1985

Campaign Practices; Series II; File 21

Juanita Hunter

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April 15, 1985

Juanita K. Hunter, Ed.D., R.N.
127 Shirley Avenue
Buffalo, NY 14215

Dear Juanita,

This is a belated written response to your letter of resignation from the Nominating Committee. The ticket is now complete as you can see from the enclosed.

Erika Baker took over the chairmanship of the Committee with true NYSNA loyalty, resolve and enthusiasm. The Board of Directors appointed Nancy McElhin to fill the vacant Western New York spot. The Committee worked well together to line up a strong ballot. It will be published in advance in Report so that other members will have an opportunity to self-declare if they wish.

We look forward to the coming election and continuation of proud leadership on the part of the NYSNA Board of Directors.

Sincerely,

[Signature]

Jane Fielding, Ed.D., R.N.
Deputy Director

---

April 15, 1985

Juanita K. Hunter, Ed.D., R.N.
127 Shirley Avenue
Buffalo, NY 14215

Dear Dr. Hunter:

I am pleased to inform you that the Nominating Committee has placed your name on the 1985 ticket for the office of president-elect and for delegate to the 1986-87 ANA House of Delegates.

Voting will be conducted by mail ballot during the month of August, 1985. Election results will be announced at the NYSNA Convention in Albany, New York, October 18-21, 1985.

The Committee appreciates your commitment to the Association as demonstrated by your willingness to serve in this elected capacity.

Sincerely,

[Signature]

Erika Baker, Chairman
on behalf of the Nominating Committee

Members:
Stasia Arcarese
Teresa Daley
Diana Mason
Nancy McGinn
BLACK WOMEN: A SELECTED BIBLIOGRAPHY

This short and briefly annotated bibliography presents a potpourri of books on Black women. Included are representative works in the following areas: collective biography, curriculum, history, women's studies and sociological research, employment and education — all pertaining to Black women in America, their images, roles and their contributions. Omitted are works of literature, individual biographies and books designed to be used by elementary students. This bibliography introduces materials on Black women in America to high school students and teachers.

All the materials listed here contain brief annotations as to content, and all have been screened for sex and race bias. They may be borrowed from the Resource Center of the Consortium for Educational Equity, at Rutgers University. For further information, call the Consortium, Monday-Friday, 8:30 a.m. - 4:30 p.m. at (201) 932-2071.

Marylin A. Hulme  
December, 1987

Pamphlet describes the integration of Black studies into the curriculum as part of the broader movement to integrate Black students and faculty into higher education.

Lesson plans, activities and resources on Black women form one section of this multicultural package.

Examines the lives of slave women on the plantations of the United States antebellum South.

This history examines the special problems that Black women have had to face, the barriers they have had to surmount and the contributions they have made.

Describes the way girls develop into women in a rural Black community, through the development of attitude, belief, and social reality of community.


Portraits of five Black women -- Ma Rainey, Bessie Smith, Mahalia Jackson, Billie Holiday, Aretha Franklin -- depict the strength of their participation and their influence in Black music.


A pictorial and folk survey of Black history, from slavery and the Civil War onwards; includes newspaper articles, recipes, and first-hand accounts by Blacks.


Calendar-type guide to the history of the Black in America is supplemented by an extensive bibliography; includes information on well-known Black women.


Provides basic course on Black women in America, especially about psychosocial issues in Black female development; includes suggested activities and readings.


Three Black women's lives show their courage and fortitude in the fight for abolition, against lynching, and the struggle for suffrage and civil rights (Ellen Craft, Ida B. Wells, Mary Church Terrel).


Designed to assist teachers locate materials on and by Black writers, this resource guide includes reviews on books, novels, poetry, etc., for use in high school, from the Civil War to the present.

THE BLACK SEXISM DEBATE. Black Scholar, 10/8/9, 1979, 1-96. 

Special issue examines the relationship between the feminist movement and Black women, and discusses the view that sex discrimination must be viewed in the context of racial oppression for Black women.


