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Rebecca Lubetkin (left), project director of Rutgers University's Training Institute for Sex Desegregation of the Public Schools, discusses her talk at Ridgewood High School with senior Don Thompson and junior Cheryl Miller, chairman of the student affirmative action committee.

# AIMING FOR EQUITY

7/11/1982

## Consortium's goal is to end sex discrimination in education

By SANDRA LANMAN  
Home News staff writer

NEW BRUNSWICK — A child's drawing hangs in Rebecca Lubetkin's office. Done by one of her daughters, it depicts a woman weightlifter, a woman baseball player, a woman riding a man's bicycle and a woman on a horse.

In a corner is printed the question, "What is wrong with this picture?"

At the bottom is the answer:

"Nothing."

Its message is an apt synopsis of the work Ms. Lubetkin does. She is executive director of the government-funded Consortium for Educational Equity, which has as its goal the elimination of sex discrimination in education.

The consortium has its roots in the Civil Rights Act of 1964, which prohibited racial discrimination and offered assistance to groups in order to foster desegregation. In 1972, Title IX extended the act to cover sexual discrimination. Three years later, funds were made available to further sexual "desegregation" in public education.

In that year, 1975, a grant proposal written by Ms. Lubetkin, who was then a consultant with the state Department of Education, resulted in Rutgers University receiving federal funding to open the Training Institute for Sex Desegregation to help further the intent of Title IX.

The institute, renamed the Consortium for Educational Equity last year, became one of 19 sex desegregation assistance centers across the country. Ms. Lubetkin's office, located in Federation Hall on the Douglass College campus, serves New York, New Jersey, Puerto Rico and the U.S. Virgin Islands and has branches in Oswego, N.Y., and Rio Piedras, Puerto Rico.

Although its existence is tied to federal law, the consortium has no regulatory powers.

"We don't monitor or enforce the law," explained Ms. Lubetkin. "Our responsibility is to assist schools in complying with the law."

Compliance includes removing negative barriers such as single-sex classes in athletics, home economics and industrial arts. Such barriers were the

rule rather than the exception for years in public education.

"If you look hard enough, you can find things schools were doing that were clearly discriminatory," Ms. Lubetkin said.

It seemed innocent enough that classroom monitors might always have been males or that the youngster who held the flag for the pledge of allegiance was always a boy, but these were the kinds of things that perpetuated sexual inequality.

"Most of that has been eliminated,"

Ms. Lubetkin observed. "You don't go into schools anymore that have activities for one sex."

But removing barriers is often not enough.

### Naive expectations

"They may naively expect half the girls will sign up for auto mechanics and half the boys for tailoring but it just won't happen," Ms. Lubetkin said.

Instead, years of sexual stereotyping and the prospect of a humiliating put-down by peers will keep such courses segregated by sex.

More seriously, they might prevent girls from exploring male-dominated careers and vice-versa, and lead to women remaining in what Ms. Lubetkin refers to as low-paying "female ghettos."

Such prejudices also hurt boys by not allowing them to learn the basics of taking care of themselves — the things they will need if they ever live independently or raise children alone.

In short, sexual inequities in education can permeate the lives of an entire generation of students. The consortium aims to instigate change through the assistance and resources it offers educators.

These include seminars for teachers, guidance counselors, athletics directors and administrators; programs directed at students, and the largest multimedia collection of materials on sexual equality in education in the country, according to Ms. Lubetkin.

She emphasizes that the materials do not offer sermons telling teachers to be more equitable. Rather, they show them how.

"Teachers have to understand what to do to attract students to non-traditional areas," she said.

This could simply mean making unisex down vests rather than aprons in sewing class or changing the appearance of the home economics room from that of a "female enclave," she said.

### Materials available

The consortium's multimedia materials are available for loan to school districts. Its biographical collection might be useful, for example, when a social studies class does a unit on famous people and the school library is topheavy with male biographies.

"The difference between our materials and the schools' materials is that ours will have males and females doing the same jobs," explained Ms. Lubetkin.

The consortium also makes suggestions. One was to have school districts institute mandatory, coeducational sewing and industrial arts classes in their middle schools, so that boys and girls could be introduced to the "survival arts" and might be more likely to



POSTER SERIES — Somerset County Sheriff's Officer Linda Vestal, above, and Marzella Roberson, a chemical process operator at

elect such subjects later. It has been a successful idea, Ms. Lubetkin said.

