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HOUSE OF REPRESENTATIVES  
COMMONWEALTH OF PENNSYLVANIA

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Girard College and the Board of City Trusts

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House Judiciary Committee

Main Capitol Building  
Room 140, Majority Caucus Room  
Harrisburg, Pennsylvania

Friday, March 20, 1998 - 10:00 a.m.

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BEFORE:

- Honorable Thomas Gannon, Majority Chairperson
- Honorable Brett Feese
- Honorable Dennis O'Brien
- Honorable Chris Wogan
- Honorable Thomas Caltagirone, Minority Chairperson
- Honorable Harold James
- Honorable LeAnna Washington

IN ATTENDANCE:

- Honorable Michael Horsey
- Honorable Ed Lucyk

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1998-078

1 ALSO PRESENT:

2

3 Brian Preski, Esquire  
4 Majority Chief Counsel

5

6 Judy Sedesse  
7 Majority Administrative Assistant

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8 William H. Andring, Esquire  
9 Minority Chief Counsel

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1                   CHAIRPERSON GANNON: The House Judiciary  
2 Committee will come to order. Today we are  
3 undertaking hearings concerning the Girard  
4 College and City Board of Trusts.

5                   These hearings are two-pronged. First  
6 aspect, of course, is that under the Will of  
7 Stephen Girard, the General Assembly was given  
8 the authority to examine books and records and  
9 papers of the trust of the Girard  
10 Will -- trustees of the Girard Will; and also  
11 under statute enacted by the General Assembly  
12 into law in the late 1800s, created the City  
13 Board of Trusts.

14                   The General Assembly has the authority  
15 to review that statute from time to time to see  
16 if any changes are to be made to that statute.  
17 With that in mind, I'll call our first witness,  
18 the Honorable Michael Horsey. I'm sorry. Let's  
19 introduce everybody here in the panel first,  
20 starting with Representative Wogan.

21                   REPRESENTATIVE WOGAN: Good morning,  
22 Mr. Chairman. Representative Chris Wogan from  
23 Philadelphia County.

24                   MR. PRESKI: Brian Preski, counsel to  
25 the Committee.

1                   CHAIRPERSON GANNON: Representative  
2 Thomas Gannon, Chairman of the House Judiciary  
3 Committee.

4                   REPRESENTATIVE CALTAGIRONE:  
5 Representative Caltagirone, City of Reading,  
6 Berks County.

7                   REPRESENTATIVE FEESE: Representative  
8 Brett Feese, Lycoming County.

9                   REPRESENTATIVE LUCYK: Representative  
10 E.J. Lucyk, and I'm from Schuylkill County.

11                  REPRESENTATIVE O'BRIEN: Representative  
12 Dennis O'Brien, Philadelphia County.

13                  CHAIRPERSON GANNON: Thank you. With  
14 that in mind, I'd like to recognize the Honorable  
15 Michael Horsey, a Member of the General Assembly  
16 and Member of the Legislative Black Caucus. You  
17 may proceed.

18                  REPRESENTATIVE HORSEY: Thank you very  
19 much, Mr. Chairman. Before I begin my testimony,  
20 there are two small points I wanted to make.  
21 Thank you for having these hearings and thank you  
22 for allowing me to testify.

23                  The first thing I wanted to mention or  
24 point I wanted to make was if I thought Girard  
25 College as a institution was up to par and

1 running at full speed and an excellent  
2 institution -- and it's a good institution, but  
3 it's not an excellent institution -- then I would  
4 not be here today and I wouldn't be proposing  
5 legislation to, in effect, change that, change  
6 the Philadelphia Board of Trusts.

7 The second point I wanted to make is my  
8 grandmother died about a year ago, and she was 94  
9 years old. And when I came to the General  
10 Assembly, she constantly whispered the word  
11 Girard to me; and I never quite understood what  
12 she was talking about.

13 And I made the connection only after I  
14 read a couple of books on the man. And I quote  
15 the Philadelphia Inquirer's news articles. With  
16 that, I'm going to begin my testimony and I  
17 obviously will be available for questions.

18 Mr. Chairman, gentlemen and ladies of  
19 the House of Representatives Judiciary  
20 Committee, thank you for allowing me to testify  
21 on the Philadelphia Board of City Trusts.

22 The chronology of testimony will begin  
23 with a brief history of Stephen Girard the man.  
24 The Stephen Girard Trust is the largest of the  
25 trusts that the Philadelphia Board of City Trusts

1 administers.

2 I will close with the Pennsylvania State  
3 Supreme Court and their involvement or lack of  
4 involvement in the Philadelphia Board of City  
5 Trusts.

6 Stephen Girard was born in France in  
7 1750 with a defective eye that tormented his  
8 personal appearance all his life. He received a  
9 home education by his mother, who died during  
10 Stephen Girard's early age of about 11.

11 His father's life was as a sea captain  
12 at age 20, which was unheard of in colonial  
13 times, who often sailed to the West Indies.  
14 Stephen Girard would follow his father's steps as  
15 well as his grandfather as a early age capitian.

16 Insignificant as it might seem, the  
17 primary ports of call for merchants during these  
18 times, the 1700's, were closely associated with  
19 the buying and selling of human beings, slavery,  
20 along a corridor historically identified as  
21 Triangular Trade Routes.

22 Stephen Girard's early life as a seaman  
23 and as a captain was to the isle of St. Dominique  
24 now called Haiti, a French port historically  
25 infamous as a port of call in the West Indies for

1 slaves shipped to the American continent both  
2 north and south.

3           Upon his first arrival in 1776,  
4 Philadelphia's port was the largest port of the  
5 colonies and a major port for the importation of  
6 slaves, most from the West Indies. Stephen  
7 Girard decided to make Philadelphia home.

8           He accumulated wealth during his life in  
9 numerous ways by sending ships with cargo to  
10 ports all over the world, by actively pursuing  
11 commercial ventures with governments in turmoil  
12 and not squandering his wealth after he had  
13 accumulated it.

14           At his death, he had accumulated more  
15 wealth than any American during the colonial era.  
16 The key significance is that from a child, his  
17 life experience with Black people in St.  
18 Dominique-Haiti, Philadelphia, Charleston, New  
19 Orleans was in positions of servitude.

20           During his life experience of sixty  
21 years in Philadelphia was a Black woman slave who  
22 served as housekeeper. He owned plantations in  
23 New Orleans with Blacks who worked as slaves.

24           Many of Stephen Girard's family and  
25 friends were killed during the Haitian



1 Revolution. Refuge from the revolution was to  
2 Philadelphia, which immediately suffered an  
3 outbreak of yellow fever, a primary consideration  
4 in the move of the national capitol from  
5 Philadelphia to Washington, D.C.

6 His estate was later sued in United  
7 States Court by Haitians who alleged a major  
8 betrayal during their revolution. In the United  
9 States court, they were defeated.

10 Specifically mentioned in his Will was  
11 exclusion of Blacks from participation in the  
12 benefits of his wealth. At his death, no  
13 American had accumulated the fortune amassed by  
14 Stephen Girard.

15 His shipping tentacles had touched every  
16 port in the world with every type of cargo known  
17 to man. His banking assets stretched across the  
18 Atlantic Ocean.

19 To divert any attempt at raiding the  
20 trust and ignore the Will of Stephen Girard, the  
21 Pennsylvania State Legislature in the 1829, I  
22 think -- excuse me -- about 1879 decided to  
23 entrust the estate of Stephen Girard to the  
24 Pennsylvania courts with the establishment of the  
25 Philadelphia Board of City Trusts, whose

1 responsibility is to administer all assets given  
2 to the city of Philadelphia.

3 If the Philadelphia Inquirer series on  
4 Philadelphia Board of City Trusts did anything,  
5 it informed the public. If a problem  
6 exists in management and administrative  
7 structure of the Philadelphia Board of City  
8 Trusts, it appears in the racial makeup of the  
9 Philadelphia Board of City Trusts.

10 In its history, there have only been  
11 two Blacks ever on the Philadelphia Board of City  
12 Trusts. If there are questions on the management  
13 procedures, investment practices, and general  
14 operation, these questions must be directed and  
15 not just to the Philadelphia Board of City  
16 Trusts, but equally to the courts.

17 If the Kings-bench Authority makes the  
18 power of the Supreme Court over the lower courts  
19 inherent in both decision making and  
20 administration, they are misgiving involving  
21 (sic) investment, noninvestment to Stephen Girard  
22 Trust or any trust should be directed to the  
23 State Supreme Court.

24 Excuse me. Let me say that this is a  
25 rough draft of the testimony and I will be

1 providing you with the final draft at a later  
2 date.

3 In 1939, the Philadelphia Board of  
4 Trusts was brought to the Legislature as an issue  
5 involving questionable management; in '57 and  
6 '64, taken to the United States Supreme Court on  
7 the issue of race. And now today the Supreme  
8 Court has determined no problem exists with the  
9 racial makeup of the Board.

10 Representative John Myers has a bill,  
11 House Bill 953, requiring reparations for past  
12 racial indiscretions to Afro-Americans in  
13 Pennsylvania. Many representatives grin at such  
14 a concept; but Japanese, Native Americans, Jews  
15 have all received reparations from past  
16 indiscretions.

17 The Stephen Girard Trust which has  
18 accumulated wealth that can be directly related  
19 to the institution of slavery at the beginning of  
20 this country begs the question of reparations.

21 We do not have Affirmative Action in  
22 Pennsylvania. The general consensus in 1998 is  
23 codification on racial issues is not necessary.  
24 Meanwhile, Philadelphia Judges, State Supreme  
25 Court -- and the State Supreme Court believes two

1 Afro-Americans on the Board of Trusts over a  
2 100-year span satisfies the law.

3 If the State Supreme Court chooses not  
4 to take extraordinary action on the Philadelphia  
5 Board of City Trusts and establish some balance,  
6 then the House of Representatives and the  
7 Executive Branch should.

8 And I've enclosed a copy of my House  
9 Bill, which is 2077, which I do believe would  
10 restructure the City Board of Trusts. I'm asking  
11 the Committee to consider 2077 not as a final  
12 model but as a model for restructuring the City  
13 Board of Trust.

14 And recognize in this testimony that  
15 there is no allegation on my part against the  
16 Philadelphia Board of City Trusts. But I am  
17 dissatisfied with the fact that there have not  
18 been and there are not more minorities on that  
19 board and that the Supreme Court, which is the  
20 overall arbiter and the administer of the courts  
21 hasn't stepped up to the plate and said, well,  
22 you know, we made a mistake; we need to move  
23 forward and change this.

24 They did the same thing in 1968 when  
25 thousands of people marched around Girard

1 College, including Martin Luther King, okay,  
2 including Martin Luther King and requested that  
3 they integrate the school with Black students.

4 Because within Stephen Girard's Will was  
5 the statement that his school should be for  
6 white-only youth. And it was necessary to take  
7 the issue not to the Pennsylvania Supreme Court,  
8 because they always knew what was going on. It  
9 was necessary to take it to federal court before  
10 change was effectuated relative to the operation  
11 of the Stephen Girard Trust.

12 Now, my personal concentration have been  
13 (sic) on the Stephen Girard Trust because it's  
14 the largest of the Philadelphia trusts. And it  
15 has today -- I've heard estimates of over \$300  
16 million in it. And at the same time, it's at its  
17 highest peek in terms of revenue on hand.

18 They have cut -- and you can't defend  
19 this. They have cut the operational funds for  
20 the school. Now, I recently discovered, as most  
21 of us, through the newspaper that a press release  
22 was provided that said they're going to give \$28  
23 million for the school and, you know, everything  
24 should be okay.

25 But two things: There are no

1       guarantees, as we sit here any of us, that this  
2       will be fulfilled, this obligation and  
3       responsibility will be fulfilled in the future,  
4       that we won't be at the same point with maybe  
5       a hundred million in the trust and the funds for  
6       the operation of the school's being cut.

7               There's no guarantee we won't be at this  
8       point in 10 or 20 years. The only thing that I  
9       feel necessary is to change completely the  
10      operation of the Board of Trusts.

11             And this is no malice against that  
12      board. Within the context of the Board itself  
13      from past practice over a number of years, they  
14      have done a good job, because there have been no  
15      responsibility placed on them to do an  
16      extraordinary job, okay.

17             An extraordinary job in my provision  
18      would have been to make Girard College an  
19      exemplary institution, which it's not. It is a  
20      good institution. It's not exemplary. And if it  
21      provided funding, meaning the board, we wouldn't  
22      be here today. This wouldn't be an issue today.

23             The Inquirer wouldn't have wrote about  
24      it if they had been doing what the Will  
25      specifies, which is twofold: To ensure the

1 proper operation of the school and to provide tax  
2 relief for the City of Philadelphia.

3 Those words or words similar to that are  
4 in the Will of Stephen Girard. And that has not  
5 taken place when you consider that the funds in  
6 the Girard Trust are at their highest level and  
7 that the Board of City Trusts decided or didn't  
8 decide to provide additional funds to the school.  
9 And with that, that is my testimony.

10 CHAIRPERSON GANNON: Thank you,  
11 Representative Horsey. Any questions from the  
12 panel? Representative Feese.

13 REPRESENTATIVE FEESE: Thank you,  
14 Mr. Chairman. Representative Horsey, thank you  
15 for your testimony. I notice the bill that was  
16 attached to your testimony was referred to Urban  
17 Affairs, the Urban Affairs Committee.

18 REPRESENTATIVE HORSEY: Yes.

19 REPRESENTATIVE FEESE: Would you tell me  
20 what the status of that bill that is before that  
21 Committee? Is it being worked on, investigated?

22 REPRESENTATIVE HORSEY: As I sit here, I  
23 am unaware of the status of the bill in the Urban  
24 Affairs Committee, A. But B is I understand  
25 there is a general commitment by that Committee

1 not to move that bill until these hearings, you  
2 know, out of courtesy of one committee chair to  
3 the other.

4 MR. PRESKI: Representative Feese, that  
5 bill is in the Judiciary Committee at this time.

6 REPRESENTATIVE HORSEY: Excuse me.  
7 Thank you very much, Mr. Preski.

8 REPRESENTATIVE FEESE: Representative  
9 Horsey, I noticed in the bill there was not a  
10 reference to the Sunshine Act and the requirement  
11 that --

12 REPRESENTATIVE HORSEY: Exactly.

13 REPRESENTATIVE FEESE: -- that the  
14 meetings of the Board of Trust be Sunshined. And  
15 from what little I read -- and I'm only going  
16 from what I've read -- I don't believe the Board  
17 meetings are Sunshined?

18 REPRESENTATIVE HORSEY: You are  
19 absolutely right, and that's part of the problem  
20 with present operation. The bill is not a  
21 perfect bill, but I believe it's a working model.  
22 I think that is one part that's not in the bill  
23 that could have been.

24 REPRESENTATIVE FEESE: So you would not  
25 have a problem then with an amendment --



1 REPRESENTATIVE HORSEY: Oh, this bill  
2 should be amended. This bill should be amended.

3 REPRESENTATIVE FEESE: Okay. But  
4 specifically on the Sunshine issue to require the  
5 Board's meeting to be open to the public?

6 REPRESENTATIVE HORSEY: Open to the  
7 public. Exactly.

8 REPRESENTATIVE FEESE: You would not  
9 have a problem with that at all?

10 REPRESENTATIVE HORSEY: Not at all.

11 REPRESENTATIVE FEESE: I'd be happy to  
12 move that amendment for you to --

13 REPRESENTATIVE HORSEY: Thank you,  
14 Representative Feese.

15 REPRESENTATIVE FEESE: Thank you.

16 CHAIRPERSON GANNON: Representative  
17 Caltagirone.

18 REPRESENTATIVE CALTAGIRONE: No  
19 questions.

20 CHAIRPERSON GANNON: Representative  
21 O'Brien.

22 REPRESENTATIVE O'BRIEN: Thank you,  
23 Mr. Chairman. Representative Horsey, just so I  
24 understand the purpose of this hearing today,  
25 I've been involved with kids with disabilities.

1 And through that -- I guess everybody knows that.

2 But through that experience and that  
3 advocacy, I tend to look at issues through the  
4 eyes of the children so that we get the best  
5 result.

6 And we kind of take things in a vacuum  
7 in that respect so that we know that the real  
8 mission is focused on doing the right thing for  
9 those kids.

10 Given that discipline that I imposed  
11 upon myself in that area, I would like to look at  
12 this issue in a similar way and just get to the  
13 root of what the mission is here; and that is  
14 that we should be looking at what is in the best  
15 interests of the children at Girard College.

