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Meeting with "Take Our Daughters To Work" 4/28/94

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TAKE OUR DAUGHTERS TO WORK

PUBLIC HEALTH SERVICE

APRIL 28, 1994

AGENDA

CONFERENCE ROOM E
9:15 a.m. - 2:30 p.m.

REGISTRATION and EXHIBITS

CONFERENCE ROOM D
9:30 - 10:15 a.m.

OPENING SESSION

Joan Farrar
PHS Federal Women's Program Manager

Jo Ivey Boufford, M.D.
Principal Deputy Assistant Secretary
for Health, Public Health Service

Kristine M. Gebbie
National AIDS Policy Coordinator
Public Health Service

Sandra P. Perlmutter, Executive Director
of the President's Council on Physical
Fitness and Sports, Public Health
Service

SEMINARS

CONFERENCE ROOM D
10:30 - 11:00 a.m.

PHYSICAL FITNESS
Nancy Carpenter, Manager, Aeroflex
Fitness Center

Christine Spain, Director, Research,
Planning & Special Projects, President's
Council on Physical Fitness and Sports

CONFERENCE ROOM B
10:30 - 11:30 a.m.

SUBSTANCE ABUSE (participants)
Linda Bass, Public Affairs Specialist,
SAMHSA

Photocopy
CONFERENCE ROOM Ø
10:30 - 11:30 a.m.

SUBSTANCE ABUSE (adults)
Ulonda Schamwell, Acting Chief,
Perinatal Addiction Prevention Branch,
SAMHSA
Jeanette Bevett-Mills, Public Health
Advisor, SAMHSA

AGENDA

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CONFERENCE ROOM P
10:30 - 11:30 a.m.
and
1:30 - 2:30 p.m.

NATIONAL HEALTH SERVICE CORPS
Dottie Crockett, National Health
Service Corps
Patrice Robins, National Health
Service Corps

CONFERENCE ROOM Q
10:30 - 11:30 a.m.
and
1:30 - 2:30 p.m.

AIDS SEMINAR
Frances Page, Prevention Specialist
National AIDS Policy Office

CONFERENCE ROOM K
11:00 - 11:30 a.m.
and
2:00 - 2:30 p.m.

YORICK
Cynthia Ladouceur, Teaching Technician,

CONFERENCE ROOM ~~D~~ ^{Potomac}
1:30 - 2:00 p.m.

SUBSTANCE ABUSE FILM
Anne Ambler, Federal Women's
Program Manager, SAMHSA

CONFERENCE ROOM E
10:30 - 11:30 a.m.
and
1:30 - 2:30 p.m.

MEET TO TOUR THE PARKLAWN COMPUTER
CENTER with
Stan Pawlowski, Computer Specialist,
FDA

CONFERENCE ROOM E
10:30 - 11:30 a.m.
and
1:30 - 2:30 p.m.

MEET TO TOUR THE PUBLIC HEALTH SERVICE
CREDIT UNION with
Karla Spriggs, Loan Manager, PHS Credit
Union

We hope you enjoy your visit to the Public Health Service. Be certain you obtain your certificate and name tag from the registration tables. Please check your schedule carefully. All of the conference rooms are on this floor. Rest rooms are located on either end of the third floor. Conference room E will be open for you to view the exhibits until 2:30 p.m. Conference room D will be available after 11:30 a.m. for a relaxation area. Should you have any questions or need assistance, please contact any of the people who are wearing name tags with stars.



DEPARTMENT OF HEALTH & HUMAN SERVICES

Public Health Service

Rockville MD 20857

MAR 18 1994



MAR 23 1994

TO: National AIDS Coordinator

FROM: Director
Office of Equal Employment Opportunity

SUBJECT: "Take Our Daughters to Work"

Thank you for agreeing to participate in the opening session of the Public Health Service "Take Our Daughters to Work" observance. This is an opportunity for girls ages 9 through 15 to observe women in positions of influence. As a result, it is an occasion for the participants to see themselves as future workers succeeding in the workplace. Secretary Shalala supports the focus of this campaign to make the girls "visible, valued, and heard."