Although most of its work is channeled through educators to students, the consortium this year sponsored three "Futures Unlimited" conferences throughout the state for students in grades 7 to 12.

Funded by the state Department of Education's Division of Vocational Education, the program was directed at girls with such pitches as "Discover a new you in a lab or a workshop," and "Learn about opportunities you didn't know existed."

Students met female role models in such fields as engineering, pharmacy, chiropractic and computers.

Recognizing that live role models aren't always available, the consortium used another grant from the division for its "Real People, Real Jobs" poster series, depicting New Jersey women as telephone line installers, construction workers and grocery store owners, and a man as a typist.

The series of posters comes with a teacher's guide for in-depth study.

Ms. Lubetkin says the consortium's efforts have had positive results with girls but still have a lot of prejudices and stereotypes to overcome with young boys.

"I see much more change in the expectations of female students than males," she said. "Females are grow-

ing up and recognizing the need to be wage earners."

"But I don't see males growing up and seeing themselves doing chores in the home."

Males who continue to cling to the notion of traditional roles could be in for a shock, she believes.

"Only 40 percent of jobs today pay enough for one person to support a family," she said. "So most boys won't be able to support a family and will have to rely on a wife to also work."

"By rearing boys as though they are going to be the breadwinner, (education) is shortchanging them."

### Good for boys, too

Although a good deal of the consortium's — and Title IX's — efforts seems directed at girls, it also reverses some of the "serious deprivations" that have been visited upon boys, Ms. Lubetkin said.

"Everytime we decide 'X' is appropriate and 'Y' isn't, we are denying (a boy) something he may be interested in," she said.

"Some teachers see sex equity as benefiting girls. They don't see the tremendous effect it will have on boys."

While it concentrates on improving the future of today's schoolchildren, the consortium's own future hangs by a fiscal thread. Each year, Ms. Lubetkin must write another grant proposal for refunding.

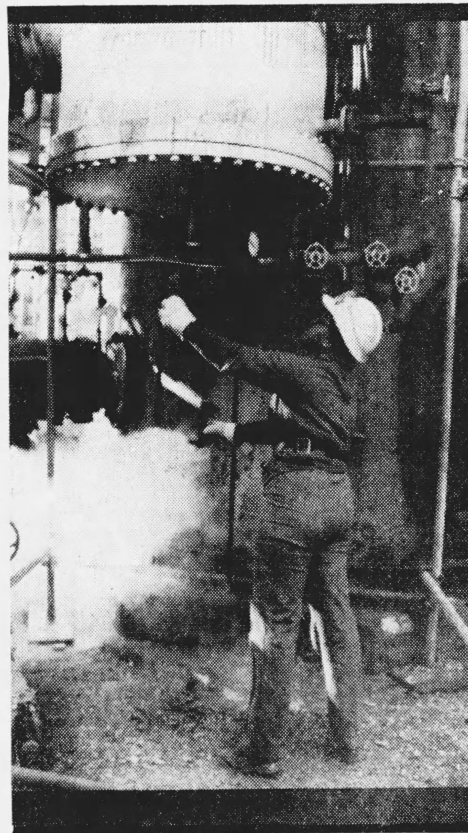
She admits that with a conservative administration in office, the consortium is a "low priority" item that could be eliminated without congressional support.

She said the "worst scenario" would be a total loss of funding, in which case she hopes a small staff could be supported to carry on the consortium's work.

But Ms. Lubetkin said the consortium was never intended to exist indefinitely anyway.

"Our objective is to someday go out of business," she said. "To have sex equity so common that they don't need us."

Chevron USA in Perth Amboy, are featured in the Consortium for Educational Equity's "Real People, Real Jobs" poster series.



REBECCA LUBETKIN  
... offers help to schools

Rebecca Lubetkin, executive director of the Consortium for Educational Equity based at Rutgers University, says the organization's efforts have had positive results with girls but still have a lot of prejudices and stereotypes to overcome with boys.

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Register photo by Carl Forino

**WOMEN FOR BETER EDUCATION** — Among those present at Monmouth College yesterday for the 10th anniversary celebration of the New Jersey College and University Coalition on Women's Education were, from left, Dr. Susan Kark, vice chairperson of the coalition;

Dr. Claire Healey, president; Rebecca Lubetkin, executive director of the Consortium for Educational Equity; Adrienne Anderson, executive director of the coalition, and Pat Carbine, publisher of Ms. Magazine.