Volume of essays and research reports focus on the Black woman and social demographics: the family, employment, political and educational institutions.

BLACK WOMEN. Black Collegian. April/May 1981. 

Special issue devoted to the image and successes of Black women.


Posters of Black women active in American society from the Revolution to the present day are accompanied by biographical sketches and some sample lesson plans; includes many women not generally well-known.


Firsthand accounts collected from written or recorded observations of and by Black women retelling their varied experiences.


Describes the athletic achievement of Black women in the United States with a cross-cultural study of Nigerian women.


Reviews the labor force participation of Black women and identifies characteristics of certain groups.


A collection of writings by and about Black women provides a wealth of information on their social, economic and political history.


Four brief biographies of Juliette Derricote, Maggie Walker, Septina Clark and Ida W. Barnett.


Proceedings of a conference examine the status of Black working women in organizing club and social services, and in fighting racism and stereotyping.


Photographs reproduced in poster size explore the work of Black women in organizing club and social services, and in fighting racism and stereotyping.


Proceedings of a conference commemorating the thirtieth anniversary of the Brown v. Board of Education decision, and discussing changes since then.
CONFERENCES ON THE EDUCATIONAL AND OCCUPATIONAL NEEDS OF BLACK WOMEN.
Barriers to educational and occupational equity for Black women are discussed with reference to socialization, education and economic needs.

CONTRIBUTIONS OF BLACK WOMEN TO AMERICA. Marianna W. Davis, ed. Columbia, SC: Kendra Press, 1982. 2 volumes: 1, The arts, business & commerce, media, law, sports; 2, Civil rights, politics and government, education, medicine, sciences.
Using both primary and secondary materials, review essays provide information on the efforts and achievements of Black women in many different areas; includes name indexes and bibliographies for each section.

This curriculum guide for the study of southern Black women suggests new approaches and review materials on identity, roles in Afro-American culture and community, and creativity.

Part history and part gazetteer, this book contains much information on the Blacks in America, but little on Black women.

Short biographies accompany photos of Black athletes who have excelled in their chosen sports, providing excellent role models.

Collection of essays by feminist historian shows the need for and the development of women's history.

Workshop designed for employed minority women who are concerned with advancement into management positions.

Designed for the employed minority woman, this workshop assists her to assess her personal qualifications, and evaluate realistic opportunities for advancement and job satisfaction.

Account of the Montgomery bus boycott details the role of Black women activists in the civil rights movement, the Women's Political Council and the courts.

Using a wide variety of sources, this paper explores the status and experiences of Black women slaves, in relation to their own families, White men and women.

Photographs and brief biographies of achieving Black women provide young women with role models.

Narrative history of Black women in the United States traces their concerns and achievements from the seventeenth century to the present and looks at the precarious balance of sex and race.

Local Black women's history project resulted in this book on the history and achievements of Black women in Indiana using oral history, interviews, government records and newspapers. (Both this and Twenty Black Women by Beckles provide good models for statewide biographical/historical projects.)

Based on the Black Women Oral History Project at the Schlesinger Library, these photographs record some of the project's participants in their own homes or at work.

Explores and analyzes the extent to which the women's movement has been shaped by racist and classist biases; starts with women in slavery and continues to the socialization of housework in the present.
The Center for Women Policy Studies
The First 15 Years
1972 - 1987

The Center for Women Policy Studies (CWPS) was established in 1972 as the first independent national policy institute focused specifically on issues affecting the social, legal, and economic status of women. The Center has conducted significant "action-oriented" policy research and analysis on the needs of women and has successfully disseminated its findings and recommendations to policymakers in Washington and to advocates for women at the state, local, and national levels. In fact, through its combination of policy research and advocacy efforts, the Center has made substantial contributions to policy changes on behalf of women.