16 But let me just -- let me just ask a  
17 couple of questions. I have not established  
18 myself as an expert in any way on this issue.  
19 And I apologize to the other Members of the  
20 Committee.

21 So I briefly reviewed some of the  
22 Inquirer articles; and there are a few bullet  
23 points that I will just identify here today,  
24 okay. And if you think that encapsulizes the  
25 issues that we should be attentive to, then I

1 would ask for your comment on that.

2 And that is that in 1992, Girard College  
3 dismissed 48 employees. Those dismissed  
4 included 20 percent of the school's teachers,  
5 that they don't provide recreational activities  
6 on weekends, piano lessons, disappeared woodshop  
7 and auto mechanics disappeared, and that medical  
8 care was eliminated.

9 Now, these are issues that were  
10 identified I guess throughout the Inquirer's  
11 articles. Is there anything that I'm missing  
12 here that you have identified by your own  
13 investigation or by other sources that we should  
14 focus on here today?

15 And I guess the other issue is, as you  
16 raised in your testimony, that the Board of City  
17 Trusts is not spending enough money. Do you have  
18 any specific information that this endowment and  
19 this trust is being treated differently by the  
20 Board of City Trusts than any other endowment  
21 across the country?

22 And specifically I guess what I'm  
23 concerned about is that the mission of Girard  
24 College and Girard College itself will not  
25 disappear because their buying power is



1 Horsey --

2 REPRESENTATIVE HORSEY: I've lost faith  
3 in the Board. And I don't want to expose -- I  
4 don't want to expose children, okay. I don't  
5 want to expose children to that type of  
6 environment; the environment where the investment  
7 and the accumulation of funds are more important  
8 than the specification of the Will itself, which  
9 is the maintenance of the school.

10 And you can't be maintaining the school  
11 if you're cutting the funds. Now, true, once  
12 again they've allocated additional funds for the  
13 school; but only -- they allocated those funds  
14 Monday only after a notice went out Friday that  
15 these hearings were going to be held.

16 And that needs to be noticed. That  
17 needs to be taken notice of.

18 REPRESENTATIVE O'BRIEN: Representative,  
19 out of respect for you and I would -- if that is  
20 your concern, I would like to be very aggressive  
21 in the questioning of the members of the Board of  
22 City Trusts to identify whether there is an  
23 appropriate level of spending, what the endowment  
24 has grown to, whether the conduct of the Board of  
25 City Trusts in that spending level is consistent

1 with other endowments.

2 If you and I are in agreement that that  
3 is of concern, then we will aggressively pursue  
4 that line of questioning. Do you have anything  
5 other than the Inquirer articles that suggests  
6 that the endowment is growing and that they are  
7 more interested in accumulating funds than doing  
8 the appropriate thing for the kids at the  
9 school?

10 REPRESENTATIVE HORSEY: Not at this  
11 time, not that I choose to share with the  
12 Committee at this time. But I will inform you  
13 that there is a group -- a parallel group that  
14 exists in the city of Philadelphia called the  
15 Mary Girard Society.

16 And they've spent -- since the existence  
17 of the trust, they've spent their time watching  
18 and keeping an eye on that trust and its  
19 operations.

20 I received information from this group  
21 that I am not prepared at this time to share with  
22 the Committee. It's not -- it hasn't been put in  
23 the proper format. But once it is put in the  
24 proper format, I will, in fact, share that  
25 information with this Committee and make it

1 public.

2 REPRESENTATIVE O'BRIEN: Well just as a  
3 follow-up then, Representative, the issues that  
4 I've identified --

5 REPRESENTATIVE HORSEY: Excuse me. May  
6 I make a comment about the Mary Girard Society?  
7 I had never heard of this group ever in my life  
8 until this issue came forward and some women got  
9 in touch with me to announce their presence and  
10 to inform me that this group does exist. I had  
11 never heard of it.

12 REPRESENTATIVE O'BRIEN: I've never  
13 heard of 'em either, so I don't know whether  
14 that's an issue that should be before us or not.  
15 But limiting my remarks -- and I don't want to  
16 take up too much time and I don't want to put  
17 words in your mouth.

18 But the issues that I've identified,  
19 does that properly reflect the sum and substance  
20 of your concerns? And if we pursue that line of  
21 questioning, will that address --

22 REPRESENTATIVE HORSEY: That will  
23 address some. But the significance of the  
24 testimony on Stephen Girard the person was the  
25 accumulation of the wealth for me with -- it's

1       okay to say, I guess -- on the back of Black  
2       folks.

3               And now for us not to be involved with  
4       the process today in 1998, it bothers me and it  
5       bothers some other Black folks. You know, in  
6       every ethic group, there's whispers. The Irish  
7       whisper about the English, the Jews whisper about  
8       the Germans, and they tell their own ethnic  
9       stories as a group.

10              Well, there's about five or six trusts  
11       in this country -- and Stephen Girard's  
12       one -- that Black people in the Black community  
13       whisper about and how he accumulated his wealth,  
14       so on and so forth.

15              And it did involve some slave trade.  
16       And for us to be excluded, we're not asking to  
17       take over the Will as an ethic group or as a  
18       racial group. We are asking to be included in  
19       the decisions that surround those funds.

20              And for people not to understand that, I  
21       think they're being insensitive. One Black in  
22       over a hundred years on this -- or two Blacks on  
23       this board in over a hundred years, close to a  
24       hundred and fifty.

25              And for someone on the board to come to



1 me and say, well, you need to wait. You'll get  
2 your turn. So in another hundred years we'll  
3 have three on that board? I mean, what's going  
4 on here? I need to understand that.

5 So if I can effectuate the  
6 process -- and I'm not saying take the process  
7 over, but open the process to the possibility  
8 that more Blacks can get on.

9 Because presently with the board with  
10 members of lifetime, the possibility for  
11 additional Blacks to serve on this board and be a  
12 part of the decision making process are, like,  
13 nil.

14 So that's a concern also, for me and  
15 for, obviously, the Legislative Black Caucus and  
16 the other 20 members who decided to sign onto the  
17 bill is (a).

18 And (b) is once again in all of this,  
19 the Pennsylvania Supreme Court, if they tell us  
20 they're the arbiters of the courts, you know,  
21 they run the courts and they set the policy for  
22 the courts, then they need to step up to the  
23 plate.

24 They didn't do it when -- the  
25 Pennsylvania Supreme Court, they didn't do it in

1 the '60's when I feel as if my state was  
2 embarrassed with an institution that in the '60's  
3 that didn't allow Black kids; and they're not  
4 doing it today.

5 Because they can take I believe in my  
6 mind extraordinary action and put additional  
7 Blacks on this Board of Trusts today, and they  
8 have not said a word and not done a thing.

9 But that's okay. That's the way the  
10 State Supreme Court acts or the courts act. If  
11 you're not in front of them, they don't do  
12 anything. To them, nothing's wrong and  
13 everything operates perfectly; and that's just  
14 not the real world. It's just not the real  
15 world.

16 So in that branch, because they have the  
17 responsibility to administer and to provide  
18 membership on this Trust in the legislation that  
19 was put together in the 1860s, I think it was,  
20 when this board was put together, we authorized  
21 the overseeing of the Philadelphia Board of  
22 Trusts through the courts.

23 Now, over the years, the State Supreme  
24 Court has said, We're in charge of all the  
25 courts. So I believe that the Pennsylvania

1 Supreme Court can effectuate the board members,  
2 and they have not done anything.

3 They have said nothing, they've not  
4 released a press release, they've said everything  
5 at the Philadelphia Board of Trusts is fine as  
6 far as they're concerned, and they said that by  
7 their nonaction on this issue even today.

8 REPRESENTATIVE O'BRIEN: Just this one  
9 follow-up; and this is just a comment,  
10 Representative. As I stated in the beginning of  
11 my statement, I would like to focus on the  
12 children --

13 REPRESENTATIVE HORSEY: Yes.

14 REPRESENTATIVE O'BRIEN: -- and the  
15 important process -- I know that's probably a  
16 concern to you. But I would like to focus on --

17 REPRESENTATIVE HORSEY: The children are  
18 very important to me.

19 REPRESENTATIVE O'BRIEN: If I can just  
20 finish --

21 REPRESENTATIVE HORSEY: Go ahead.  
22 Excuse me.

23 REPRESENTATIVE O'BRIEN: What I would  
24 really like to focus on is making sure that there  
25 is no discrimination against minorities or any

1 children and that the quality of education and  
2 the programs that are in place at this school are  
3 of a level that is either comparable or exceeds  
4 any other educational institution in the area.

5 And I think that's a proper mission for  
6 this Committee.

7 REPRESENTATIVE HORSEY: Excuse me. I  
8 agree with you 100 percent since the enrollment  
9 of the school is 80 -- about 80 percent  
10 minorities.

11 I mean, I would consider this an issue  
12 if the enrollment was only one minority, but it  
13 really is an issue that hits at home since the  
14 school is about 70 to 80 percent Black or  
15 minority since the '60's when the U.S. Supreme  
16 Courts allowed the first minority to be admitted  
17 to the school.

18 The population has swung. There's been  
19 a reversal so that most of the orphans in the  
20 school now are minorities. Remember the orphans.  
21 Somebody has to speak up for them. People in my  
22 community said this needs to be done; and they  
23 chose me to do it, meaning introduced this bill.  
24 So if I have to fall on the sword, so be it.

25 REPRESENTATIVE O'BRIEN: So I think

1 we're on the same page that we're interested in  
2 the kids.

3 REPRESENTATIVE HORSEY: Absolutely.  
4 Absolutely. And my opening statement was if I  
5 thought Girard was an institution that was equal  
6 or above, then this wouldn't be an issue.

7 But because the Board has only one Black  
8 on it and the school is predominantly Black and  
9 they are cutting funding, then I don't know  
10 what's going on. It sounds like, as one  
11 newspaper describes described it, institutional  
12 racism. There's an issue there and there's a  
13 problem. There's a problem.

14 And so that we don't visit this issue in  
15 10 or 20 years, the process is opened up and we  
16 could perhaps try, would at least have an idea,  
17 we can get more minorities on this board, they, in  
18 fact, would be able to oversee or make sure that  
19 the operation of the school with the kids wasn't  
20 being neglected.

21 And I don't think you get the  
22 sensitivity necessary with the board that doesn't  
23 have many more minorities or a few more  
24 minorities on it. So that's how it spills over.

25 Not having some additional minority

1 representation on the Board means that the  
2 school, which is predominantly minority, doesn't  
3 get the proper respect. Goes to the point of  
4 even being neglected.

5 REPRESENTATIVE O'BRIEN: Mr. Chairman,  
6 thank you very much for giving me this generous  
7 time.

8 CHAIRPERSON GANNON: Thank you,  
9 Representative O'Brien. Representative Lucyk.

10 REPRESENTATIVE LUCYK: No questions.

11 CHAIRPERSON GANNON: I'm sorry. Any  
12 other Member have questions?

13 (No audible response.)

14 CHAIRPERSON GANNON: We've been joined  
15 by Representative James -- Harold James, a member  
16 of the Committee, and Representative Washington,  
17 who is also a member of the Committee. Any other  
18 questions, Representative James, Representative  
19 Washington?

20 REPRESENTATIVE JAMES: Thank you,  
21 Mr. Chairman. I just want to thank  
22 Representative Horsey for introducing the bill  
23 and causing the kind of reaction that has  
24 happened.

25 And hopefully through these hearings .

1       that we can work to make sure that the children  
2       will be getting the adequate enhancement in  
3       education that they need. And I was just  
4       wondering, you know, if the Chairman may want to  
5       indulge, if Mr. Horsey would want to stay or  
6       something?

7                   CHAIRPERSON GANNON: Representative  
8       Horsey?

9                   REPRESENTATIVE HORSEY: Yes, I'd be  
10      happy to.

11                  CHAIRPERSON GANNON: Thank you.

12                  REPRESENTATIVE HORSEY: Thank you,  
13      Mr. Chairman. Thank you, ladies and gentlemen.

14                  CHAIRPERSON GANNON: Thank you,  
15      Representative James. Thank you, Representative  
16      Horsey for coming before the Committee and  
17      sharing your testimony with us.

18                  Our next witnesses are Mr. John Egan,  
19      Junior, a member of the Board of Directors of  
20      City Trust at Girard College and Sundry Trust,  
21      and the Honorable Dominic Cermele, a member of  
22      the Board of Directors of the City Trust, Girard  
23      College and Sundry Trusts. Welcome, gentlemen.

24                  Before you proceed, would you have the  
25      gentlemen who are with you identify themselves

1       also?

2                   MR. BURCIK:  Yes, Mr. Chairman.  To my  
3 right, we have Sal DeBunda, who is general  
4 counsel and partner in the law firm of Pelino &  
5 Lentz in Philadelphia.  Next to me is Judge  
6 Dominic Cermele, a member of the Board and  
7 president -- or Chairman of the Board of Managers  
8 of Girard College.

9                   Next to him is Joseph Devlin, who is the  
10 head of school of Girard College.  Mr. Chairman,  
11 also with us is Charlsie Biard over here who is  
12 our Director of Education along with Marion  
13 Saunders, who is or Admissions Director.

14                   And, I'm sorry, Rick Burcik, the General  
15 Manager of the Girard Estate.  We've kind of  
16 brought everybody from Philadelphia.

17                   CHAIRPERSON GANNON:  Thank you.  You may  
18 proceed.

19                   MR. EGAN:  Good morning, ladies and  
20 gentlemen.  I'd first like to thank the House  
21 Judiciary Committee and Chairman Representative  
22 Gannon for inviting us to speak here today.

23                   We appreciate the opportunity to share  
24 with you some of the great things that are  
25 happening at Girard College.  The success of



1 Girard College is something that is very dear to  
2 all of us at the Board of City Trusts and  
3 something that we take great pride in.

4 I've already introduced the folks that  
5 are here with us. Mr. Chairman, following our  
6 presentation, we'd be happy to answer any  
7 questions you may have regarding the Board of  
8 City Trusts and the operation of Girard College.

9 In discussing the Board of City Trusts  
10 and its role in relation to Girard College, I  
11 think it's important for us to start at the  
12 beginning during the time that Stephen Girard was  
13 alive and help you understand the Board's role in  
14 a historical context.

15 Stephen Girard came to Philadelphia in  
16 1776 from Bordeaux, France. He was a talented  
17 businessman and made his fortune in a number of  
18 endeavors. He was known as a merchant, a  
19 mariner, and a banker, which is quite a  
20 combination.

21 However, Stephen Girard is also known as  
22 a great hero. Whenever his country called,  
23 Stephen Girard answered. During the Yellow Fever  
24 Epidemic of 1793, it was Stephen Girard who  
25 stayed behind to nurse the sick and the dying.

1                   Another little-known fact is that  
2                   Stephen Girard personally financed the War of  
3                   1812, once again serving his country selflessly.  
4                   At the time of his death in 1831, he was the  
5                   richest man in the United States.

6                   Upon his death, it was discovered that  
7                   Stephen Girard has left the vast bulk of his  
8                   fortune to the creation of a school for orphan  
9                   boys that would later become Girard College.

10                  In order to create a perpetual  
11                  charitable trust, one that would always exist for  
12                  the ongoing maintenance of a school for orphan  
13                  boys, Stephen Girard named the City of  
14                  Philadelphia as the trustee.

15                  And the City of Philadelphia served as  
16                  trustee for the Girard Estate from 1831 to 1869.  
17                  In 1869, it was determined by the Pennsylvania  
18                  State Legislature that it might make more sense  
19                  for the Mayor of Philadelphia and the president  
20                  of City Council to have more time to focus on the  
21                  issues of the governance of the City of  
22                  Philadelphia.

23                  For that reason, the State Legislature  
24                  created the Board of Directors of City Trusts to  
25                  serve as the agent for the City of Philadelphia

1 in any perpetual charitable trust bequeathed to  
2 the city; therefore, the Board of City Trusts was  
3 created.

4 It was determined that the Board would  
5 consist of 14 members. 12 members would be  
6 selected by the Court of Common Pleas and would  
7 serve during good conduct, one ex-officio member  
8 would be the Mayor of the City of Philadelphia,  
9 another ex-officio member would be the President  
10 of city council.

11 Board members would not receive any  
12 compensation for their service on the Board. The  
13 Court of Common Pleas would have jurisdiction  
14 over the Board, and any and all challenges to the  
15 trust or the wills of the benefactors must be  
16 approved by the Court of Common Pleas.

17 The makeup and rules of the Board of  
18 City Trusts remain the same today. The role of  
19 the Board to serve as trustee for the City of  
20 Philadelphia in any perpetual charitable city  
21 trust is still our charge as trustees; and it's a  
22 job that we take very, very seriously.