# Women educators gather to assess 10 years of coalition's progress

**WEST LONG BRANCH** — Members of the New Jersey College and University Coalition on Women's Education celebrated the organization's 10th anniversary at Monmouth College yesterday by acknowledging recent achievements and anticipating future ones.

Rebecca Lubetkin, executive director of the Consortium for Educational Equity based at Rutgers University, received the organization's first Recognition Award for her "creative and unflagging efforts to establish sex and race equity in educational institutions."

The Consortium has developed training programs, encouraged high school women to enter the fields of science and math and created a library of materials on sex and race justice.

Lubetkin received energetic applause from the approximately 50 wom-

en present for the brief speech she gave on the status of women.

"People say, 'Don't worry, the younger generation has it all together,' "she remarked, and then went on to quote from a report which disproves that theory.

The report was by a New York City professor who had asked his students to write essays on who they would be if for one day they could become a person of the opposite sex.

In the final essays, "the men seemed envious of little and ... several spent time frantically attempting to get medical help to correct the gender change," Lubetkin said, quoting the professor.

In contrast, the female students imagined a life of previously unexperienced liberties. Their imaginary

male counterparts went out at night alone and ignored housework.

Lubetkin concluded that it will be some time before these freedoms are more than fiction.

Other women honored yesterday were Anita E. Voorhees, dean of Community Education at Middlesex County College. Voorhees has conducted successful career retraining programs, coalition members said.

Mary Ellen S. Capek also was awarded an honorable mention for her work as the executive secretary of the National Council for Research on Women.

Among yesterday's speakers was Pat Carbine, publisher of Ms. Magazine, which is also celebrating its 10th year. Carbine spoke primarily on improvements in the status of women during the past decade.

# 3 schools' efforts to address bias consolidated under grant

**By NANCY SHIELDS**  
Press Staff Writer

**THE WORK** of three metropolitan area universities to address race, sex and national origin discrimination in schools has been consolidated under a \$3.2 million grant from the U.S. Department of Education, officials of New York University and Rutgers University announced yesterday.

The three-year grant will establish a regional desegregation assistance center at New York University in New York City.

"Despite progress brought about by the Brown vs. (Topeka) Board of Education Supreme Court decision 30 years ago, large numbers of students still are going to segregated schools throughout the United States," said John Brademas, president of New York University. "In our area, this new center will provide a vital link in helping to assure equal educational opportunities for all students."

Edward J. Bloustein, Rutgers president, said the center can help bring about change to enhance "both the

equality and quality of educational programs" from preschool through graduate school. Bloustein and Brademas discussed the center at a news conference at New York University yesterday.

"The amount of funding coming into the region will be about the same or a little more," said LaMar P. Miller, executive director of New York University's Metropolitan Center for Educational Research, Development and Training, and director of the new center. "It costs more money to do it this way, but we can do more things by being together."

He said the new center, to be known as the Equity Assistance Center, will consolidate the work of the three centers: his own at New York University, which specializes in race discrimination; the Consortium for Educational Equity, which specializes in sex discrimination, and the Center for National Origin Equity at Teachers College, Columbia University.

"We've been working with NYU on a less formal basis for seven years," said Rebecca Lubetkin, executive director of the Rutgers center.

"This makes official what we've been doing for seven years. I don't think this type of collaboration would have been possible otherwise."

"We'll be able to focus on areas that overlap, deal with them in a very strong and expert way. Minority female is one example," she said. "Whenever you have three major universities with very extraordinary human resources coming together to be of assistance to elementary and secondary schools, it can be extremely helpful."

Miller said 10 centers are being funded nationwide, one for each of the federal educational funding regions. The New York-New Jersey region includes Puerto Rico and the Virgin Islands.

Miller said the new grant is reducing the number of centers from 40 to 10, returning to more centralized funding in practice a decade ago.

Miller, whose Metro Center assisted in the Long Branch desegregation plan that went into effect last month, said segregation continues as a major problem for schools in the Northeast, "partly because we didn't think it was a problem here."



# CROSSING THE LINE

6/2/1993

## *Sex harassment in schools rising, study says*

By CELESTE E. SMITH  
PRESS EDUCATION WRITER

IN A HALLWAY crowded with students changing classes, a sophomore realizes that one of the seniors intentionally brushed up against her in a sexual way. Is this flirting or harassment?

A boy returns to his locker to find that a pornographic picture was mysteriously placed inside. Is this harmless fun or harassment?

In elementary and high schools across the nation, students are crossing the line that distinguished fun and flirting from unwanted behavior, according to a study being released today by the American Association of University Women Educational Foundation.