The opening session of the April 28 program is scheduled from 9:30 to 10:15 a.m. in conference rooms D and E located on the third floor of the Parklawn Building. Approximately 200 young women are expected to attend. We would like you to speak for approximately ten minutes about your educational and professional experiences and to offer the girls suggestions that you deem appropriate. A short question and answer period will follow the speakers. The girls have an opportunity to select several seminars to attend beginning at 10:30 a.m. and lasting for one half to one hour.

If your schedule permits, please consider participating in one of the seminars. Attached is a copy of the registration form listing the seminars to be offered. Opening session presentors include Dr. Jo Ivey Boufford, Principal Deputy Assistant Secretary for Health and Sandra Perlmutter, Executive Director, President's Council on Physical Fitness and Sports. Also attached is program information from Ms. Foundation for Women, the initiator of this event.

Should your staff have any questions, please ask them to call Pedro J. Morales, J.D., Director, Office of Equal Employment Opportunity (OEEO) on (301) 443-3165 (V/TDD) or Joan P. Farrar, PHS Federal Women's Program Manager, OEEO on (301) 443-2810 (V/TDD).

Pedro J. Morales, J.D.

Attachments

PHS REGISTRATION FOR
"TAKE OUR DAUGHTERS TO WORK"
APRIL 28, 1994

I will participate in "Take Our Daughters To Work" at Parklawn.
NAME _____ AGENCY _____

ROOM & BUILDING _____ PHONE _____

I WILL SPONSOR NAME _____

AGE(9-15) _____ GRADE _____ SCHOOL _____

The participant will attend:

A. 9:30-10:15 a.m. Opening session in conf. rms. D & E _____

B. 10:30-11:30 a.m. Substance Abuse Seminar(participants) _____

C. 10:30-11:30 a.m. Substance Abuse Seminar (adults) _____

D. 10:30-11:30 a.m. National Health Service Corps Seminar _____

E. 10:30-11:30 a.m. Tour the Parklawn Computer Center _____

F. 10:30-11:30 a.m. AIDS Film & Discussion _____

G. 10:30-11:00 a.m. Physical Fitness _____

H. 11:00-11:30 a.m. Yorick (Skeleton with Medical Devices) _____

I. Spend the Day Shadowing a PHS Employee _____

11:30 a.m. - 1:30 p.m. LUNCH ON YOUR OWN

J. 1:30-2:30 p.m. Tour the Parklawn Computer Center _____

K. 1:30-2:30 p.m. National Health Service Corps Seminar _____

L. 1:30-2:30 p.m. AIDS Film & Discussion _____

M. 1:30-2:00 p.m. Substance Abuse Film _____

N. 2:00-2:30 p.m. Yorick (Skeleton with Medical Devices) _____

If any attendee needs sign language interpretation or other reasonable accommodation for a disability, please call the PHS Equal Employment Office on 301-443-2810 (Voice/TDD) by April 8. Return the completed form to your Federal Women's Prog. Manager.

PHS FEDERAL WOMEN'S PROGRAM MANAGERS

PHS/OASH Joan Farrar
Room 4-72,
443-2810

IHS Barry Pokrass
Room 6A-14
443-1108

FDA Cynthia Barnes
Room 8-72
443-3310

HRSA Gladys Marquardt
Room 13-25
443-6824

SAMHSA Anne Ambler
Room 6C-15
443-8855

NIH Carol Cushing
Room 10-49
443-1301



BASED ON AN ARTICLE BY ELIZABETH DEBOLD,
HARVARD PROJECT ON THE PSYCHOLOGY OF WOMEN
AND THE DEVELOPMENT OF GIRLS

As girls approach adolescence, they begin to realize what it means to be a woman in a culture where power, truth and action are provinces of white men.

The wind of tradition blowing through women is a chill wind because it brings a message of exclusion...subordination and objectification. The message to girls is: keep quiet and notice the absence of women and say nothing.

DR. CAROL GILLIGAN, Harvard University



Recent studies indicate that America's adolescent girls are having an especially tough time holding onto their sense of self. Research conducted by Dr. Carol Gilligan at Harvard University, the American Association of University Women (AAUW) and the Minnesota Women's Fund shows that girls appear to be under more stress than boys and that they deal with their problems by turning inward and self-destructing. While adolescent boys act out through violent acts or verbal shouts, girls often get depressed, begin a cycle of eating disorders, grow silent or attempt suicide.