For example, the Center's research on economic barriers facing women seeking consumer and business credit was presented to Congress through formal testimony and informal consultation by the Center's Co-Directors, Jane Roberts Chapman and Margaret Gates; in addition, a group of national organizations used the Center's research as the basis for their own advocacy materials and strategies. Through these efforts, the Center for Women Policy Studies significantly influenced the substance of the Equal Credit Opportunity Act of 1974 (see Gelb and Salley, Women and Public Policies, Princeton University Press, 1982 and 1987, for documentation of this contribution).

The Center also was one of the first national organizations to address the issues of rape and family violence as federal policy concerns. Through its acclaimed quarterly journal, RESPONSE to the Victimization of Women and Children, CWPS remains a leader in multi-disciplinary policy research and advocacy on all issues of violence against women and children.

In addition to the work of its founding directors, Jane Chapman and Margaret Gates, the Center has welcomed many visiting scholars in residence and has developed a roster of outstanding Senior Associates who have conducted important policy analyses under CWPS auspices.

During its first 15 years, the Center has earned a national reputation for leadership and expertise on a wide range of critical issues, focused in four areas:

- The social, legal, and economic status of women -- focusing on women's access to consumer and business credit, the legal and economic impact of marriage, the treatment of women in the social security system, women and poverty, and the economic status of midlife and older women, for example.

- Women at work -- focusing on employment discrimination, harassment of women in the workplace, occupational segregation and the earnings gap, women in "non-traditional" employment (in corrections and policing, for example).

- Violence against women and children -- focusing on both the criminal justice and social service systems' response to rape and sexual assault and to family violence, through its Family Violence Project, now in its 11th year.

- Women and the criminal justice system -- focusing on improving the treatment of women in prison and on provision of educational, vocational, and other rehabilitation services for women offenders.

The Social, Legal, and Economic Status of Women

Women and Credit

The Center began its work on women and credit discrimination in 1973 with a 2 year study of the legal and economic barriers facing women seeking to obtain credit, which produced a comprehensive bibliography of source materials on women and credit. The Center's research on "Sex Discrimination in the Granting of Credit" produced expert testimony before Congress and advocacy materials that were influential in ensuring passage of the Equal Credit Opportunity Act; the Center also developed advisory guidelines to assist the Federal Reserve Board during the development of regulations to implement the Equal Credit Opportunity Act. These efforts were funded by both the Ford Foundation and the Federal Reserve Board.

Legal and Economic Impact of Marriage

In preparation for the United States' observance of International Women's Year, the Center conducted a state-by-state survey and analysis of domestic and inheritance law, judicial practices affecting wives, and the economic impact of divorce on women. This project was supported by the National Commission on Observance of International Women's Year.

The Center also produced a book dealing with related issues, Women into View: The Legal and Economic Impact of Marriage, which was published by Sage Publications in 1977 as the second Sage Yearbook in Women's Policy Studies; this series of Yearbooks was initiated by CWPS as the founding editor.

Sex Discrimination in the Social Security System

As secretariat for the Technical Committee on Earnings Sharing, the Center has facilitated the development of an
equitable earnings sharing proposal for social security reform; the draft plan has been completed and will be disseminated to both policymakers and advocates involved in the legislative process. This project is supported by the Ford Foundation.

Programs for Mid-Life and Older Women

The Center's project was one of the first to focus on the unique needs of older women and produced an important report, Issues, Policies, and Programs for Mid-Life and Older Women, that has been widely disseminated to Members of Congress, women's organizations, and programs on aging. The report surveys programs of national significance and reviews the history of program and policy development related to mid-life and older women. This project was supported by the Ford Foundation.

Women and Poverty

The Center has contributed to international discussions of the "feminization of poverty" through all of its policy analysis efforts, which incorporate a continuing emphasis on the economic, social, and legal status of low income women and their children. The Center's report, Poverty Viewed As A Woman's Problem--The US Case, for example, was presented at a NATO-sponsored international conference on women in the workplace and included in the book, Women and the World of Work (Plenum, 1982).