23 What exactly does it mean to serve as a  
24 trustee for the City of Philadelphia in any  
25 perpetually city trust? Essentially, the duty of

1 the Board is as follows:

2 (1), to administer the trust; (2), to  
3 invest the principal of the trust to generate the  
4 funds necessary to support Girard College and  
5 other beneficiaries of the trust; and (3), to  
6 distribute those funds generated from the  
7 investments as the Will or trust prescribed.

8 Currently, the Board of City Trusts  
9 administers approximately a hundred and twenty  
10 perpetual charitable trusts. The current value  
11 of all hundred and twenty trusts is in excess of  
12 \$500 million.

13 The largest of the hundred and twenty  
14 trusts is the estate of Stephen Girard, the bulk  
15 of which benefits Girard College. The College  
16 was established in 1848 and is known to be one of  
17 the finest institutions of its kind.

18 The second largest of the trusts is the  
19 estate of James Will, the bulk of which benefits  
20 Wills Eye Hospital in Philadelphia. The hospital  
21 was established in 1825 and is also known to be  
22 one of the finest hospitals of its kind.

23 A hundred and eighteen other smaller  
24 trusts are referred to as Sundry Trusts and  
25 benefit a variety of different causes which

1 include trusts left behind for the sole purpose  
2 of assisting the poor and paying their utility  
3 bills, commonly known as the Fuel Funds; various  
4 educational scholarship funds; various award  
5 funds such as the John Scott Award, which is very  
6 similar to the Nobel Prize; a number of others  
7 such as Benjamin Franklin's Estate, which no  
8 longer exists and was used for the establishment  
9 of the Franklin Institute, which I'm sure many of  
10 you are familiar with.

11 As I've mentioned before, the Board of  
12 Directors of City Trusts is made up of 14  
13 members. We also have a staff of very talented  
14 people that assist us in ensuring that we serve  
15 the beneficiaries of the trusts to the best of  
16 our ability.

17 In order to help me illustrate the  
18 organization of the Board of City Trusts, I have  
19 brought an organizational chart for your review.  
20 And while Rick is holding it up, I will briefly  
21 go through it.

22 We have the secretary to the Board, who  
23 is responsible for the Sundry Trusts that I just  
24 mentioned. We have one part-time and one  
25 full-time employee which report to that

1        secretary.

2                    The general manager of the Board of City  
3        Trusts who is with us today, Rich Burcik, a  
4        hundred employees report to him. We have the  
5        head of the school with us who will be talking a  
6        little bit later, and approximately 225 employees  
7        report to that head of school.

8                    At Wills Eye Hospital, we have an  
9        executive director, we have a chief of  
10       ophthalmology, and we have 600 employees at Wills  
11       Eye Hospital. This entire staff of qualified  
12       people works together to ensure the success of the  
13       beneficiaries of the Board of City Trusts.

14                   Now let us return to the role of the  
15       Board as it relates to the various organizations  
16       and institutions that benefit from the perpetual  
17       charitable trusts.

18                   Once again, the primary responsibility  
19       of Board of City Trusts is to invest the  
20       principals of the trusts. These investments  
21       generate the funds needed to maintain the  
22       numerous beneficiaries today and in the future.

23                   The Board oversees and chooses all  
24       investments made on behalf of the various trusts.  
25       Investments are carefully chosen to ensure the

1 success and the perpetuity of the trust so that  
2 the beneficiaries will not run out of funding in  
3 the future.

4 For our purposes today, we will not  
5 discuss all of the financials associated with  
6 investments and the many successes on behalf of  
7 the trusts. All of that information will be  
8 included, Mr. Chairman, in a subsequent hearing  
9 that I understand that will focus on finances.

10 However, as Chairman of the Board of  
11 City Trusts Finance Committee, I would like to  
12 touch briefly on the issue of the Board's  
13 responsibility to ensure the perpetuity of the  
14 trusts.

15 The common goal of all fiduciaries is to  
16 maintain the real value of the funds entrusted to  
17 them while ensuring a consistent stream of  
18 funding for the beneficiaries.

19 Balancing current needs against future  
20 wants is one of the most difficult problems  
21 fiduciaries face. For that reason, we at the  
22 Board of City Trusts have imposed a 5 percent  
23 spending rule on funds distributed to the  
24 beneficiaries of the trusts.

25 Significant historical analysis shows

1       that spending rates of 5 percent or less result  
2       in growth of the underlying funds themselves as  
3       well as the amount available to meet budgetary  
4       needs.

5                 Spending in excess of that amount tends  
6       to erode the fund's principal as well as reducing  
7       the amount of funds available to continue the  
8       organization's good work.

9                 Therefore, prudent fiduciaries tend to  
10       be those that balance the present and future  
11       needs of their organization by imposing a modest  
12       rate of spending.

13                In order to better illustrate this  
14       concept, we have provided copies of statements  
15       from a number of highly acclaimed financial  
16       experts. These experts endorse the Spending Rule  
17       as a means to ensure the perpetuity of trusts  
18       such as those administered by the Board of City  
19       Trusts.

20                We have employed the Spending Rule for  
21       all of the beneficiaries, including Girard  
22       College. In this way, we are able to ensure that  
23       the school will have the funding it needs to  
24       continue to educate needy children for many, many  
25       years to come.



1 I would also like to submit for the  
2 record an article by Martha Barrett regarding the  
3 decline and eventual closure of the Ellis School  
4 for Girls. This is a perfect example of an  
5 institution that overspent the principal of the  
6 trust until its value in real dollars could no  
7 longer support the school.

8 We are here to ensure that the same  
9 decline does not happen at Girard College. In  
10 fact, thanks to the employment of the Spending  
11 Rule, Girard College is facing quite the opposite  
12 situation.

13 Just last week the Board of City Trusts  
14 announced the approval of a \$28 million expansion  
15 plan for Girard College. The approval clears the  
16 way for construction and physical plant  
17 renovations to the campus.

18 Specifically, the plan calls for the  
19 construction of a new dormitory that will house  
20 grades 1 through 5. In addition, what was  
21 formerly the Girard College Mechanical Trades  
22 School will be converted into a state-of-the-art  
23 elementary school.

24 Once completed, the upgrades will  
25 accommodate the ongoing growth expected in the

1 school's student population over the next several  
2 years.

3 The strong performance of the Board's  
4 real estate investment portfolio, which increased  
5 by 30 percent between August 31st, 1996, and August  
6 31st, 1997, was a key factor in the decision to  
7 commit funding to the expansion projection.

8 The financial management and investment  
9 strategies we adopted in 1992 have enabled us to  
10 make these improvements. In turn, Girard's  
11 enrollment potential will expand without risking  
12 the financial future of the trust.

13 This expansion is something that's been  
14 in the works since September of 1994. At that  
15 time, the Board began the initial planning  
16 efforts that led to the Strategic Development  
17 Plan for Girard College. Joe Devlin will later  
18 touch on the plan when he discusses the  
19 curriculum at the school.

20 The Board of City Trusts is excited  
21 about this new project. And much of the credit  
22 for the vision around this development goes to  
23 the Board of Managers of Girard College.

24 The Board of City Trusts established the  
25 Board of Managers in 1996. Recognizing its prime

1 responsibility in the preservation of its assets  
2 and the distribution of the funds necessary to  
3 maintain and enhance Girard College, the Board of  
4 Managers was created as a means to have a closer  
5 tie with the school.

6 The Board of Managers was established as  
7 a group that would be closer to the needs of the  
8 school. They serve as the overseers and help  
9 maintain the vision of Girard College.

10 They pay close attention to the  
11 societal changes that affect our students and  
12 help guide the Board of City Trusts on the best  
13 way to serve and meet the needs of our kids.

14 Judge Cermele who's with me here today  
15 serves as the Chairman of that Board of Managers.  
16 He provides a wonderful and important bridge as a  
17 member of the Board of City Trusts and the Board  
18 of Managers.

19 As some of you may know, he is also an  
20 alumni of Girard College and through his  
21 experiences provides a unique perspective of  
22 Girard College.

23 With that, Mr. Chairman, if I could, I'd  
24 like to introduce Judge Cermele, who will provide  
25 you with a background of the Board of Managers,

1 Girard College, the many successes of our school,  
2 and the Board of Managers.

3 CHAIRPERSON GANNON: Thank you,  
4 Mr. Egan. Judge Cermele.

5 HONORABLE CERMELE: Good morning,  
6 Mr. Chairman, Members of the Committee. Thank  
7 you for the opportunity of appearing here. In  
8 1945 when I was just 4 years of age, my father, a  
9 vital 46-year old man, entered the hospital for  
10 a routine appendectomy.

11 Unfortunately, the pint of blood they  
12 gave him as a precaution contained the Hepatitis  
13 B virus; and by June of 1947, he was dead. My  
14 two sisters, mother, and I were left alone and  
15 impoverished.

16 My father was an electrical engineer.  
17 We lived in the suburbs. And had my life taken a  
18 normal path, I would have attended suburban  
19 public or private schools. I probably would  
20 still be living in the suburbs. I might be the  
21 Chairman of this Judiciary Committee.

22 Instead, we were forced to move into the  
23 inner city in a home already overoccupied by my  
24 grandparents, four aunts, and two uncles. Our  
25 options were few since the \$27 per month my

1 mother received from Social Security did not go  
2 far.

3 But in early 1948, my mother read an  
4 article in Life Magazine extolling the virtues of  
5 Girard College. And as a result, I entered  
6 Girard in September of 1948; and this year, I am  
7 celebrating my personal jubilee of my  
8 relationship with Girard as the school celebrates  
9 its sesquicentennial.

10 Girard College was and is a wonderful  
11 institution. Since its opening in 1848, it has  
12 enjoyed a reputation second to none in this  
13 country and around the world. Over the years,  
14 six presidents of the United States have visited  
15 Girard as did King Edward the VII of England when  
16 he was Prince of Wales.

17 The emperor of Brazil and no less a  
18 personage as Charles Dickens have made their way  
19 to our beloved and beautiful campus. How lucky  
20 was I in 1948 to enter Girard College and how  
21 lucky I am today to still be associated with this  
22 wonderful, forward thinking institution.

23 When I entered Girard College, there  
24 were many children in like circumstances. In  
25 those days, Social Security had just started,

1       there were no O.S.H.A. benefits to protect  
2       workers, there were few employer-sponsored  
3       benefits, and insurance was sold on a weekly  
4       basis for purposes of providing funds for burial  
5       and little else.

6                   Thank God there was a Girard College for  
7       us. Today's children at Girard come from all  
8       sorts of backgrounds and conditions. But the  
9       present student body, whatever their  
10      circumstances, are even more deserving and in  
11      need of Stephen Girard's great loving gift than  
12      in the past.

13                   These children of all races are among  
14      our most needy. Were it not for Girard's  
15      intervention, some of these children could risk  
16      the possibility of death before reaching their  
17      majority due to the violence prevalent in our  
18      neighborhoods today or most assuredly risk the  
19      high possibility of dropping out of school and  
20      continue a cycle of poverty.

21                   Instead, Girard College takes these  
22      wonderful children and works with them to become  
23      scholars and outstanding citizens. And when they  
24      graduate, nearly 100 percent of them go on to  
25      colleges like, Ursinus, University of

1 Pennsylvania, Brown, Cheyney, Penn State, Temple,  
2 Drexel, and Howard.

3           Among those who complete four-year  
4 programs are those who become lawyers, doctors,  
5 international financiers, community leaders, and  
6 just good citizens, just like in the "good old  
7 days" Girard, perhaps even better than in the  
8 good old days when less than one-third of my  
9 graduating class went on to colleges or  
10 universities.

11           Now sometimes we get even double value  
12 for our money. A few years ago there was a  
13 mother who due to circumstances found that it  
14 would be best to enroll her daughter in Girard  
15 College.

16           Like my mother, this woman too sorely  
17 missed her child. This brave woman took  
18 advantage of Girard's gift by not only securing a  
19 good education for her daughter but by using the  
20 available time and her own ability and drive  
21 securing an education for herself.

22           Two years ago, her daughter graduated  
23 from Girard with honors and is now doing great  
24 work at a major prestigious university. The  
25 mother in the meantime obtained both bachelor and

1 master degrees, and now she's working on becoming  
2 a clinical psychologist.

3 I love Girard College and all that it  
4 stands for. I loved it then, and I love it now.  
5 I had lots of brothers around me then, and I have  
6 lots of little brothers and sisters now; children  
7 that I love, that I respect, and that I feel  
8 responsible to and for.

9 When I was a student at Girard College,  
10 I never, ever dreamed that I might one day make  
11 the journey from ward to trustee of the Girard  
12 Estate.

13 In 1992, our newly elected Mayor, Edward  
14 G. Rendell asked me to represent him at the Board  
15 of Director of City Trusts meeting. I was happy  
16 to do this since I was just completing a term in  
17 office as President of the Girard College Alumni  
18 Association and had a deep interest in Girard and  
19 its relationship to the Board of Directors of  
20 City Trusts.

21 Later that year in 1992 when an opening  
22 on the Board occurred, I was appointed to my own  
23 seat. From the very first, I expressed to my  
24 fellow Board members that my primary interest was  
25 and always will be Girard College.



1           It was for this reason that I vigorously  
2 pursued the strategic planning sessions held at  
3 Girard College in 1994 and '95. And it was for  
4 these same reasons that I was most proud to be  
5 selected to serve on the newly-created Board of  
6 Managers and to become its first chair.

7           The Girard College Board of Managers was  
8 constituted and began its new duties in early  
9 December of 1996. It currently consists of 14  
10 voting members with provisions made for eventual  
11 growth to 19.

12           The membership is made up of educators;  
13 graduates of the school; trustees; a parent; the  
14 head of school; and as nonvoting members, two  
15 students and a faculty member.

16           The members of this Board of Managers  
17 constitute an extremely prestigious and exclusive  
18 group. Under our bylaws, members serve for  
19 six-year terms and may succeed themselves for one  
20 additional term.

21           Naturally, at the outset we staggered  
22 two-, six-, and four-year terms in order to  
23 assure a orderly succession in the future. Let  
24 me tell you who some of these members are.

25           Mr. David Bridges was the Chairman of

1 Middle States Evaluation Team that granted Girard  
2 ten-year accreditation. He is the retired  
3 Assistant Headmaster of the Hackley School, a  
4 prestigious boarding school in New York, and has  
5 spent his life working with young people in  
6 college preparatory schools.

7 Eleanor Elkington is the Director of  
8 Admissions at Germantown Friends School and one  
9 of the most active participants in our Strategic  
10 Planning Committee.

11 Dr. James England was the Provost at  
12 Temple University and the principle architect of  
13 the plan that lead to our new governance  
14 structure. Dr. Antoinette Iadarola is President  
15 of Cabrini College and was selected since she has  
16 a governance structure similar to ours.

17 Dr. Teta Banks is the Executive Director  
18 of the Dr. Martin Luther King, Junior, Foundation  
19 for Nonviolence in Philadelphia and has worked  
20 with many of our students in the past.

21 She has conducted numerous citywide  
22 educational programs for nonviolence right on our  
23 campus and she has been particularly helpful to  
24 me in melding this new board into a tight,  
25 productive group.

1                   Mr. Joseph Devlin is the Head of School  
2                   at Girard College and former principal of the  
3                   middle school and a faculty member of many years.  
4                   I want you to know that I have known eight  
5                   president, or as we now say, heads of school in  
6                   my 50 years' association with this institution  
7                   and I consider Joe Devlin to be far and away the  
8                   best.

9                   Among the graduates who serve on the  
10                  Board of Managers, Mr. AlFred Sanford of the  
11                  Class of 1981. He's the business manager at  
12                  Channel 5 News in Nashville, Tennessee; and he's  
13                  among the cream of the African-American graduates  
14                  of Girard College.

15                  Mr. Peter Scotese is a member of the  
16                  Class of 1937 and he's the Chairman Emeritus, the  
17                  Board of Directors of the Fashion Institute of  
18                  Technology in New York and he was the CEO of  
19                  Spring Industries, a Fortune 500 company.

20                  Mr. Charles Weiss, a graduate of the  
21                  Class of 1947, is a partner in the Pittsburgh law  
22                  firm of Thorpe, Reed, and Armstrong and he's a  
23                  well-known attorney in that City and a graduate  
24                  who truly loves Girard College, as I do.