SYNOPSIS OF
RESEARCH
PAGE 2

A cross section of studies indicate that girls are:



TWICE AS LIKELY TO BE DEPRESSED AS BOYS



**ALMOST THREE TIMES AS MANY GIRLS AS BOYS REPORT
HAVING NEGATIVE BODY IMAGE**



**A HIGHER PERCENTAGE OF ADOLESCENT GIRLS THAN BOYS
REPORT HAVING ATTEMPTED SUICIDE**



**ADOLESCENT GIRLS REPORT DROPPING OUT OF SCHOOL FOR
"FAMILY-RELATED PROBLEMS" AT MORE THAN SEVEN TIMES THE
RATE OF ADOLESCENT BOYS.**

A nationwide study of boys' and girls' self-esteem funded by the AAUW shows that, by high school, far fewer girls than boys are simply happy with themselves.

Why is this happening? What is wrong in our society that girls are suffering so silently?

Recent research conducted by the Harvard Project on the Psychology of Women and Development of Girls provides an explanation: the problem is not with girls, but with the world into which girls struggle to fit themselves as they become young women.

By surveying girls ages 7 to 17 and listening to them as authorities on their own experience, the Harvard researchers began to reframe girls' experience and devise intervention strategies to halt this crisis in girls' lives. The Harvard Project research points to adolescence as a turning point in women's development. As Lyn Brown and Carol Gilligan write:



SYNOPSIS OF
RESEARCH
PAGE 3

Younger girls value their relational experiences and feel entitled to be heard... [they] freely talk about anger, about feeling angry, about the importance of fighting in relationships: about taking disagreement and difference for granted.

Gilligan's work describes how young girls live in their bodies with knowledge of their power and vulnerability, the range of their feelings, and the desire to make their reality known. Annie Rogers listens to girls' voices in late childhood and hears "a natural, embodied courage, a sense of daring." This courage is the ability "to speak one's mind with all one's heart."

When girls make the transition from childhood to womanhood, they hear the conflicting messages dictated by society, family and classrooms. Girls learn about these messages through school lesson plans, mass media, watching their mothers negotiate in the world of work and family, and listening to how their fathers treat their mothers. Girls bring these messages underground and internalize what they feel. These are the processes that lead to the decline of girls' self-esteem and loss of confidence and voice.

Race and Confidence

How girls negotiate their passage from childhood to womanhood differs depending on the culture in which a girl is raised. The AAUW self-esteem poll indicated that white, Latina and African-American girls respond to the stress of becoming women in different ways.

While white girls' self-esteem drops around the age of eleven, Latinas suffer a steeper drop later in adolescence. African-American girls do not suffer a drop in their personal sense of self-worth, but instead tend to disconnect from school as they enter adolescence. These differences seem to arise from the relationship between the ideals for women within the dominant white culture and their home culture.

White girls are vulnerable to standards of perfection held up for white women: to be physically perfect, to have a perfect husband and children, and recently, to have a perfect career. Goodness for white women is often defined as a placid and ever-nurturing selflessness. In fact, it seems that the girls who may be the most at risk for psychological trouble often look the most perfect — always nice, obedient, thin, well groomed and good in school.



SYNOPSIS OF
RESEARCH
PAGE 4

African-American researchers like Janie Ward of the Harvard Project have indicated that African-American mothers socialize their children to be aware that racism is institutionalized and not a response to who they are as individuals. Further, African-American mothers often foster economic independence in their girls, telling them that they cannot depend on another to care for them.

Partnership Between Parents and Daughters

The Harvard Project's research suggests that the relationship between women and girls is critical to maintaining girls' psychological integrity. If women and girls can stay with one another at the time when girls reach adolescence, their playfulness and irreverence may tap into the well springs of women's resistance. And in turn, women can absorb girls' courage and outspokenness and encourage girls' desire for relationships and knowledge. Women can teach girls that they can say what they know and not be left all alone.