Women at Work

Sex Discrimination and Sexual Harassment of Women in the Workplace

The Center has focused substantial attention on issues of sexism in employment and has studied issues of harassment of women at work. As a result, CWPS has proposed legal remedies, employment policies, and employer actions to eliminate sex discrimination and harassment.

CWPS convened a national symposium at the Wingpread Conference Center in 1981, at which researchers, public employers, corporate representatives, and women's advocates discussed new approaches to the problem of harassment of women in the workplace. A technical working paper, Harassment and Discrimination of Women in Employment, was published in 1981; it assesses current research, employee and management training programs, grievance and counseling approaches, and litigation strategies. In addition, CWPS has produced a series of articles on sexual harassment, its economic consequences, legal remedies, and promising solutions. The Center's work on these issues has been supported by the Ford Foundation, the Johnson Foundation, the Cummins Engine Foundation, the National Institute of Mental Health, and others.

Women Employed in Corrections

The Center's study of female participation in this "non-traditional" occupation in the public employment sector is one of the few ever undertaken; the resulting report was the first national report on the employment status of women in corrections, a field which has much in common with other uniformed occupations, including the military, firefighting, and the police, for example. The report, Women Employed in Corrections, analyzes the institutional and attitudinal barriers to women's employment in the field of corrections, provides an employment profile of women in corrections, and recommends changes needed to broaden women's participation in this field. This study was sponsored by the National Institute of Justice (US Department of Justice).

Violence Against Women and Children

Rape and Sexual Assault

The Center has played an influential role in defining the issue of rape as a legitimate federal policy concern. For example, the Center conducted a landmark project in 1973, which included the first national survey of new and promising programs for the treatment of rape victims and the development of operating guidelines for local social service, medical, and criminal justice systems. The report of the project, which was funded by the US Department of Justice, was the most widely distributed report produced by the National Institute of Justice.

More recently, the Center has conducted a study of the implementation of sexual assault law reforms that assesses how effective the rape law reform movement of the 1970s has been in the 1980s. The Center also has developed model state legislation covering payment for medical examinations for rape victims, to ensure that rape victims would not be liable for the costs of forensic examinations in hospital emergency rooms. The resulting report, Payment for Sexual Assault Victim Medical Examinations: A Model Statute, was published by CWPS in 1987. These projects were funded by the Department of Justice.

Family Violence

The Center's Family Violence Project, now in its 11th year, was one of the first national efforts to address the issue of domestic violence from the perspective of women. Continuing the Center's long-term involvement in the study of violence against women, the project seeks to improve both the criminal justice and social service systems' response to domestic violence.
assault of women, sexual harassment, and media violence, for instance. Beginning in 1987, RESPONSE is being published by The Guilford Press, which has plans to substantially increase its circulation worldwide. A copy of the most recent issue of RESPONSE is attached.

**Economic Rehabilitation of Women Offenders**

A major CWPS project analyzed the nature and extent of sex discrimination in the provision of vocational and economic rehabilitation programs for women in prison. The resulting report, *Vocational and Economic Rehabilitation Programs for Female Offenders*, provided evidence to support class action suits brought by women prisoners against corrections officials in several states (Michigan, Kentucky, West Virginia, New Hampshire, Alabama, Connecticut, California, Wisconsin, and Missouri). The Center has provided expert testimony in support of the women’s claims in these states. This project was supported by the Law Enforcement Assistance Administration (US Department of Justice).

The Center also produced *Economic Realities and the Female Offender* (Lexington Books, 1980) and is preparing a revised edition for publication in 1988. In addition, the Center plans a new study of the status of battered women in prison and an updated docket of litigation relating to women offenders.

**The Future of Women’s Policy Studies**

On the occasion of its 10th anniversary in 1982, the Center for Women Policy Studies convened the leaders of 18 women’s policy centers for a Symposium on Women Policy Studies at the Brookings Institution in Washington. CWPS and its colleagues used this opportunity to discuss the past and current status of their independent policy centers and to explore issues of concern and strategies for achieving their goals in the 1980s.