25                  As most of you know, I graduated from

1 Girard in 1959 and I work for the City of  
2 Philadelphia. Among the other members of the  
3 Board of Managers who serve also on the Board of  
4 Directors of City Trusts would include Ms. Ann  
5 Eisman, who's well-known in philanthropic circles  
6 in the City of Philadelphia; Mr. Stephen R.  
7 Wojdak is a well-known attorney and lobbyist and  
8 one with whom I'm sure you're all familiar with;  
9 Mr. Melvin C. Howell has been active in political  
10 and civil activities for many, many years. He's  
11 a retired pharmacist, he's a member of the Board  
12 of Directors of Cheyney State University,  
13 and he has been for many years a strong advocate  
14 for Afro-American participation at all levels of  
15 the Girard College family.

16 Ms. Patricia Scott is a mother of two  
17 Girard graduates, and she currently has a student  
18 in the 10th grade. She works hard, but she  
19 typifies the parents at Girard.

20 Like my own mother, she made a  
21 sacrifice. She has sacrificed her wants and  
22 desires to see that her children get the best  
23 education available. Her dedication to the Board  
24 of Managers is both personal and selfish. She  
25 wants Girard to be the best because its

1 excellence affects her own child.

2 Robert Behr is Chairman of Fine Arts  
3 Department at Girard College. He's the curator  
4 of the famous Stephen Girard Collection, and he  
5 serves as a nonvoting member of the Board of  
6 Managers.

7 The current Junior Class President,  
8 Sabrina Williams, and Student Body President, Mike  
9 Freeman, serve also as nonvoting members of the  
10 Board. They serve as a conduit for the free-flow  
11 of information by and between the Board and the  
12 Girard College community and student government.

13 The composition of the Board of Managers  
14 is diverse and it is inclusive. Under its  
15 bylaws, diversity is required by classification,  
16 as I've outlined earlier.

17 But by practice, the Board is also  
18 diverse and inclusive by gender, by race, and by  
19 age. There are six African-Americans currently  
20 serving on the Board of Managers and there are  
21 six females. And their ages range from under 18  
22 to over 70.

23 The common bond is that they all love  
24 Girard College and are dedicated to its mission  
25 of excellence. The mission of the Board of

1 Managers is no less than this: That is the full  
2 governance of Girard College in partnership with  
3 the head of school.

4 While the Board of Directors of City  
5 Trusts retains the ultimate responsibility for  
6 the Girard Estate and its constituency, it has  
7 wisely ceded the day-to-day responsibilities for  
8 Girard College to the professionals and to this  
9 distinguished Board of Managers.

10 The Board of Managers submits its annual  
11 budget proposal to the Board of Directors of City  
12 Trusts for its concurrence and also seeks  
13 approval for any changes in the bylaws of the  
14 Board or changes in the mission or vision  
15 statement of Girard.

16 And while the Board of Directors of City  
17 Trusts retains responsibilities for the  
18 appointment of new or renewed members of the  
19 Board of Managers as well as the head of school,  
20 they wisely exercise the responsibility through  
21 the mechanism of allowing the Board of Managers  
22 to be the sole recruiting and screening  
23 mechanism.

24 Thus the two boards have developed a  
25 synergistic relationship that inures to the

1 benefit of the school and especially its  
2 scholars.

3 The Board of Managers of Girard College  
4 has been extremely active during this past year  
5 and is supplemented by an extensive and even more  
6 active committee structure.

7 The bylaws of the Board of Managers  
8 allow for committee memberships from other  
9 experts, staff members, graduates, and interested  
10 persons. This has allowed us to be even more  
11 inclusive and to expand our resource pool  
12 geometrically.

13 Further, committee membership serves as  
14 a breeding ground from which to recruit and  
15 test future members of the Board of Managers.  
16 At our quarterly board meetings, all committee  
17 members are invited to attend and participate.

18 And generally, 30 to 35 individuals  
19 attend those board meetings; and they're allowed  
20 to participate. The committee structure of  
21 Girard is strong, and the committees of that  
22 Board have had significant accomplishments during  
23 the past year. The educational and residential  
24 program is split among two subcommittees.

25 The Enrollment Management Subcommittee,

1       which has totally revamped the recruitment  
2       procedures for the school and refined the  
3       admissions criteria so as to increase diversity  
4       among the student body and to carefully select  
5       students that will have the greatest chance of  
6       success as the school fully implements it's new  
7       educational policy that the Educational Policy  
8       Subcommittee has approved and worked on.

9               The Educational Policy Subcommittee has  
10       approved and implemented a voluntary weekend  
11       program that currently involves approximately 15  
12       percent of the student population. Plans are  
13       underway to expand this voluntary program in the  
14       1998-99 school year for up to 30 percent of the  
15       student body.

16              They have completed evaluating an entire  
17       performance-based curriculum which was developed  
18       and written by the staff working with the Temple  
19       University School of Education.

20              The Committee's currently reviewing  
21       tenure policy and is reviewing all assessment  
22       criteria for the school. The Finance Committee  
23       of the Board of Managers has changed the  
24       methodology of the budgeting process.

25              We recently conducted three series of



1 budget hearings at Girard College that involved  
2 all of the teachers at one hearing, involved all  
3 of the Juniors and all of the Seniors at another  
4 hearing, and involved all of the house parents at  
5 a third hearing. And the reason was because our  
6 strategic plan calls for the budget process to  
7 have as widespread a participation as possible.

8 We have devised a plan to separate the  
9 capitol budget into distinct areas distinguishing  
10 those items which more correctly should be  
11 identified as ongoing repair and maintenance from  
12 actual capital projects.

13 This last fiscal year, funding was  
14 allocated for three new teacher/house parent  
15 positions and a graduate intern for research.

16 In preparation for the drafting and of  
17 the operating capital budgets for this coming  
18 school year, the Committee has reviewed all of  
19 the budget lines and has broken them into  
20 distinct enterprise funds so that business plans  
21 can be developed for each fund and each plan can  
22 further the strategic goals of the school.

23 The Committee is in the process of  
24 developing cost estimates associated with the  
25 building of new facilities, which we have been

1 working on for a number of years, and operating  
2 cost estimates for an expanded program as well as  
3 an expanded student body.

4 The Development Committee has worked  
5 equally hard over the last year and has  
6 commissioned and received a national survey on  
7 development.

8 The Physical Plant Committee has been  
9 our most active and inclusive committee. It  
10 spent more than a year developing a comprehensive  
11 master plan for the entire campus to better serve  
12 our students and to accommodate potential future  
13 growth from the current 600 students to 800 and  
14 eventually a thousand.

15 In its planning process, this Committee  
16 greatly expanded its membership to include  
17 representatives from every segment of Girard  
18 College family.

19 More than 40 people were involved in  
20 developing the master plan. Many meetings were  
21 held in the spring and summer of 1997 before the  
22 work of this master plan was completed in October  
23 of 1997.

24 More recently, it has completed an  
25 engineer master plan to address the long-term

1 renewal of the campus. We have a Historic  
2 Collections Committee at Girard College. The  
3 historic collection at Girard is very famous.

4 May 1st of this year you are all invited  
5 to an unveiling of a postal card for Girard  
6 College. May 6th of this year you're all invited  
7 by our Historic Collections Committee to an  
8 opening of the exhibition of all of the drawings  
9 associated with the development of Girard College  
10 a hundred and fifty years ago.

11 More than a hundred and fifty years ago,  
12 the trustees of Girard held the first national  
13 competition for an architectural commission. And  
14 we have all of those drawings that were submitted  
15 by all of those architects from around America,  
16 and they will all go on exhibit on May 6th.

17 In fact, you may have noted in our  
18 recent press release that we are going to further  
19 celebrate that commission of a hundred and fifty  
20 years ago by doing another competition now for  
21 the development of the new buildings that we are  
22 doing.

23 Finally, we have an Executive Committee;  
24 and this committee serves as the recruitment body  
25 and has added 30 additional persons to actively

1 and regularly serve on the various committees of  
2 the Board.

3 The Board of Directors of City Trusts  
4 recognize the need of Girard College to have a  
5 separate board to concentrate solely on the  
6 governance of the school.

7 Responding to that need in accordance  
8 with the recommendation of its many educator  
9 consultants and evaluators, the Board of Managers  
10 was created and empowered. In its short  
11 existence, we believe it has well carried out the  
12 first steps of its ongoing mission.

13 We did it because it was the right thing  
14 to do and it was part of an overall strategic  
15 plan whose roots rest in the changes that the  
16 Board of Directors of City Trusts began in 1992  
17 and it is something that we are extremely proud  
18 of.

19 Girard College is one of the finest  
20 institutions of its kind in this nation. Stephen  
21 Girard was a wise and generous man to whose  
22 memory I will personally be forever grateful.

23 Over the years, it has often been a  
24 great source of pride to me that I have been the  
25 recipient of kudos merely because I attended

1 Girard College, a school with a marvelous and  
2 widespread reputation for excellence.

3 Today, that reputation is still  
4 excellent -- still excellent -- and even more  
5 widespread. Visitors travel from all over the  
6 world. Educators from the South Pacific to the  
7 Near East seek our counsel and study our  
8 methodologies.

9 Over the past few years, our excellence  
10 has been recognized and praised by private  
11 citizens and public officials alike. The  
12 Congress of the United States of America recently  
13 sent more than 40 of its staff members to study  
14 Girard as a model for the nation.

15 The U.S. Department of Labor in a recent  
16 study clearly shows Girard to be the outstanding  
17 leader when compared to its peer group. I loved  
18 Girard College when I was a student and a young  
19 graduate from that school, and I love it even  
20 more today because it is an even better school  
21 now.

22 Responsibility for those improvements  
23 and reputation and, in fact, rests with the  
24 leadership of the school. So it is with some  
25 pride and a great deal of respect that I would

1       introduce to you Mr. Joseph Devlin, who's the  
2       head of the school for Girard College.

3               For my part, I sincerely thank you for  
4       this opportunity to speak to you about my beloved  
5       alma mater. Thank you.

6               CHAIRPERSON GANNON: Thank you, Judge  
7       Cermele. According to our agenda schedule,  
8       Mr. Devlin is not scheduled to testify until  
9       later; however, I'm going to invite him to  
10      testify now and that'll be for the purpose -- I  
11      believe one of you fellows have to leave before  
12      we finish?

13              HONORABLE CERMELE: Yes, sir. My mother  
14      is ill in the hospital and had a heart attack and  
15      I appreciate your indulgence.

16              CHAIRPERSON GANNON: I'm sorry to hear  
17      that. What I would prefer to do is invite  
18      Mr. Devlin to testify now so if there's any  
19      questions, if you can stay a little bit. If you  
20      leave, you will not be here to answer a question  
21      if a question came up. Mr. Devlin, thank you.

22              MR. DEVLIN: Thank you very much,  
23      Mr. Chairman and Members of the Committee.  
24      Girard College founded in 1831 by Stephen Girard  
25      and opened in 1848 is a boarding school for 600

1 young men and women in grades 1 through 12.

2 Located in North Central Philadelphia,  
3 Girard offers complete scholarships for tuition,  
4 room and board, clothing to needy children from  
5 single-parent families.

6 The school is situated on a 43-acre  
7 gated community not far from the art museum  
8 section of Philadelphia. According to Girard's  
9 Will, most students come from the City of  
10 Philadelphia.

11 And that's approximately 85 percent with  
12 an additional 7 percent from Pennsylvania outside  
13 of Philadelphia. And the remaining 8 percent  
14 come from the New York through Washington  
15 metropolitan area.

16 To be admitted to Girard College,  
17 students must come from single-parent families or  
18 from homes where only one of the biological  
19 parents is in the household. Preference is given  
20 to orphans.

21 Students must show economic need, have  
22 average intelligence, beyond grade level in  
23 reading and math, and deemed likely to benefit  
24 from the program offered by Girard.

25 Most of the students are admitted into

1 the elementary school, and that's approximately  
2 65 percent each year; and approximately 35  
3 percent are admitted into the middle school.

4 Occasionally, a student who has not yet  
5 reached his or her 15th birthday can be admitted  
6 into the high school. When the school was opened  
7 in 1848, we've heard it was opened to poor,  
8 white, male orphans; and a hundred students  
9 entered in 1848.

10 Throughout the 19th century, the school  
11 continued to grow incrementally but did not reach  
12 it's maximum enrollment until the height of the  
13 Depression when approximately 1700 students were  
14 enrolled.

15 From the late '30's until World War II,  
16 enrollment declined slightly. It increased  
17 slightly from 1945 to 1951 when enrollment began  
18 a precipitous decline from the 1300 students in  
19 1951 to 275 students in 1975.

20 Since 1975, the enrollment has grown  
21 steadily to its current level of 600. In 1992,  
22 enrollment was 500; and today it is 600.

23 In 1954, a campaign was waged to allow  
24 Afro-American male students to enroll at Girard  
25 College. In 1957, the U.S. Supreme Court ruled



1       that the white male orphan provision in Stephen  
2       Girard's Will was illegal. And what followed was  
3       a ten-year struggle to admit people of color.

4               The first Afro-American students were  
5       admitted 1968. And in January of 1980, the  
6       college's Afro-American student population  
7       reached 51 percent.

8               In 1984, females were admitted.  
9       Currently, the school was 79 percent  
10      Afro-American, 10 percent caucasian, 7 percent  
11      Latino, and 4 percent Asian American. The school  
12      is currently 51 percent female and 49 percent  
13      male.

14              In December of 1992, the college  
15      petitioned the court to allow it to admit  
16      students over the age of 12 but not yet 15 years  
17      of age to increase the high school population.

18              In nineteen -- I'm sorry -- 1988, the  
19      high school population was a hundred and  
20      seven; in 1992, a hundred and forty-seven; and  
21      currently, a hundred and eighty-six.

22              The increased number allows for the  
23      necessary critical mass so that the school can  
24      offer the electives that it wanted to offer and  
25      provide a healthy environment for academics and

1       athletics.

2               Girard College is organized into three  
3 separate schools: An elementary, a middle, and a  
4 high school with approximately 200 students at  
5 each level.

6               The educational program comprises both  
7 the instructional, or what most people would call  
8 the academic, and the residential programs. Both  
9 are what we consider the educational program to  
10 be.

11               Two separate professional faculties work  
12 directly with the children. Teachers from 8 in  
13 the morning to 3:30, house parents from 3:30 to  
14 8:00 the next morning.

15               The educational program is administered  
16 by the director of education whose function is  
17 coordinate all three instructional and  
18 residential programs as well as the weekend  
19 program.

20               These responsibilities include  
21 long-range planning, curriculum development and  
22 supervision, athletic and co-curricular  
23 activities, and community service programs.

24               The director of education is assisted by  
25 the instructional and residential

1 coordinators -- in most schools, they would be  
2 called principals -- who directly administer the  
3 programs and supervise the faculty.

4 Included in that faculty would be four  
5 counselors, two librarians, and a school  
6 psychologist. In addition to the director of  
7 education, there's a director of admissions in  
8 student relations also with us today and a  
9 director of business operations.

10 All three directors report to the head  
11 of school. In the Admissions Department, there  
12 is an admissions representative for recruiting as  
13 well as a social worker.

14 In business operations, there are  
15 managers who administer and supervise all of the  
16 other support functions of the school: Plant,  
17 repair and maintenance, health services, human  
18 resources, et cetera.

19 The mission of Girard College is to  
20 provide scholarships to selected students of high  
21 academic potential and to develop that potential  
22 so that the students can pursue post-secondary  
23 education and become productive citizens.

24 The productive citizens was a very  
25 important tenet of Stephen Girard's. The full

1 mission statement is included in the written  
2 testimony. I will not read that at this point.  
3 It's there for your own reading.

4 In 1994, Girard College began the  
5 strategic planning process that involved all of  
6 the college's constituencies: The Board of  
7 Directors of City Trusts, teachers, students,  
8 parents, administrators, alumni, educators from  
9 area colleges and universities, and community  
10 leaders.

11 That year-long process evolved into a  
12 vision of Girard College for the 21st century as  
13 well as a strategic plan to accomplish that  
14 vision.

15 The plan was to place children at the  
16 center of the educational process to enable them  
17 to become leaders and productive citizens and  
18 finally to educate them for a global society.

19 The educational plan called for a  
20 technology-based, liberal arts, value-centered  
21 curriculum which would develop the life skills  
22 and the social dimensions that a residential  
23 school could provide.

24 The planning study not only addressed  
25 the need for a new curriculum but also addressed

1 admissions in student relations, finances,  
2 alumni relations, development, physical plant,  
3 and governance; the entire picture.

4 An ambitious planning document was  
5 developed with time and task lines from that  
6 point on to the present date. The vision that  
7 was formulated as a result of this process called  
8 for a rigorous academic program in a structured  
9 and caring environment.

10 The future would include  
11 state-of-the-art training for a range of life  
12 skills and literacies. Again, I've included the  
13 complete vision statement in the written  
14 testimony but would call your attention only to  
15 something that's particularly salient.