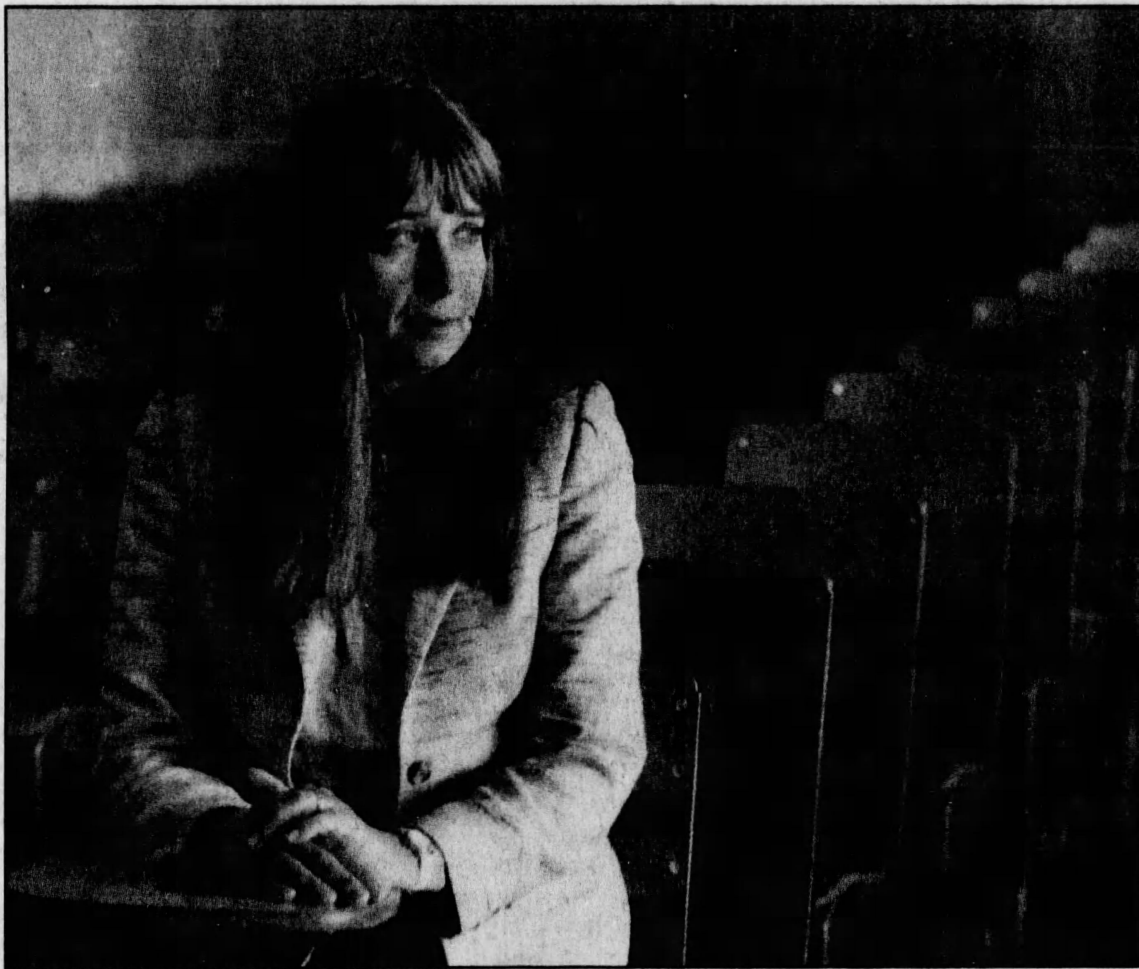
The study, "Hostile Hallways," reports four in five public school students in eighth through 11th grades have experienced some form of sexual harassment in school life.

The report defines harassment as unwanted or unwelcome sexual behavior that interferes with a student's life. It can include sexual jokes, graffiti written about students in a bathroom, being forced to kiss someone, or being spied on while dressing and showering.

A total of 1,632 surveys was completed by students in grades eight through 11 in 79 schools across the country. The study shows both girls and boys experience harassment—85 percent of the girls and 76 percent of the boys surveyed.

Coordinators of the study were surprised to see the percentage of boys who reported harassment.

