable coal lying close to the surface of several northern plains States.

Industrial activity—notably by the power industry—is accelerating rapidly in the States of Montana, Wyoming, and North Dakota. This activity brings with it many complex problems for State and local governments. It probably will mean sharply increased population, new towns, greatly expanded requirements for State and local government services, water problems, as well as other socioeconomic problems. As this development grows during this decade and into the next, it may mean wrenching changes in customary lifestyles, not only in the States I have mentioned but in many surrounding States as well.

The prospect of planning to meet and cope with these changes places a considerable planning burden on these States which are experiencing the relatively new phenomenon of large concentrations of industrial interest. This burden stretches the States' already limited resources to the breaking point.

Fortunately, much of the burden of this planning and much of the responsibility for subsequent action is being absorbed by the Old West Regional Commission, authorized under title V of the Public Works and Economic Development Act of 1965.

Last year the Congress gave this Commission which comprises a Federal-State partnership involving the States of Montana, Nebraska, North Dakota, South Dakota, and Wyoming specific responsibility for development of a program to help States and localities absorb the impact of industrial development and to assume that the development brings a broad and lasting prosperity to the region rather than a sudden coal boom followed by a collapse when the coal runs out.

Although the Old West Regional Commission is relatively new, it is moving aggressively forward to fulfill its congressional mandate. Because it is occupying an increasingly important role in the entire economic development progress of its constituent States, the Commission is beginning to come to the attention of important business and industrial elements in the region.

Last week the Professional Engineers of Nebraska, an association representative of the best of Nebraska's engineer-