16 And that is, if I could condense the  
17 vision -- it's fairly long -- into a paragraph,  
18 it is that as the school advances into the 21st  
19 century, it will be an exemplary,  
20 Philadelphia-based boarding school for  
21 financially-needy, functional orphans who have  
22 potential for high achievement and the ability to  
23 make significant contributions to their  
24 communities.

25 With an enviable, diversified student

1 body of girls and boys from ages 6 through 18,  
2 Girard's population will reflect the many ethnic,  
3 racial, and religious groups in today's society.

4 Girard College will encourage students  
5 to develop personal values of integrity, respect,  
6 compassion, and self-discipline. It will prepare  
7 its students to become responsible citizens with  
8 an awareness of the responsibility to their  
9 families, communities, and their country.

10 The first step in accomplishing that  
11 vision was what we call the Rutter (phonetic), or  
12 curriculum development.

13 Working with national educational  
14 consultants, two Pennsylvania colleges and  
15 universities, faculty, administrators, counselors  
16 and educational experts, the college developed a  
17 completely articulated, student-centered,  
18 performance-based instructional and residential  
19 curriculum.

20 This curriculum, which was based on  
21 national standards in each discipline, is fully  
22 benchmarked at grades 3, 5, 8 and 11. The  
23 curriculum is being field tested this year, this  
24 academic year, will be refined during the  
25 subsequent year with the assistance of the

1 Graduate School of Education at Temple  
2 University.

3 The interdisciplinary curriculum focuses  
4 not only on higher-order thinking skills but on  
5 the multiple intelligences that students bring to  
6 the classroom today.

7 At the core of the curriculum are the  
8 values of integrity, respect, compassion  
9 self-discipline and responsibility that I  
10 mentioned earlier.

11 It is the school's expectation that  
12 these values being demonstrated all throughout  
13 the school community in classrooms, dormitories,  
14 athletic fields, after-school activities, and in  
15 social circumstances and situations.

16 One way to concretize the values is  
17 through community service. There's an active  
18 community service component on the campus in  
19 which all students participate depending on their  
20 developmental stage.

21 In the high school, for example, Seniors  
22 are expected to volunteer a minimum of 40 hours  
23 in the community with many of our students  
24 volunteering a hundred hours or more. The idea  
25 of service is consistent with the founder's

1 vision of productive citizenship that I mentioned  
2 earlier.

3 A major part of that strategic plan was  
4 the creation of the Board of Managers which Judge  
5 Cermele mentioned a few minutes ago. That board  
6 was designed to function like the boards of other  
7 independent schools.

8 One example of the work that's been  
9 accomplished by the Board of Managers is the  
10 Master Plan for the Physical Plant that was  
11 completed in the fall of 1997.

12 The Master Plan, which was developed by  
13 architects and engineers in Philadelphia in  
14 conjunction with the college community calls for  
15 the growth of the school from the current maximum  
16 student population of 600 to 800 and later to a  
17 thousand students when the Physical Plant can  
18 accommodate those students.

19 With the implementation of the Master  
20 Plan, the quality of life will be improved as  
21 well with the construction of a student  
22 activities performing arts center, several new  
23 dormitories, the creation of a pedestrian campus,  
24 and the extensive renovation of existing  
25 buildings. The plan provides the physical



1 environment consistent with the educational  
2 vision and the mission of the school today.

3 An important part of the educational  
4 program is technology. Within the last three  
5 years, the Board of Directors of City Trusts has  
6 authorized significant funding to link all the  
7 major buildings -- and there are 18 of them -- on  
8 campus through fiber optics and to purchase over  
9 300 computers for technology and education.

10 Currently, each school has its own  
11 computer lab in addition to computers in the  
12 classrooms for the teachers. Residential  
13 computer labs are available for each division as  
14 well as computers in the library.

15 At present, the elementary school  
16 library collection is completely automated and  
17 our plans are to completely automate the  
18 secondary school, the high school library next  
19 year. The student/computer ratio is currently  
20 three-to-one with computer instruction starting  
21 as early as 1st grade.

22 Now, in addition to the academic and  
23 residential program, the college offers an  
24 interscholastic athletic and an intramural  
25 program. Currently, the college participates in

1 the Penn-Jersey League and will join the Penn  
2 Bicentennial League next year.

3 Interscholastic athletics include men  
4 and women's soccer, cross country, basketball,  
5 track, men's wrestling, women's softball, coed  
6 swimming, and tennis. The intramural program  
7 which is an afterschool program includes the  
8 above in addition to Karate, dance, computers, et  
9 cetera.

10 Such programs as a cooking, life skills,  
11 scouting, student publication, drama, band, choir,  
12 chess club, jazz ensemble, student government,  
13 Girard-in-Vogue, video technology are also part  
14 of the intramural program.

15 The community service also has a  
16 function in the intramural; and that would be  
17 peer mediation, mentoring, the advisor/advised,  
18 Big Brother/Big Sister Program.

19 Nonathletic activities include the  
20 elementary choir, student government that I  
21 mentioned, middle and high school bands and  
22 choir, student publications, the National Honor  
23 Society, and a full scouting program to name but  
24 a few.

25 The high school band, for example, has

1 just performed at a gala sesquicentennial concert  
2 with Valley Forge Military Academy last Saturday  
3 in our chapel.

4 The Jazz ensemble performs not only on  
5 campus but has performed in Lincoln Center and  
6 will again this spring in New York City and by  
7 popular request has performed at several  
8 Philadelphia Police Academy Graduation  
9 ceremonies.

10 The college has outreach programs both  
11 educational and community. The educational  
12 outreach programs, we are a member of ADVIS,  
13 which is the Advancement of the Delaware Valley  
14 Independent Schools. This comprises about  
15 a hundred and twenty-three independent schools in  
16 the metropolitan area.

17 Within the last three years, Girard has  
18 hosted conferences open to education institutions  
19 in the tri-state area. It's also jointly  
20 sponsored in-service programs with public schools  
21 on educational issues.

22 Girard has invited and received  
23 delegations from the President's Summit in 1997  
24 as well as Congressional visits from Washington  
25 and state delegations from, including

1 Pennsylvania's U.S. Senators and aides.

2 Girard has participated in the  
3 feasibility study, Publicly Funded Residential  
4 Education in Pennsylvania, participated in the  
5 National Job Corps Peer Mediation Conference, and  
6 the school has hosted a Congressional visit on  
7 residential education for at-risk children.

8 Outreach to the community: The College  
9 has hosted a town meeting on youth and the  
10 culture of violence through the Dr. Martin Luther  
11 King Association for nonviolence along with  
12 educational and community leaders.

13 The College was a founding member of  
14 the West Girard Avenue Collaborative. This  
15 collaborative which works in concert with  
16 neighborhood institutions and community groups  
17 works to improve the quality of life in North  
18 Central Philadelphia by improving safety and  
19 lighting, by creating job opportunities through  
20 job training, by removing graffiti, by  
21 neighborhood cleanups in which we all  
22 participate.

23 In 1994, for example, the College  
24 hosted two local community activities: the  
25 Francisville Festival Tour, which is an adjoining

1 neighborhood, and the memorial tribute to Goldie  
2 Watson, a woman who helped integrate the school.

3 The College also hosts numerous concerts  
4 with Philadelphia public schools and participates  
5 in student reading programs to help other  
6 students in neighborhood schools.

7 It has a mentoring program for its own  
8 students with some neighbors drawn from the local  
9 community. As part of the college's  
10 nondenomination chapel service, it invites many  
11 community leaders who have helped to integrate  
12 the school to speak to the students.

13 Girard College is accredited by Middle  
14 States Association of Colleges and Schools,  
15 having received a full ten-year, institution-wide  
16 accreditation in 1996, the first institution-wide  
17 accreditation by Middle States in Girard's  
18 history.

19 After successfully completing a  
20 year-long self-study in 92-93, the college was  
21 visited by 16 educators from the middle Atlantic  
22 states for a three-day visit. Following the  
23 visitation and review, the college developed an  
24 action plan which ultimately led to the strategic  
25 plan.

1           Girard holds professional affiliations  
2 with the National Association of Independent  
3 Schools, the Association of Boarding Schools, the  
4 Pennsylvania Association of Independent Schools,  
5 and the Advancement of Delaware Valley  
6 Independent Schools.

7           On average, 95 percent of the students  
8 who graduate from Girard College attend four-year  
9 colleges and universities. Occasionally, a  
10 student enters the military after graduation or  
11 some other post-secondary program such as a  
12 technical or trade school.

13           Girard assists recent graduates with  
14 approximately a hundred thousand dollars in  
15 scholarship funds each year. To qualify for  
16 these funds, students must apply for the federal,  
17 state, and college grants first and maintain a  
18 GPA, Grade Point Average, of 2.5 or better.

19           All of our graduates go on to many of  
20 the fine colleges and universities. They include  
21 some of the institutions mentioned by Judge  
22 Cermele, some of the Ivy schools, some of the  
23 state schools, several at the University of  
24 Pennsylvania, Hopkins, Ursinus, one at the Naval  
25 Academy, Lincoln, Moorehouse, Villanova, and

1 Hampton. But there are many more schools that  
2 our students are attending.

3 Most have continued their education and  
4 are doing well. Last fall, 42 graduates who  
5 applied for Girard College's financial aid  
6 received it from the scholarship fund, or it's  
7 known as a Sundry Trust, that part of it that  
8 refers to Girard College. Several others had  
9 complete scholarships from other schools,  
10 colleges, and universities.

11 We find that many of our graduates  
12 returning to college to assist their younger  
13 brothers and sisters through mentoring, coaching,  
14 and volunteering. Our graduates are healthy,  
15 happy, and prospering.

16 As it is with all good schools, Girard  
17 College is constantly evolving. Much has been  
18 accomplished since 1992 and accomplished in such  
19 a way to include Girard's major constituencies.

20 All areas of the college have been  
21 reviewed and assessed with the expectation that  
22 all will work collaboratively to make Girard  
23 College the best boarding school for at-risk  
24 children in America. Thank you, Mr. Chairman.

25 CHAIRPERSON GANNON: Thank you,

1 Mr. Devlin. I also understand that with you  
2 today are Marion Saunders, Director of Admissions  
3 and Student Relations at Girard College, and  
4 Charlsie Biard, Director of Education at Girard  
5 College and they're available to help answer any  
6 questions. Representative Washington.

7 REPRESENTATIVE WASHINGTON: Yes. Thank  
8 you, Mr. Chairman. I've heard a lot of  
9 information being spoken today. But I have a  
10 document in front of me that was given to me by a  
11 parent of a Girard College student, and I'd like  
12 to read this to the Committee.

13 It says, Dear community and city  
14 leaders, attached is a copy of a worksheet we the  
15 concerned parent and guardians of Girard College  
16 have put together for you.

17 We heard our community and our city  
18 leaders were going to visit Girard College. We  
19 believe this information is an example of hidden  
20 problems happening at the school. Please help  
21 our children.

22 We parents believe our children are not  
23 in a safe environment. Also, we do not believe  
24 our children are receiving the best education  
25 possible. The administration has spoken to our



1 children and staff about your visit.

2 We know that they have been fixing  
3 window shades, painting, light fixtures,  
4 furniture, et cetera in preparation for your  
5 visit on Friday.

6 In fact, staff have been notified that  
7 this is the best time to get things fixed in  
8 their area. The maintenance department is  
9 working overtime to prepare for your visit on  
10 Friday.

11 Girard College does have the dedicated  
12 and committed staff. Some of these people work  
13 very hard for our children. Some of them have  
14 partnered up with us to raise our children.  
15 Administration has looked down on them and tried  
16 to sabotage their work.

17 However, those individuals have  
18 persisted. We celebrate them. But what about  
19 the others? Some staff show television shows  
20 like the Simpsons in their class, teach while  
21 students are talking and throwing things around  
22 the room, or ignore them when they have their  
23 clothes hanging out of place.

24 Is this high expectation for our  
25 students or is this high expectations for Black

1 children? Those people are the majority. We  
2 want our children to receive the best education  
3 possible because they are our future.

4 We need your help. If you do not expose  
5 the ills of this school then we can -- then who  
6 can we depend on? You are supposed to be the  
7 voice of the forgotten and the underprivileged.

8 This letter is anonymous because we are  
9 afraid for our children. We believe if we give  
10 our names right now our children will be in rags  
11 and pushed out of Girard.

12 But if you send out a request for  
13 parents to come forward to talk about our problems  
14 and our concerns over the television and the  
15 airways, then we will respond.

16 Parents have been meeting secretly to  
17 talk about problems, but some of them are afraid  
18 to speak up. A few of us has decided to come  
19 forward with bits and pieces of information that  
20 we have received from our kids and from our  
21 parents. Sincerely, Concerned Parents and  
22 Guardian Groups.

23 Then it says, What about the children?  
24 Do you not believe that they have a right to a  
25 good education? Would Girard be the same if the

1 students were White?

2 Additional information: Two White,  
3 female students were walking around campus  
4 shouting "White power" and making swastika signs.  
5 The information was then taken to the Director of  
6 Education, and she took them out to lunch.

7 One White male student stole drugs from  
8 St. Joseph's Hospital and sold the drugs to other  
9 students. The students became sick and went to  
10 the hospital.

11 In 1995 and '96 school year, a complaint  
12 was filed against this student on behalf of a  
13 Black female. The Black female reported that the  
14 student along with other White males used racial  
15 slurs towards her and several other females. The  
16 racial slurs were "Black nigger" and "Black  
17 bitch." The student received a weekend  
18 detention.

19 Two White students were caught in a  
20 compromising sexual position on campus. They  
21 were not suspended or expelled. A Black female  
22 or a Black male senior students were caught in a  
23 compromising sexual position and they were  
24 suspended.

25 Two Black female students were suspended

1 on a rumor of sexual activity. Were not caught;  
2 but the resident coordinator who's White took one  
3 student off campus to a McDonald's restaurant and  
4 questioned her.

5 Friday, the student's grandmother was  
6 brought to the office and notified that the  
7 student was suspended. The grandparents were  
8 never notified, never received written  
9 notification of the suspension.

10 A White male teacher frequently shows  
11 the Simpsons in his class. He shows the Movie  
12 Lion King regarding Africa. Also, he spends most  
13 of his teaching time outside the class.

14 Students are forced to swipe in for  
15 other meals even if they don't eat the meal. If  
16 they don't swipe in, then they will receive a  
17 detention. The Director of Education was heard  
18 saying, You didn't eat? You know that's costing  
19 us money?

20 The Human Resource Department and  
21 Manager of the Business Operations offices is  
22 renovated every -- it has a blank space -- year.  
23 They received a glamorous new office that costs  
24 \$6,000.

25 Meanwhile, male students are wearing

1 pants that are too short, buttons missing off the  
2 students' shirts and blouse. Females' blouses  
3 are very thin and you can see the females' bras.

4 It is rumored that the Laundry  
5 Department stitches materials together to make  
6 students' uniforms. A Black female student in  
7 8th grade had her hair died for one month.

8 Two days before graduation, the student  
9 was suspended and not allowed to participate in  
10 8th-grade graduation. On June 11th, parents and  
11 other adults staged a protest outside of Girard  
12 College's gates during the graduation.

13 Four middle school students reported  
14 complaints of harassment by other students. An  
15 investigation was not conducted and students  
16 continued to be harassed.

17 Last 12/1 approximately 5:40 p.m., three  
18 middle school students ran away from Girard  
19 College and took public transportation to New  
20 Jersey. They were running away to New York.  
21 They walked past the guard gate without anyone  
22 noticing them.

23 Parents and guardians were not contacted  
24 until approximately 10 p.m. about the  
25 disappearance. The students returned because

1       they didn't have enough money to go to New York.  
2       Anybody want to respond to any of that?

3                   CHAIRPERSON GANNON: Representative  
4       Washington, I'm not going to require any of the  
5       panel members to answer any questions with  
6       respect to any contents of this letter.

7                   Since the letter is not signed and the  
8       author or authors of the letter have not come  
9       forward, I am not going to give it any weight  
10      whatsoever with respect to these hearings.

11                  However, if the author or authors of  
12      this letter are concerned with respect to any  
13      reprisals by the college or the board or anyone  
14      else involved with respect to the allegations  
15      contained in this letter, then I can publicly  
16      state that they will have the full protection of  
17      this Committee if they wish to come forward with  
18      these allegations and answer questions by the  
19      Committee with respect to them.

20                  But until that time, I'm not going to  
21      ask any of the members of the board to answer any  
22      questions concerning allegations that are not  
23      supported and the person who makes the  
24      allegations does not make themselves available  
25      for questioning.