But this did not surprise Phil Gunter and Nocheline Parent, seniors at



*'As we talked to students, we realized that students can distinguish from flirting behavior to harassment that makes them feel bad. They understand that there's a range of behavior.'*

Judith Johnston, women's studies professor at Rider College, Lawrenceville

Rider College Professor Judith Johnston (above) says students often recognize improper behavior, even when it goes unreported. Rebecca L. Lubetkin (left) of the Consortium for Educational Equity at Rutgers works with teachers on issues of gender and racial equity.

THOMAS P. COSTELLO and MARK R. SULLIVAN/Asbury Park Press

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Asbury Park High School, who said that the study was a reflection of what is tolerated in society.

"They think of the schools as being sheltered from the outside world. This is the outside world," Parent, 18, said.

Parent agreed with the study's finding that the most common form of sexual harassment in the schools are sexual comments, jokes, gestures or looks.

But she thinks the recipients of these behaviors can play a role in putting the harasser in his or her place.

"I wouldn't let you affect my life. I would just say, straight up, stop," Parent said.

Gunter said student behavior reflects the influence of television and music videos, which emphasizes sexual behavior over education and respect for others.

"If you hear something over and over again, you start to believe it," Gunter, 17, said. "The TV is the perfect opportunity, but (it's being used) for the wrong thing."

The study also states that girls are more likely to suffer physical harassment in public places, such as in hallways or classrooms, while boys are likely to be harassed in less public

places, such as the locker room or restrooms.

Students are more likely to encounter their first situation of sexual harassment from the sixth to the ninth grade.

And minority students are more likely to be the victims of harassment.

One in four girls who reported having been harassed said they were bothered by a teacher or other school employee; one in 10 boys reported the same.

Harassment sparks a range of emotions, the study reports.

Almost one in four students say the experience made them feel like not attending school or not speaking up in class.

About one in six made a lower grade on a test or paper as a result of the harassment.

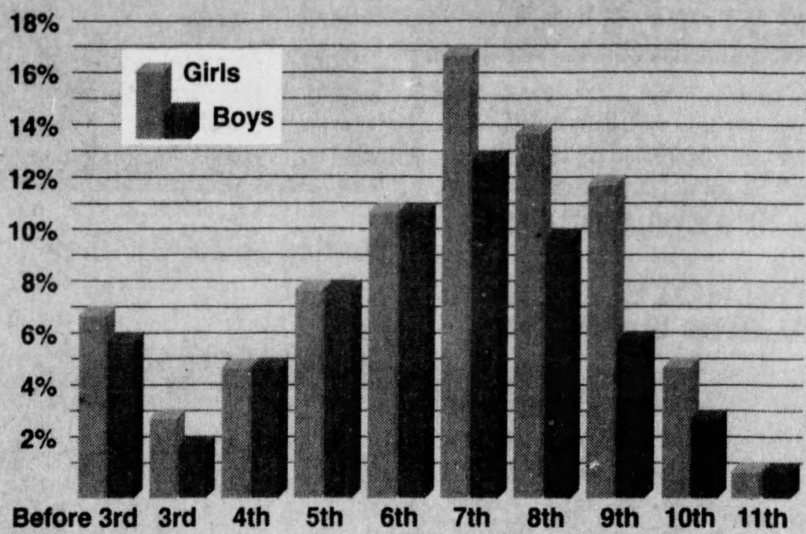
"It made me feel confused, whether I should tell or not," a 13-year-old girl was quoted in the report. "I didn't know if I was overreacting since this was a teacher I trusted and looked up to."

"I felt distrustful yet good, because somebody noticed something about me," a 16-year-old girl said.

Another reaction is for students to be so overexposed to a certain behavior that, although they know it is wrong, they become immune to it, said Rebecca L. Lubetkin, executive director of the Consortium for Educational Equity at Rutgers University.

## Sexual harassment starts early

Nearly half the 81 percent of students who say they've been sexually harassed experienced their first encounter between the 6th and 9th grades. (36 percent of the boys and 18 percent of the girls said they couldn't recall the grade in which they first experienced unwelcome sexual behavior.)



Asbury Park Press graphic SOURCE: AAUW Educational Foundation Survey

The consortium works with teachers on issues of gender and racial equity in the schools.

A case Lubetkin was involved in several years ago illustrated that point: A male gymnastics teacher at a junior high school in New Jersey was known by students to give back rubs to girls and to call on well-developed girls to demonstrate tumbling moves.

"All the kids knew it. None of the adults knew it," Lubetkin said.

And the gymnastics teacher was shocked to find out the children noticed his actions, said Lubetkin, who halted his behavior by threatening to tell his superiors.