**Selected Publications of the Center for Women Policy Studies**


Women Employed in the Field of Corrections: Executive Summary, by Elisabeth Minor, CWPS, 1981.


Cracking the Corporations: Finding Corporate Funding for Family Violence Programs, by Margaret Dunkle, CWPS, 1981.


RESPONSE Resource Collections (collections of outstanding articles from the pages of RESPONSE and other CWPS publications) on:

Wife Abuse
Men Who Batter
Sexual Assault
Child Sexual Abuse
Federal Legislation to Help Battered Women
State Legislation on Domestic Violence
Helping Victims of Family Violence

Funding

The Center's work has been supported by grants and contracts from private foundations, corporations, government agencies, and private non-profit organizations, including, for example:

The Ford Foundation
The Edna McConnell Clark Foundation
The Levi Strauss Foundation
The New York Foundation
The Johnson Wax Foundation
CBS
The American Express Foundation
Chevron Corporation
The Van Ameringen Foundation
Cummins Engine Corporation
Xerox Corporation
US Department of Justice (National Institute of Justice, Law Enforcement Assistance Administration)

The Federal Reserve Board
Churchwomen United
United Methodist Women
Public Citizen
The Sun Company
US Department of Health and Human Services (National Center for Prevention and Control of Rape, Office of Domestic Violence, National Institute of Mental Health)
US Department of State (National Commission on Observance of International Women's Year)

October, 1987
Women cheated out of state scholarships, critics say

By Tim Spalding

New York State method of picking college scholarship winners may be discriminatory against women and should be changed, according to two recent studies and a senior official of the state's Educational Department.

Despite growing concern that college admissions practices were biased against women, New York remains the only state in the nation to use these tests alone in awarding scholarship money, a Times Observer study found.

"We are not aware of any other state that does this," New York State said, adding that it was concerned about the fairness of the tests.

"We believe in a system where New York continues to award scholarships solely to those who meet the standards," the statement said.

In addition, the study found that women were less likely to receive scholarships from the state than men, even if they scored higher on the tests.

A report by the U.S. Department of Education in 1978 also found that women were disadvantaged in state scholarships.

"Women may be less consistent and more likely to give up," the report said.

But other factors also may explain women's lower rates of winning, according to Fred Newlin, a state aid for the College Board, which administers the SAT.

"We are not aware of any other state that uses these tests alone to pick winners," he said.

"We believe in a system where New York continues to award scholarships solely to those who meet the standards," the state said.

But other factors also may explain women's lower rates of winning, according to Fred Newlin, a state aid for the College Board, which administers the SAT.

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Though state college admissions standards increased in the 1970s, the number of women who apply for scholarships decreased, according to the study.

James Deen, head of the Department of Education, said in 1978 that the state should do more to improve the SAT's fairness to women.

"We do not believe in a system where New York continues to award scholarships solely to those who meet the standards," the state said.

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NEW YORK STATE CAPITAL CONFERENCE
October 11, 1988
Empire State Plaza

PREMISE AND GOALS

Capital Conference Premise
Girls, particularly girls of color, are an integral part of New York's future.

Capital Conference Goal
The development of policy tools to ensure the recruitment, retention and development of girls, particularly girls of color, in math, science, technology and computer careers.

Strategy Session Objective
Determining the three most important policy solutions to the goal of the New York State Capital Conference.
NEW YORK STATE CAPITAL CONFERENCE
October 11, 1988
Empire State Plaza

New York's Future: Educational Equity for Women and Girls of Color

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**Points of Impact**

- Public and private agencies
- Parents
- Teachers
- Counselors
- Curriculum Specialists
- LEA and SEA data collection offices, at both the policy implementation levels

**Policy Tools for Resolution**

- Policies that ensure that standardized tests are used as a tool for "remedial intervention" rather than as a tool for tracking and mislabeling of students
- Long-term mentors
- Internships and cooperative programs
- Public/private partnerships
- School-to-work transition programs
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