1                   REPRESENTATIVE WASHINGTON: Thank you,  
2                   Mr. Chairman.

3                   MR. EGAN: Mr. Chairman, I appreciate  
4                   that; however, if Representative Washington would  
5                   make that letter available to us even though it  
6                   has not been signed, there are some serious  
7                   questions that are raised in this letter; and  
8                   those are the kind of things that we do not or  
9                   would we tolerate at our school.

10                  So therefore, as a member of the board,  
11                  we would ask our staff to look into those in  
12                  spite of the fact that we won't have anybody to  
13                  respond to; but we would be happy to respond to  
14                  Representative Washington.

15                  CHAIRPERSON GANNON: That's fine with  
16                  me. I'm simply not directing you to answer. If  
17                  you want to respond, that's up to you and that's  
18                  fine. I'm going to ask Representative Washington  
19                  to make copies available to you.

20                  REPRESENTATIVE WASHINGTON: Thank you.

21                  CHAIRPERSON GANNON: Any other  
22                  questions, Representative Washington?

23                  REPRESENTATIVE WASHINGTON: (No audible  
24                  response.)

25                  CHAIRPERSON GANNON: Representative

1 Horsey.

2 REPRESENTATIVE HORSEY: Yes. I just  
3 have a couple questions. I'm not going to  
4 belabor the issue. But my first question is to  
5 Judge Cermele. Judge Cermele -- and you don't  
6 mind me calling you Judge Cermele, do you?

7 MR. CERMELE: You can call me anything  
8 you want, sir.

9 REPRESENTATIVE HORSEY: Please don't  
10 invite me. I just have one question. The Board  
11 of Managers of Girard, they're under your  
12 control? I mean, were you involved in  
13 establishing them?

14 MR. CERMELE: I serve as the chair of  
15 the Board of Managers.

16 REPRESENTATIVE HORSEY: Do they come  
17 about only under your administration or did they  
18 exist in the past?

19 MR. CERMELE: The Board of Managers was  
20 started in 1996 and I was selected as the first  
21 chair of that board.

22 REPRESENTATIVE HORSEY: I imagine they  
23 have bylaws?

24 MR. CERMELE: Yes, sir.

25 REPRESENTATIVE HORSEY: I just noticed



1 that in your presentation you mentioned the Board  
2 of Managers and you mentioned the term limits on  
3 these people.

4 MR. CERMELE: Yes, sir.

5 REPRESENTATIVE HORSEY: But the present  
6 board itself that's appointed by the courts, they  
7 don't have term limits?

8 MR. CERMELE: We believe that the  
9 functions are different. For the Board of  
10 managers, we want to be -- you remember that the  
11 purpose of the Board of Managers is the full  
12 governance of Girard College.

13 And we believe and continue to believe  
14 that we need to get as full participation as  
15 possible for that. So we have established a  
16 mechanism where members can serve for as long as  
17 12 years.

18 They can serve actually longer than  
19 that, but they need to step off first and then go  
20 back on. We wanted to do that in terms of  
21 keeping everybody relevant with the educational  
22 process and so that they could govern the school  
23 properly.

24 I believe that the function of the Board  
25 of Directors of City Trusts are different and

1           that therefore the requirements should be  
2           different.  And perhaps Mr. Egan would like to  
3           answer that.

4                       MR. EGAN:  Representative, as we've  
5           tried to outline in our rather lengthy testimony,  
6           the trusts that we're responsible to administer,  
7           it's important that they live in perpetuity.  And  
8           there's a lot of diversity of those trusts.  
9           There's a lot of different things that our board  
10          members are required to handle.

11                      It takes a long time to get up to speed  
12          to be able to do all the things we do.  We own a  
13          lot of real estate properties.  We own a lot of  
14          whole ventures as well as our stock and bond  
15          portfolio.

16                      And hopefully the people from our board  
17          who come from all different walks of life bring  
18          of area of expertise, and that expertise has to  
19          go on for a long period of time.

20                      Frankly, the whole thing that we just  
21          went through in establishing the Board of  
22          Managers, I would say that it would be fair to  
23          characterize that I came on board sort of kicking  
24          and screaming to that notion.

25                      I now realize that it was the right

1        thing to do. I was eventually convinced frankly  
2        by the gentleman to my left that it was the right  
3        thing to do.

4                    I had some concerns that the  
5        responsibilities that we have as members of the  
6        Board of City Trusts to run Girard College that  
7        we were delegating that to someone else, but the  
8        real truth of the matter is is that we should  
9        have had people with expertise in the area of  
10       education and everything like that to handle the  
11       school.

12                   It's worked out beautifully and I'm  
13       delighted that once again I've been proven wrong  
14       on things and that I was eventually convinced to  
15       come on board.

16                   The other thing of why I opposed it was  
17       that I was afraid that I was going to lose my  
18       touch with the kids at the school because I'm  
19       unlike Dominic. I did not go to the school, so I  
20       don't have that kind of historic emotional ties.

21                   But I can tell you once you set foot  
22       onto our campus or you become a board member  
23       on the Board of City Trusts you develop that  
24       overnight. But, of course, that has not  
25       happened. I've still not been in it as much as

1 I can.

2 REPRESENTATIVE HORSEY: Are any of you  
3 at the table familiar with House Bill 2077?

4 MR. EGAN: Sir, was that your bill?

5 REPRESENTATIVE HORSEY: It's my bill.

6 MR. EGAN: I would say I'm remotely  
7 familiar with it.

8 REPRESENTATIVE HORSEY: Can I get a  
9 comment from one or both on that particular bill?

10 MR. EGAN: Representative, during your  
11 testimony which I listened to very carefully, I  
12 wrote down a couple of things that jumped out at  
13 me. But they were important to me, maybe not  
14 quite as important to you.

15 I heard you at one point say that the  
16 Members of the Board of City Trusts done a good  
17 job. I thought I heard you say that there was no  
18 allegations against any members of the Board of  
19 City Trusts, nor were you making any -- or any  
20 malice. So I would assume that the intent of  
21 your bill --

22 REPRESENTATIVE HORSEY: Excuse me.  
23 You're absolutely right. In the context  
24 operating under the court guidelines, you've done  
25 a good job.

1           MR. EGAN: I'm going to surmise that the  
2 context of your bill is to change the makeup of  
3 the board. At least that's what I gather from  
4 what you've said.

5           REPRESENTATIVE HORSEY: Yes.

6           MR. EGAN: I would tell you that I think  
7 the most important responsibility of a board  
8 member is to discharge the duties that we were  
9 set out that we swore to do in an exemplary  
10 fashion.

11           I believe that the present Board of  
12 Directors of City Trusts, each and every man and  
13 woman on that board has discharged their  
14 responsibilities in an exemplary fashion.

15           I would also offer to you, sir, that  
16 there's been other boards and commissions that  
17 I'm familiar with around the City of Philadelphia  
18 that have indeed been appointed by the  
19 Legislature.

20           I was very proud to be appointed by now  
21 Speaker Ryan to be a member of the first PICA  
22 board that was created to oversee the finances of  
23 the City of Philadelphia. There were five  
24 appointees's to that board, appointees by this  
25 body and by the Senate and by the Governor. And

1       there was only one African-American on that body.

2               Likewise if memory serves me, the same  
3       group appointed members to the Convention  
4       Authority Board, which to my knowledge there was  
5       only one Afro-American among those.

6               So I would say that the makeup of our  
7       board is made up of people that are discharging  
8       their responsibilities in a proper fashion, and  
9       I'm not sure that any other way necessarily  
10      ensures what you're trying to accomplish here. I  
11      hope that answers your question.

12              REPRESENTATIVE HORSEY: It does; but you  
13      sort of said what I said, that I believe the  
14      Board within the context of operating in the  
15      courts have done a good job. And it sounds like  
16      you almost said the same thing.

17              MR. EGAN: I certainly think that  
18      we've done a good job. To that, we would have  
19      absolutely no disagreement, Representative  
20      Horsey.

21              REPRESENTATIVE HORSEY: Except it  
22      appears on its face that you've been insensitive  
23      to some of the folks you're supposed to be  
24      managing. That's (a). The problem's not the  
25      Board. The problem is with the courts because

1 they appoint you guys, you know.

2 MR. EGAN: Representative Horsey --

3 REPRESENTATIVE HORSEY: Is that true?  
4 Does the courts appoint --

5 MR. EGAN: Common Pleas Court. We are  
6 elected. We're not appointed. We are elected,  
7 Representative. You asked the Board of Managers  
8 and had there been a Board of Managers prior to  
9 1996? That is the insensitivity you're talking  
10 about, one, in addition to getting educators up  
11 at the school when we created that Board of  
12 Managers that we did have control who went on  
13 that board.

14 We exercised the very sensitivity that  
15 you're talking about. And the makeup of the  
16 Board of Managers is much more reflective of our  
17 student population that is indeed the City Board  
18 of Trusts. So we are very sensitive to that.

19 And I think Judge Cermele in his  
20 testimony talked about who was on the Board of  
21 Managers as well as the 35 other folks that serve  
22 on committees that have been appointed by the  
23 Board of Managers that have a racial makeup that  
24 I think would be much more to your liking.

25 So there is not, in fact, an

1 insensitivity but rather a deep sensitivity to  
2 that notion.

3 REPRESENTATIVE HORSEY: If you say so.  
4 That's your perception and you're entitled to it.

5 MR. EGAN: Thank you, sir.

6 REPRESENTATIVE HORSEY: It doesn't look  
7 like that publicly, excuse me.

8 HONORABLE CERMELE: As I stated in my  
9 testimony, on the Board of Managers there are six  
10 African-Americans and there are six females. We  
11 believe that this is diverse.

12 REPRESENTATIVE HORSEY: They have term  
13 limits. May I ask Mr. Devlin a question? You  
14 don't mind, Mr. Chairman, do you?

15 CHAIRPERSON GANNON: No. Go right  
16 ahead.

17 REPRESENTATIVE HORSEY: Judge Cermele,  
18 just one question, how many minority presidents  
19 have you had?

20 HONORABLE CERMELE: Pardon me?

21 REPRESENTATIVE HORSEY: How many  
22 minority presidents or school masters have there  
23 been at Girard?

24 HONORABLE CERMELE: There have been  
25 none.



1 REPRESENTATIVE HORSEY: Now Mr. Devlin,  
2 what is the percentage of students there?

3 MR. DEVLIN: 79 percent Afro-American,  
4 10 caucasian, 7 Latino, 4 or 5 -- 4 Asian  
5 American.

6 REPRESENTATIVE HORSEY: And Mr. Devlin,  
7 what is your educational background?

8 MR. DEVLIN: I have a bachelors degree,  
9 a master's degree, and am a candidate for a Ph.D.  
10 as well as an E.D.D., an educational degree in  
11 education; I'm certified as a teacher and as an  
12 administrator.

13 REPRESENTATIVE HORSEY: Were you about  
14 to say something, Mr. Egan?

15 MR. EGAN: I was afraid you were going  
16 to ask me my educational background.

17 REPRESENTATIVE HORSEY: Excuse me. I'm  
18 well aware of your educational background, 100  
19 percent; and I'm well aware that you have  
20 previously run for Mayor of the City of  
21 Philadelphia. I'm well aware of you, Mr. Egan.

22 What is the greater retention,  
23 Mr. Devlin, after kids leave Girard and go to  
24 college? How many stay in versus how many leave?

25 MR. DEVLIN: Currently, we are doing

1       some research right now and we have some raw  
2       data. We're working with one of the universities  
3       in terms of tracking their students.

4               The preliminary data we have, it varies  
5       from back in 1990. I think that's where the data  
6       starts. It was 38 percent finished a bachelors  
7       degree in four years. It's up to 68 percent  
8       during the -- I guess it's about '94. I don't  
9       know the statistics.

10              And, of course, we still have -- from  
11       our young men and women that graduated several  
12       years ago, they're still in college; so it's  
13       about 78 percent right there.

14              REPRESENTATIVE HORSEY: Mr. Egan, may I  
15       ask you a question?

16              MR. EGAN: Yes, sir.

17              REPRESENTATIVE HORSEY: Are you familiar  
18       with Richard Allen?

19              MR. EGAN: I'm sorry.

20              REPRESENTATIVE HORSEY: Are you familiar  
21       with Richard Allen?

22              MR. EGAN: Richard Allen? The gentlemen  
23       Richard Allen?

24              REPRESENTATIVE HORSEY: I'll get to you  
25       in a second. Judge Cermele, are you familiar

1 with Absolem Jones (phonetic)?

2 HONORABLE CERMELE: I sure am, sir.

3 Absolem Jones --

4 REPRESENTATIVE HORSEY: There is quite a  
5 relationship between the three men --

6 HONORABLE CERMELE: Yes, sir, there's  
7 quite a relationship. And I'll tell you why I  
8 know --

9 REPRESENTATIVE HORSEY: The issue is  
10 Girard College, most people wouldn't know.

11 HONORABLE CERMELE: I'll tell you why I  
12 know in particular. I had the good privilege in  
13 1993 of organizing an effort to commemorate the  
14 200th anniversary of the great Yellow Fever  
15 Epidemic of 1793.

16 And I worked with representatives from  
17 the St. Thomas Episcopal Church, Reverend Lee  
18 from Mother Bethel AME Church, people from  
19 Pennsylvania Hospital and from Independence Hall  
20 and Girardians.

21 And we commemorated this tragic event,  
22 but we celebrated the heroism of some individuals  
23 during that 1793 Yellow Fever Epidemic. And  
24 among those heroes were Mayor Clarkson.

25 Those of you who are from Philadelphia

1 may know that way up in North Philadelphia  
2 there's a little park called Clarkson Park, and  
3 that is named after Mayor Clarkson, who was the  
4 Mayor of the City of Philadelphia in 1793.

5 And he organized the effort. As someone  
6 stated earlier, the Yellow Fever Epidemic was so  
7 virulent, so bad; and more than 15 percent of the  
8 population of Philadelphia died.

9 The capitol of the United States moved  
10 out of Philadelphia, all of the leading  
11 citizens -- White citizens -- moved out of  
12 Philadelphia. Some people stayed.

13 There was a mistaken belief, a mistaken  
14 belief, that African-Americans could not get  
15 yellow fever. And I say mistaken because it was  
16 a tragic mistaken belief.

17 Absolem Jones and Richard Allen  
18 organized the effort among African-Americans to  
19 fight the Yellow Fever Epidemic of 1793. Many of  
20 those African-Americans nursed White people,  
21 contracted yellow fever, and died.

22 Others who worked hard included  
23 Dr. Benjamin Rush, signer of the Declaration of  
24 Independence. And he organized the medical  
25 effort. And Bishop Allen and Pastor Jones'

1 nursing efforts were done under the supervision  
2 of Richard Allen.

3 And then finally there was Stephen  
4 Girard who headed a Committee that set up a  
5 hospital for the sick and dying and actually went  
6 out with his own carriage and picked up people  
7 and brought them to the hospital. 15 percent of  
8 the people died. A lot of them are buried at  
9 what is now Washington Square, named after  
10 Representative -- not this  
11 Representative -- George Washington.

12 Part of our commemoration was to place  
13 a wreath for those who were buried in what was  
14 Potters Field then. It finally -- where he  
15 started at Independence Hall, we had children and  
16 adults alike, almost a thousand people; and we  
17 marched to what had been the original site of St.  
18 Thomas Church.

19 We marched to Pennsylvania Hospital, and  
20 someone dressed as Dr. Rush came out, and finally  
21 ended up at an ecumenical service that I was  
22 privileged to participate in at Mother Bethel AME  
23 Church. And It was a wonderful experience for  
24 me.

25 And that experience occurred in

1 17 -- and for me in 1993. There were great  
2 heros. We saw that -- we asked the Mayor to  
3 issue proclamations honoring each of those great  
4 heros; he did.

5 And so to this very day, I visit with  
6 Pastor Lee down at Mother Bethel AME. I've taken  
7 delegations of city officials to view the museum  
8 in the downstairs of Mother Bethel Church, the  
9 museum where Richard Allen and his wife -- I call  
10 him Richard Allen. I should say where Bishop  
11 Allen and his wife are buried.

12 Those of you who have not had the  
13 opportunity to visit Mother Bethel Church, please  
14 do it. Please do so. It is a wonderful Church  
15 at 6th and Lombard. And down in the basement  
16 they have a great collection.

17 I bragged about the collection of  
18 Stephen Girard. Visit that, but also visit  
19 Bishop Allen's museum. It is a significant part  
20 of our history.