After decades of hard work and the successful rewards of creating opportunities for women and girls, we now find in our research a deceptively simple truth: the personal is political.

Who we are and what we say and do in the intimacy of our lives define what is possible for our daughters. Through our example, they inherit the dubious legacy of our fear of anger and conflict, our desire to be perfect, our selflessness, as well as the opportunities we have created. For girls to maintain their psychological and physical health, to "stay with" girls as Gilligan suggests, women will need to communicate honestly with girls about the complexities of living in a male-defined world so that together we can work to create, as Lyn Brown says, "a different way of being in the world with others."

TAKE OUR DAUGHTERS TO WORK SM

April 28, 1994  Ms. Foundation for Women

Women in the Work Force

(STATISTICS PROVIDED BY WIDER OPPORTUNITIES FOR WOMEN, WASHINGTON, DC)

- By the year 2000, two out of three new entrants into the labor force will be women.
- Women and girls continue to be enrolled in education and training programs that prepare them for low-wage jobs in traditionally female occupations.
- In 1992, 53.8 million women were employed; only 3.5 million women were employed in nontraditional occupations.
- Women working in nontraditional jobs typically earn 20% to 30% more than women in traditional occupations.
- African-American women are unemployed at over twice the rate of white women.
- Women working in the same occupations as men still do not earn equal pay. For example, there is a 29% wage gap between female and male truck drivers and 19% between female and male police.
- In 1990, nearly 40% of the women in the U.S. labor force were mothers.
- Almost 5 million working mothers maintain their families alone, and 22.3% of them live in poverty.
- Men working in traditionally female occupations earn more than women in those fields.

TAKE OUR DAUGHTERS TO WORK SM

April 28, 1994 ★ Ms. Foundation for Women

WHY DO WE ONLY TAKE GIRLS TO WORK?

Take Our Daughters to Work Day is designed to focus attention on the neglected needs of girls. What are these needs? Recent research indicates the following:

- ▶ Young girls have lower expectations for their futures than boys do. Then, at the beginning of adolescence, girls lower their expectations even more. They set their sights on low-paying jobs traditionally held by women or on Cinderella dreams of being fully cared for by a husband. *Girls need to see that women have a range of life options so that they can shape more realistic futures.*
- ▶ At the beginning of adolescence, many girls experience a sudden drop in self-esteem. While adolescence is also a tough time for boys, approximately 30% more girls than boys suffer this decline in their basic feelings about themselves. *Girls need extra support to boost their confidence and belief in themselves.*
- ▶ Adolescent girls tend to like or dislike themselves based on aspects of their physical appearance. Boys, on the other hand, typically identify things they can do with what they like about themselves. *Girls need to be encouraged for what they can do with their lives rather than how they look.*
- ▶ In addition to the drop in self-esteem, girls are twice as likely to be depressed, between three and five times more likely to attempt suicide, and report that they are under far more stress than boys. Girls live with the persistent fear of violence -- often in their intimate relationships. A confiding relationship with a caring adult helps girls to ward off these dangers. But girls report that these relationships are not available to them -- not even in their families. *Girls need the support of caring adults -- particularly women -- to maintain their resilience and mental health into adulthood.*
- ▶ Both in schools and in youth-serving programs, boys receive more attention than girls. Issues concerning boys -- like violence -- tend to grab attention because they threaten public safety. Funding dollars tend to go to programs that focus on boys' issues. *Girls need to know that they are important enough to warrant attention.*

Take Our Daughters to Work Day provides parents, caring adults, teachers and employers with a way to support girls affirmatively and begin to take action to redress the inequities in girls' lives.

What about the boys? Boys are given the opportunity, through specially designed lesson plans, to explore gender roles and their attitudes toward girls. Additionally, we are working with leaders from national organizations to develop activities that help boys examine gender roles. Although boys seem to know that they have many occupational options, they also imagine a future in which they will be the sole financial support of a wife and children. Boys need to know that this is not the reality of most families now -- and it will be even less true in the future. They need to realize that their lives as men will involve sharing with women both the work of caring and caring about work. The *Take Our Daughters to Work* lesson plans offer boys an opportunity to think about this future reality.