This and other incidents illustrate that even though students may not say anything, they do know when someone has crossed the line into unwelcome behavior, said Judith Johnston, a women's studies professor at Rider College, Lawrence Township, and a mem-

ber of an AAUW task force on educational equity.

"As we talked to students, we realized that students can distinguish from flirting behavior to harassment that makes them feel bad," Johnston said. "They understand that there's a range of behavior."

Johnston said she and other members of the task force learned from discussions on an earlier AAUW study on the different classroom treatment of boys and girls that sexual harassment was a crucial issue in schools.

From these discussions came the idea of doing a separate study on sexual harassment in the schools, Johnston said.

The report does not address possible solutions to sexual harassment in schools, but Alice McKee, president of the AAUW Educational Foundation, hopes the report sparks debate in schools on the type of policies they have regarding sexual harassment.

"It has to be a policy that all students know about and a policy that is enforced," McKee said.

All New Jersey public schools are required to have a sexual harassment policy in place, but Johnston would like to see schools go further.

"People in positions of authority in the schools, when they see sexual harassment, they need to intervene and not look the other way," Johnston said.



# Grandmothers hold vigil to spotlight war deaths

By **Marcus Franklin**

Associated Press

**NEW YORK** — A group of anti-war grandmothers gathered Monday to call attention to the growing loss of American lives in Iraq by reading the names of the dead.

With curious tourists snapping pictures, about 60 people from the group Grandmothers Against the War and their supporters read the names of the dead who hailed from New York, New Jersey and Connecticut.

By Monday, the American death toll in Iraq had climbed to 3,002, according to a tally of U.S. military deaths compiled by The Associated Press since the war began in March 2003.

The grandmothers' event was held at Rockefeller Center, and the group then walked to the military recruiting center in

Times Square to continue its demonstration.

"It's so sad they're dying for no reason," said Rebecca Lubetkin, a Mountain Lakes, N.J., grandmother in her 60s who was part of the anti-war group. "The only people who have suffered are the young people and their families. I profoundly wish that this will catch on and the American people will rise up and say, 'We don't want this for our children and grandchildren.'"

Lined up along the edge of the sidewalk on Fifth Avenue and holding lit candles, members of the group took turns reading the names of dead soldiers, ringing a bell after each one. Occasionally, the names were drowned out by Christmas carols blasting from the Saks Fifth Avenue department store across the street.

Some of the signs many held read "3,000 U.S. lives for a lie"

and "Stop recruiting our children." Others held photocopies of pictures of soldiers' boots with their names printed below.

"We're outraged and heartbroken, and we want it to stop," said Joan Wile, 75, director of Grandmothers Against the War.

Just feet away, two counter-protesters with a group called United American Committee held U.S. flags and their own signs — "We Shall Stay the Course. Keep the Promise. No surrender" and "Warning: Leftist protesters trying to demoralize our troops."

Pamela Hall, who heads the group's New York chapter, said she hoped to counter the anti-war group's messages, which she called "anti-patriotic and disrespectful."

"It doesn't support our troops' intelligence and patriotism," Hall, a Manhattan resident, said of the vigil. "They've chosen to

keep us safe. They deserve our respect and support."

Tangie Quinn, 35, who was visiting New York from Las Vegas, paused to survey the grandmothers' vigil.

"We're fighting a war that's never going to be won by us," Quinn said. "People's kids are getting killed, and we don't even know why."

Last April, a Manhattan judge acquitted 18 anti-war activists — some in their 80s and 90s — who call themselves the Granny Peace Brigade of disorderly conduct charges stemming from a 2005 protest outside the Times Square recruiting station. Some of the brigade members, such as Wile, are also part of Grandmothers Against the War.

Iraqi authorities on Monday reported that 16,273 Iraqi civilians, soldiers and police died violent deaths in 2006. The figure outstrips an independent AP

count for the year by more than 2,500 and reflects the daily dangers in a country where bombings, kidnappings and other attacks have become the norm.

President Bush is expected to deliver his Iraq policy speech soon in the face of mounting opposition to the war.

The revised policy is expected to lay out his plan to improve security in the country, assist the Iraqis in reaching a political reconciliation between warring sects and help with reconstruction.

Bush, in a statement released from his ranch in Crawford, Texas, said the United States is mindful of the troops' dedication and sacrifice.

"In the New Year, we will remain on the offensive against the enemies of freedom, advance the security of our country and work toward a free and unified Iraq," he said.