21 REPRESENTATIVE HORSEY: The key  
22 significance of the question is that collectively  
23 together I personally believe we can move the  
24 world. I think politically incorrect the makeup  
25 of the present board, but I don't blame you guys.

1 I said that earlier. I blame the courts.

2 It's a personal thing, okay. And it's  
3 obvious that there are people in the community I  
4 come from in the City of Philadelphia who feel  
5 the same way. That's (a).

6 And (b) is it is also politically  
7 incorrect -- but it's not your fault either  
8 because other folks have done it. It's also  
9 politically incorrect in a school that's 80  
10 percent Black -- and I don't mind saying  
11 this -- when they are numerous Blacks walking  
12 around the City of Philadelphia who have Ph.D.s  
13 in education.

14 Because I don't know if you're aware,  
15 before we could get any other degree, it was the  
16 education degree that was allowed for Blacks to  
17 get. There are numerous Blacks walking around  
18 with Ph.D.s who could manage the school of  
19 Stephen Girard and do an excellent job.

20 That's no comment on you, Mr. Devlin.  
21 It's that it doesn't appear -- it doesn't  
22 appear -- it doesn't look good to the public eye.

23 HONORABLE CERMELE: Let me make a  
24 personal commitment to you, Representative  
25 Horsey. If the time should come that Mr. Devlin

1 should retire or go to another institution or for  
2 some other reason an opening should occur for  
3 that school, I would personally assure you and  
4 the other members of this Committee and the  
5 citizens of the City of Philadelphia that if I  
6 were still serving as a member or chair of the  
7 Board of Managers if Girard College it would be  
8 absolutely, positively my duty to look and select  
9 the best candidate to be the head of Girard  
10 College.

11 And I would welcome if that head of  
12 Girard College were a person who was  
13 Afro-American. It would not matter to me what  
14 that person's race is. I would want the best  
15 person.

16 REPRESENTATIVE HORSEY: Thank you very  
17 much. Thank you, Mr. Chairman.

18 CHAIRPERSON GANNON: Thank you,  
19 Representative Horsey. Representative O'Brien.

20 REPRESENTATIVE O'BRIEN: Thank you,  
21 Mr. Chairman.

22 (At which time, a brief break was taken.)

23 CHAIRPERSON GANNON: The Committee will  
24 come to order. Representative O'Brien.

25 REPRESENTATIVE O'BRIEN: Thank you,



1 Mr. Chairman. I'm grateful that Representative  
2 Horsey was able to pursue that line of  
3 questioning that he did at the end. It produced  
4 two things:

5 (1), I think it evidenced the  
6 sensitivity of the Board to the issues that we're  
7 discussing here and it also gave me a greater  
8 appreciation of you, Judge Cermele, for your  
9 flare for the dramatic.

10 I know that you portrayed Christopher  
11 Columbus, but I didn't know you were as  
12 accomplished as you are in theatrical  
13 reproductions. So I'm very grateful for that.

14 I think Representative Horsey and I have  
15 agreed that the focus should be on the children.  
16 And I would like to, as I said before, look at  
17 these issues through the eyes of the children;  
18 and I think that's the best way to achieve the  
19 desired result that we're all looking for.

20 Although Representative Horsey may be  
21 interested in some historical issues, I think  
22 it's clear that the purpose of these hearings  
23 today is to respond to a series of Inquirer  
24 articles that have raised concerns in this  
25 legislative body.

1           And as I said, I think we should  
2 aggressively determine whether the interests of  
3 children are properly represented at the court  
4 level. And I did recite a synopsis, an overview,  
5 of these Inquirer articles.

6           So if it's all right with you, maybe  
7 I'll just go directly to some line of questioning  
8 that responds to what I outlined with  
9 Representative Horsey.

10           And that is there was a representation  
11 that I think Girard College dismissed 48  
12 employees and those including represented 20  
13 percent of the school teachers.

14           Perhaps you can comment on how many  
15 staff positions were eliminated at Girard College  
16 and specifically what is the student-to-employee  
17 ratio now and what was it a few years ago and,  
18 more importantly, what is the student-to-teacher  
19 ratio?

20           MR. EGAN: Representative O'Brien, back  
21 in 1992, we went through a long process of  
22 examining what it was we were doing in a way that  
23 we were running everything about all of our  
24 trusts and the school in particular.

25           And when you undertake a process like we

1 do, it's -- you're constantly trying to raise the  
2 bar and do it better than you did it the year  
3 before. And as I said earlier in my testimony,  
4 I've been on the Board for 18 years.

5 But as time moved on, what we really saw  
6 was that in running the school, we almost saw our  
7 role as being charitable, that we would just go  
8 and do whatever needed to be done at any given  
9 time.

10 We went up there in 1992 and we made  
11 some observations. And the observations were  
12 that the amount of employees ratio to students  
13 was way out of line with that of any school  
14 comparable to us, indeed, schools that were very  
15 expensive boarding school.

16 At that time, we had one for every one  
17 student -- for every 1.5 students, we had an  
18 employee; and that was way out of line. It was  
19 typically three-to-one at the other schools that  
20 we looked at.

21 We then started to investigate what do  
22 other endowments do in terms of imposing some  
23 sort of a discipline on themselves? And that was  
24 that Spending Rule that I have referred to where  
25 almost every endowment has a Spending Rule of 5

1 percent or less.

2           Indeed, most are less because what  
3 they're trying to do is to have the fund live in  
4 perpetuity as opposed to having the ravages of  
5 inflation deplete the fund and eventually not be  
6 in a position to be able to run the school.

7           But our idea at that time was that we  
8 wanted to service more children, and we couldn't  
9 do it with those ratios. I mean, we have union  
10 contracts and things like that. If we kept them  
11 right at that level, we would have never had the  
12 money to be able to grow the school.

13           So I characterize what we did was we  
14 took one step backwards. We made some modest  
15 cuts, virtually none that were in the education  
16 or the care of kids. Almost every one of the  
17 cuts that we made were in extra personnel to take  
18 care of the grounds and the laundry and things of  
19 that nature.

20           But our idea was to take one step back  
21 so that we could take ten forward. I even  
22 realized that we would be able to accomplish what  
23 we were able to accomplish in such a short period  
24 of time. Because what happened was the amount of  
25 kids that we had in 1992 when we began this

1 effort was 475 kids. Today, we have 600 kids.

2 So even though we have actually cut some  
3 money out of the budget, we've been able to the  
4 \*the school grow. But because our investments  
5 have done so well, which we had no way of knowing  
6 in 1992 -- I wish I had that kind of crystal  
7 ball and I could tell you that we knew that was  
8 going to happen, but we didn't.

9 Fortunately, our investments have grown  
10 and we're going to be able to do this new  
11 expansion project that we outlined, the \$28  
12 million project.

13 But to get specific as to some of the  
14 things that were said, we did not dismiss 48  
15 employees. We dismissed 34, none of which were  
16 in the -- most of which were in the area that was  
17 not instructional or house parents.

18 There were a total of five  
19 teachers -- excuse me, six teachers that received  
20 layoff notices. Three of those we are \*reas I  
21 understand it. Three of those were rescinded and,  
22 in fact, only two teachers were dismissed.

23 That's the first allegation. So 20  
24 percent of the school teachers is an incorrect  
25 statement. It was actually two teachers that we



1 to give the historical perspective on it.

2 REPRESENTATIVE O'BRIEN: You would be.

3 HONORABLE CERMELE: The weekends program  
4 at Girard College ended in 1952, not 1992. Prior  
5 to that time, students were retained on the  
6 campus and were allowed to go home on Sunday  
7 afternoons after chapel service. But starting  
8 in 1952, we were allowed to go home both on  
9 Saturdays and Sundays.

10 Over the years since then, there have  
11 been a number of iterations of a weekend policy.  
12 If you on the other hand, while you were allowed  
13 to go home on Saturday and Sunday and on vacation  
14 periods, if you commit infractions of the rules,  
15 you had to stay on the campus. You were  
16 detained.

17 I did spend, I must confess, many  
18 weekends on the campus of Girard College. There  
19 wasn't much of a recreational program, I can  
20 assure you, those weekends that I spent on the  
21 campus sweeping the main row and doing other  
22 hours of work.

23 The I guess most recently when I was  
24 president of the Alumni Association in 1990 and  
25 '91, Mr. Devlin's predecessor Alan Maxwell

1 (phonetic) had implemented a program that he  
2 recalled from his youth.

3 He also was a graduate of Girard  
4 College. He graduated in 1948, our centennial  
5 year. And he involuntarily asked that most of  
6 the younger children would remain on campus on  
7 the weekends.

8 I need to tell you that that was a  
9 recipe for disaster because there were many  
10 parents who wanted their children home on the  
11 weekend. The mothers who didn't mind sacrificing  
12 their children -- time with their children on the  
13 week did not want to do so on the weekend.

14 And the net result of that was that  
15 children were taken from Girard College by their  
16 parents, and so we lost good students because of  
17 this ill-conceived program. That program was  
18 ended, but it wasn't ended for any budgetary  
19 purposes. It was ended because it didn't work.

20 REPRESENTATIVE O'BRIEN: Thank you. I'm  
21 going to combine the next two issues into one  
22 category. What educational programs were  
23 eliminated? It's been suggested that such issues  
24 as piano lessons disappeared, wood shop,  
25 mechanics, Voc-ed kind of issues have been



1 eliminated.

2 MR. DEVLIN: If I may address that,  
3 yes, sir. The paper reported that piano lessons  
4 were discontinued. That was not true. We did  
5 have and still do have a college organist whose  
6 responsibility was essentially -- we have a grand  
7 organ on campus. And he did that and some  
8 teaching of instrumental music lessons and piano  
9 lessons as well.

10 Although he was a full-time teacher, his  
11 schedule wasn't at max. What we did do in the  
12 change in the music program was we put him at  
13 max, so we never discontinued the piano lessons  
14 at all. We're still doing them today.

15 In addition since that time, we've added  
16 jazz ensemble as well; and I mentioned that. We  
17 do have high school and a middle school band as  
18 well, so the music program has continued as well.  
19 You asked me --

20

21 REPRESENTATIVE O'BRIEN: Wood shop and  
22 auto mechanics.

23 MR. DEVLIN: In 1988, we  
24 eliminated -- for educational reasons, we  
25 eliminated the dual curriculum which was a

1 vocational academic. We did it for a number of  
2 reasons:

3 (1), that we had been asked by parents  
4 and students and teachers as well and they said  
5 really the program we were running didn't  
6 necessarily meet the needs of preparing kids for  
7 the next century; it was more appropriate from  
8 World War II, I guess, when it was in operation,  
9 probably a little more sooner than that.

10 So for an education reason we eliminated  
11 the vocational program as such and put into place  
12 and industrial arts program. The wood shop  
13 program is actually part of what is called  
14 special projects, and it's offered at the middle  
15 school level and some electives in high school  
16 where we take what we think would be life skills  
17 that any young man or woman would have living up  
18 in a home being taught some plumbing and  
19 carpentry, electricity, home economic  
20 skills -- cooking, sewing, that kind of  
21 thing -- and we've restructured that program into  
22 both a life skills and a industrial arts program  
23 that the young men and women get.

24 MR. EGAN: Representative O'Brien, if I  
25 could just said add something that, as I

1 indicated, this is an ongoing process that we are  
2 constantly trying to ratchet up what it is that  
3 we're doing and hopefully we can do better  
4 tomorrow than what we did the day before.

5 When we looked at this in 1988, what we  
6 found was we were teaching kids and forcing kids  
7 to learn things that so many of us have been  
8 frustrated that were not longer needed in the  
9 City of Philadelphia.

10 As you know, we've lot many of our  
11 industrial jobs and things like printing. We  
12 were forcing kids to take print shop only to come  
13 out of the our school and all the printing shops  
14 basically had moved or their technology was  
15 different.

16 So we didn't eliminate those things  
17 for budgetary reasons. The shops that we  
18 transformed and we went into for academic was to  
19 help the kids so that we could prepare them for  
20 jobs that were available in the City of  
21 Philadelphia.

22 That's why earlier it was  
23 mentioned -- and I think the number may have  
24 slipped a few by -- we have 300 computers now  
25 on campus because we think our kids have to know

1       about technology; and that's where we are putting  
2       our emphasis.

3                REPRESENTATIVE O'BRIEN: Thank you,  
4       Mr. Egan. You since you talked about that  
5       ratcheting up, how's that reflected in SAT  
6       scores?

7                MR. EGAN: I guess Mr. Devlin would be  
8       best to answer the SAT scores.

9                MR. DEVLIN: Our scores again have  
10      ratcheted up. We'd gone through a period during  
11      '90, '91, '92 as we looked at SAT scores for the  
12      last 20 years and the records that we have, '90,  
13      '91, and '92 were the highest scores under our  
14      20-year history.

15               '93 through '95 that they did  
16      decline. We have been working with College Board  
17      on this. From '96 through '98 they are -- they  
18      have been on the rise. We are competitive with  
19      the top magnet schools in Philadelphia to this  
20      day, with Central Masterman, Carter.

21               We have also been told by College Boards  
22      that because of the small sampling we have -- the  
23      range was I think something like from 17 to 36  
24      students -- that the increases and decreases are  
25      not statistically significant due to the size of

1 enrollment that we have, the sampling that we  
2 have.

3 So we unfortunately can't take credit  
4 for the increase as we'd like to although we put  
5 in SAT prep programs as well -- as well as the  
6 decrease as well. But we are now competitive and  
7 have been for the last three years with the  
8 magnet schools in Philadelphia with our SAT  
9 scores.

10 MR. EGAN: If I could also add, when we  
11 say it's statistically not significant, that's  
12 just what the Educational Testing Service has  
13 told us.

14 And what it really means is our class  
15 sizes are so small that the given year, if we  
16 have one, two, three of our children that score  
17 very, very low, it will put us in a position  
18 where it will show that we dropped. But they say  
19 that that's not statistically significant.

20 Interestingly, this year we have three  
21 kids that are in excess of 1200. Now, we will  
22 say -- we when we brag about it, we will say that  
23 that's statistically significant because now it's  
24 a wonderful number.

25 But the point is, the fact of the matter

1 is it's not statistically significant. It's just  
2 we're very proud of the fact that we have three  
3 kids scored over 1200.

4 REPRESENTATIVE O'BRIEN: I think that's  
5 where we differ. In politics, we like to brag  
6 about everything.

7 MR. DEVLIN: But the SAT in doing the  
8 research that we've done, College Board, our  
9 educational testing has given us their own  
10 statistical analysis.

11 And in the last five years, the median  
12 has increased by 30 points for our students,  
13 combination verbal and math. So, essentially,  
14 that means more children are scoring higher in  
15 the last five year.

16 MR. EGAN: The other thing you should  
17 know, sir, is that we want all of our children to  
18 go to college. We want all of our children to go  
19 to college, so we require that all of our  
20 children take the college boards.

21 Unlike other schools, we do not allow  
22 select students to take college boards and others  
23 not take colleges boards. All of our students  
24 take college boards.

25 REPRESENTATIVE O'BRIEN: Thank you. The

1 Chairman's been very generous, and I'm going to  
2 get to the end of my questioning. Representative  
3 Horsey talked about the trust growing and  
4 spending going down.

5           Maybe -- I recall that first union with  
6 the new merger talked about creating a hundred  
7 million dollar endowment. Maybe you can explain  
8 how the function of that endowment compares with  
9 the operation and trust of your endowment as it  
10 relates to the perpetuity of the endowment,  
11 the percentages with buying power, and also how  
12 you compare -- as I said, maybe not limited to  
13 the first union but maybe other endowments that  
14 you're more familiar with?

15           HONORABLE CERMELE: I will just tell you  
16 that as reported in the morning paper in  
17 Philadelphia, the first union people have decided  
18 that that hundred million will be spent with a 5  
19 percent spending rule.

20           REPRESENTATIVE O'BRIEN: Can you  
21 elaborate on that? Maybe myself and members of  
22 the Committee don't understand what a 5 percent  
23 spending rule, how you arrived at that.

24           MR. EGAN: How we arrive at it, it's a  
25 three-year rolling average of the value of our

1 portfolio. If you take a given year of, say,  
2 1990 or '98 or 1997 that the stock market has  
3 performed very well, if you spend the money  
4 strictly based on the year 1997, if in 1998 or  
5 1999 the stock market declines 20 or 30 percent,  
6 you'll have real problems.

7 So it's on a rolling three-year average.  
8 5 percent of the value of that portfolio. And,  
9 Representative, that is a spending rule or it's a  
10 discipline that virtually every institution that  
11 we have investigated has, be that the University  
12 of Pennsylvania, Yale, Harvard, the Andinburg  
13 (phonetic) Foundation, the Pew Foundation  
14 (phonetic).

15 REPRESENTATIVE O'BRIEN: Is that 5  
16 percent across-the-board or do you account for  
17 inflation. If we're in 20 percent, do we have 20  
18 percent interest rates? How does that affect it?

19 HONORABLE CERMELE: First of all, as  
20 regards to the money spent for Girard College, we  
21 have not and are not down at 5 percent. On our  
22 current budget year, we are spending at a rate of  
23 5.3 percent. We never went to 5 percent.

24 And the reason we didn't go to 5 percent  
25 is because we had to slowly ratchet it down in



1 order to balance things out in order to allow  
2 the continued growth of the stock portfolio to  
3 balance out any needs to reduce the percentage.

4 The other thing you should know is that  
5 the 5.3 percent spending is only as to what we  
6 call the residuary estate of Girard; that is, the  
7 money that is invested in stocks and bonds. All  
8 of the real estate income, 100 percent of the net  
9 income of our real estate investments goes  
10 directly to the Girard College budget.

11 MR. EGAN: That's raises another point  
12 which I did not mention. In 1992, we were  
13 spending at the rate of about 7.9. And when we  
14 saw it, as I've indicated, everyone else was at  
15 5.

16 We felt that if we would have to make  
17 Draconian cuts they would be viewed as Draconian  
18 cuts. We went from 7.9 to 5 percent in one year.  
19 So it was a five-year type plan to take it down  
20 gradually so that we could manage our affairs.

21 So in conjunction with that, the stock  
22 market started going up. And that is what has  
23 put us in the very, very wonderful position to do  
24 the kind of expansions as well as the real estate  
25 investments.

1                   But if I could just give you the  
2                   specifics, Representative O'Brien, when the  
3                   University of Pennsylvania -- this comes from  
4                   their chief financial officer, Kathy Edwards.  
5                   She reports that the Penn's endowment as a 4.7  
6                   cap.

7                   Vanderbilt has 4.5. Yale has a 5  
8                   percent. And in 1992 when we set up our cap, the  
9                   Pew Charitable Trust was capped at 4.2; the  
10                  Addinburg Foundation was 4.9. And as I said, we  
11                  were at 7.9. We started to slowly take it down.  
12                  Our goal was to get it to 5 five. We've never  
13                  taken it below 5.3. The budgets for this year  
14                  will have it going down as well.

15                  REPRESENTATIVE O'BRIEN: Thank you.  
16                  Maybe I could just ask one more question.

17                  CHAIRPERSON GANNON: Representative  
18                  O'Brien, I would ask that we defer any questions  
19                  with respect to finances from this hearing.  
20                  We're going to have another hearing dealing with  
21                  that issue. I would rather -- I would like to go  
22                  into great detail in that. I think it would be  
23                  more appropriate to hold off those questions.

24                  REPRESENTATIVE O'BRIEN: Thank you,  
25                  Mr. Chairman. I was done with those questions.

1 I really wanted to focus on one observation. I  
2 think that Mr. Devlin or Judge Cermele mentioned  
3 that there was a labor study that said that you  
4 were the highest in your peer group of this type  
5 of educational institution.

6 And I was just wondering, when we had  
7 that tour of Girard and my own personal  
8 experience in meeting different individuals who  
9 are graduates like yourself of Girard, what is  
10 the intangible? What is the secret to Girard's  
11 success?

12 You certainly have testified about the  
13 academics. Is there a component of after-school  
14 activities or mentoring or something else that  
15 perhaps we as a legislative body should look it  
16 at?

17 As you mentioned, the study said this  
18 should serve as a model that we could replicate  
19 in other areas. Could you give us a suggestion?

20 MR. DEVLIN: Actually, the U.S.  
21 Department of Labor study cited several models,  
22 and Girard was one of those models for -- as a  
23 model urban school for at-risk children; and they  
24 talked about several issues.

25 And actually the woman who chaired that

1 committee for the Department of Labor is here and  
2 really looked at not only Girard College but  
3 looked at I don't know how many other schools,  
4 schools and residential programs. It may be more  
5 appropriate to hear from her.

6 She's the Executive Director of the  
7 International Center for Residential Education in  
8 Washington, D.C. Heidi, would that be  
9 appropriate?

10 REPRESENTATIVE O'BRIEN: She's on the  
11 list. Now that you pointed that out, I apologize  
12 for not noticing.

13 MR. DEVLIN: Could I ask Heidi to  
14 address that since she's more --

15 REPRESENTATIVE O'BRIEN: Perhaps that  
16 question should be at a later time when she  
17 testifies.

18 CHAIRPERSON GANNON: Yeah, she's  
19 scheduled to testify.

20 REPRESENTATIVE O'BRIEN: Mr. Chairman,  
21 thank you for the generous time that you've  
22 allotted me for my questioning. I have no further  
23 questions.

24 CHAIRPERSON GANNON: Thank you,  
25 Representative O'Brien. Representative James.

1           REPRESENTATIVE JAMES: Thank you. Thank  
2 you, Mr. Chairman. And thank all of you for  
3 taking the time out to come here to testify.  
4 Also, thank you for the hospitality and the tour  
5 that you took the Committee on when we was  
6 (sic) down there. It was very enlightening.

7           Also, I'd like to also thank the  
8 Judiciary Committee for holding these hearings.  
9 Thank you, Mr. Chairman. Mr. Egan, I'd just like  
10 to thank you for responding to Representative  
11 Washington's concerns.

12           I thought that was commendable of you  
13 because I was going to ask you to do that, but  
14 you are always up front. So I want to thank you  
15 for that and that she will provide, you know, the  
16 letter for you.

17           Also in terms of the -- I'd like to ask  
18 about -- and it doesn't matter who responds -- in  
19 terms of the open meetings, the Sunshine, how has  
20 that been resolved, has it been resolved, or what  
21 is now in light of what happened in the  
22 newspapers, what's the difference now?

23           MR. EGAN: Mr. Chairman and  
24 Representative James, I would like to  
25 just -- this is a very important issue to us and

1       you've given us so much time and you've been so  
2       patient. I would just ask your indulgence. I  
3       have a brief statement I would like to make. I  
4       promise you it's only a few paragraphs.

5                   CHAIRPERSON GANNON: You may proceed.

6                   MR. EGAN: Thank you, Mr. Chairman.

7       Mr. Chairman, today and for more than a century,  
8       we at the Board of Directors of City Trusts are  
9       and have been open to the public. During that  
10      period reporters including reporters from the  
11      Philadelphia would occasionally attend the  
12      meetings of the Board.

13                   For a brief period, however, from  
14      November 8th, 1996, until December 12th, 1997,  
15      attendance was restricted to prior invitation  
16      because of the outrageous and disruptive conduct  
17      of a local newspaper reporter who had a personal  
18      agenda against one of the Board members. Please  
19      let me explain why this action was appropriate.

20                   In late 1996, a reporter from the one of  
21      the small Philadelphia weekly newspapers began  
22      attending Board meetings. Since he had  
23      previously investigated a Board member without  
24      result, he apparently was seeking a second chance  
25      to attack in a desperate attempt to enrich his

1       byline.

2                   The antagonism of this reporter towards  
3       that Board member became obnoxious and  
4       disruptive to the conduct of the Girard estate  
5       and the conduct of the business at the meetings.

6                   For example, on September 6th, 1996,  
7       this individual appeared at the offices of the  
8       Girard Estate and demanded an interview with the  
9       general manager without an appointment.

10                   Despite having been informed that the  
11       general manager was not available, this  
12       individual demanded to see him. After his  
13       behavior became hostile and defiant, the  
14       receptionist had no alternative but to call  
15       security and have him escorted from the building.

16                   Such behavior carried to the board room  
17       during meetings. Therefore, in order to protect  
18       the orderly conduct of business, effective  
19       November 8th, 1996, public attendance required  
20       prior invitation.

21                   The Board has always been committed to  
22       public attendance answer at the meetings and we  
23       were troubled that such action had been forced  
24       upon us, even though any request for attendance  
25       from concerned members of the community would be

1 granted.

2 Therefore, we promptly ended the prior  
3 invitation policy on December 12th, 1997, thus  
4 returning to our policy of more than one hundred  
5 years of encouraging valuable community  
6 participation in the Board's mission to  
7 administer the private and charitable requests of  
8 Philadelphia's devoted citizens.

9 In addition to that, Mr. Chairman, we  
10 have some further narrative here which I will not  
11 read; but it's been submitted to the Committee.  
12 And it deals with specific requests for  
13 information that were made of us during that  
14 period of time by members of the media and others  
15 and how we responded to each and every one of  
16 those.

17 So we will submit that to you for the  
18 record as well.

19 CHAIRPERSON GANNON: Thank you,  
20 Mr. Egan. Representative James.

21 REPRESENTATIVE JAMES: Yeah. Thank  
22 you, Mr. Chairman. And thank you for that  
23 response. Mr. Chairman, would the Committee  
24 members be able to get copies?

25 CHAIRPERSON GANNON: Yes. Copies of



1 Mr. Egan's statement. The Board has submitted  
2 documents and they'll be available for  
3 inspection. I don't know if we want to make  
4 copies of everything. They're pretty voluminous.

5 REPRESENTATIVE JAMES: What he said he  
6 was going to submit there.

7 CHAIRPERSON GANNON: Okay. Statements  
8 in the pack, okay.

9 REPRESENTATIVE JAMES: Also I want to  
10 thank you. As Chairman of the Caucus, I wrote a  
11 letter in which both Justice Malameu  
12 (phonetic) responded and the president, Mr.  
13 Espisito responded. And if the Committee wants,  
14 I could make those copies available for the  
15 Committee, you know, for you.

16 CHAIRPERSON GANNON: I would appreciate  
17 it.

18 REPRESENTATIVE JAMES: Okay. Also,  
19 Judge Cermele, I just wanted to commend you in  
20 light of what you said earlier that about the  
21 illnesses that you hear. And I really sense the  
22 love that you have for Girard College.

23 And I also want to recognize I remember  
24 when I was there it was either you or somebody  
25 said that there were two incidents that really

1 happened at Girard College that is probably going  
2 down in the history books. One I think was the  
3 visit of the president. Was that President --

4 HONORABLE CERMELE: Truman.

5 REPRESENTATIVE JAMES: Truman. And the  
6 other was the General from here who flew down in  
7 a helicopter. I think he left. So I just -- I  
8 was going to mention it. I thought he was still  
9 here. But anyway, I just wanted to mention that  
10 he was here.

11 In getting back to the other thing,  
12 other issues, in terms of curriculum, is there a  
13 curriculum or study about the curriculum?

14 MR. DEVLIN: Yes, sir, there is.  
15 There's actually been a three year -- for the  
16 last three years we've been developing the  
17 curriculum. And it's being field-tested this  
18 year with educational consultants from different  
19 universities.

20 It's fully articulated grades 1 through  
21 12. It's residential and instructional academic.

22 REPRESENTATIVE JAMES: So it hasn't been  
23 decided on? It's still being studied --

24 MR. DEVLIN: No. No. It's not studied.  
25 It's actually written. No. No. The study

1 started several years ago. And actually in '95,  
2 Charles --

3 MS. BIARD: Yes.

4 MR. DEVLIN: '95 we actually started  
5 developing it with our teachers, house parents,  
6 and educational consultants, the whole group. It  
7 is written and completed. Frankly, it's in draft  
8 form because we are field testing individual  
9 units of study this year.

10 We have the Graduate School of Education  
11 at Temple University working with us this summer  
12 and all of next year -- that's professors and  
13 graduate students -- in a sense, giving us a read  
14 on it.

15 Where are we successful? Where does it  
16 need to be fine tuned? What has to be added? So  
17 we see it as a growing, evolving document; but it  
18 is completed in draft form at this point.

19 REPRESENTATIVE JAMES: So when do you  
20 anticipate that it will be finished or whatever  
21 it has --

22 MR. DEVLIN: In a sense, it'll be  
23 in a much -- after next year, let's say, a full  
24 academic year of field testing it will be in the  
25 document that I can not call a draft document.

1           Although, frankly, in education we're  
2 always evolving. So even though it will be a  
3 completed document, I would see that we would  
4 always be always looking to improve it or to  
5 modify it. By next year it will not be a draft  
6 document anymore.

7           REPRESENTATIVE JAMES: Okay. Are you  
8 planning to hire more teachers?

9           MR. DEVLIN: And house parents, yes.

10          REPRESENTATIVE JAMES: Do you have a  
11 time frame or numbers or they haven't been  
12 developed?

13          MR. DEVLIN: No. We're preparing a  
14 budget. As Judge Cermele mentioned, we did  
15 budget hearings and everyone has submitted their  
16 budgets to me. They're on my desk. I haven't  
17 looked at at all. But we do have a plan to  
18 increase house parents and teachers. I'm not  
19 sure of the exact number.

20          As I say, it's a document that I have to  
21 go through, but yes. And it will be for next  
22 year. But as I see from the budget hearings and  
23 the recommendations that many students and staff  
24 have made, we're going to have to prioritize.

25          There were many great suggestions, but

1 we're going to have to be okay year one, year  
2 two, year three.

3 MR. EGAN: Excuse me, Representative  
4 James. One of the things that we have  
5 done -- and this doesn't necessarily help us when  
6 we go to the bargaining table next year -- but we  
7 have increased our teachers' salaries  
8 significantly.

9 Since 1992, our starting teachers'  
10 salaries were up 44 percent.

11 REPRESENTATIVE JAMES: Since '92?

12 MR. EGAN: Since '92. Actually, what we  
13 found again, referring back to this when we went  
14 up and did this investigation -- I hate to use  
15 the word investigation. But we started looking  
16 at all of our practices.

17 What we found was that we were paying  
18 our dishwashers at Girard College more money than  
19 we were paying our starting teachers. And  
20 frankly, we were paying our dishwashers more than  
21 what the going rate was for their counterparts  
22 throughout the city.

23 But we felt that we weren't paying our  
24 starting teachers as much as what we should have  
25 been. And we've attempted to deal with that.

1 Overall, our teachers' salaries are up 17  
2 percent. Again, this doesn't necessarily help us  
3 when we go to the bargaining table and I will  
4 probably have to answer to my other Board members  
5 for saying that; but it's a direction that we  
6 want to continue to go.

7 REPRESENTATIVE JAMES: What is your  
8 teacher retention rate compared to other schools  
9 similar to you?

10 MR. EGAN: Charlsie see or Joseph.

11 MS. BIARD: Thank you.

12 CHAIRPERSON GANNON: Would you identify  
13 yourself?

14 MS. BIARD: Yes. My name is Charlsie  
15 Biard. I'm director of education at Girard  
16 College. The teacher retention rate has been  
17 probably one of the greatest challenges that we  
18 have had there. And I don't think it takes a  
19 rocket scientist, so to speak, to determine the  
20 cause of that.

21 We really need to work as hard as we can  
22 to retain the excellent staff members that we  
23 have for stability. That makes all the  
24 difference in the world in especially a school  
25 like ours where there are small classes where

1 students relate to the people on a consistent  
2 basis, put trust in them, look forward to being  
3 with them.

4 And that has been something that has  
5 been really a difficult challenge for us through  
6 the years. So for the record, I do support what  
7 we can do to retain a good, stable staff.

8 REPRESENTATIVE HORSEY: Did I hear a  
9 number?

10 REPRESENTATIVE JAMES: No. I was going  
11 to --

12 REPRESENTATIVE HORSEY: Excuse me. Go  
13 ahead. I'm sorry.

14 REPRESENTATIVE JAMES: I hadn't  
15 finished.

16 CHAIRPERSON GANNON: Go ahead,  
17 Representative James.

18 REPRESENTATIVE JAMES: Thank you,  
19 Mr. Chairman. I respect and understand what you  
20 said. But what I was trying to find out and I  
21 didn't hear, what's the percentage, what's the  
22 number. I heard that you said it's not good and  
23 it's difficult.

24 But is there any kind of figure that we  
25 can use to measure in terms of your retention

1 rate?

2 MS. BIARD: Truthfully, I cannot tell  
3 you what a specific number is.

4 REPRESENTATIVE JAMES: Okay.

5 MS. BIARD: I can tell you the gray  
6 hairs that pop out every time we have to  
7 advertise to get new people, but I don't really  
8 know what the specific numbers are.

9 MR. EGAN: Representative, I don't have  
10 the number right in front of me either. It is  
11 something that we will get for you.

12 REPRESENTATIVE JAMES: Okay.

13 MR. EGAN: I believe I could  
14 editorialize though and say that among -- overall  
15 among our teachers, it's decedent. We have, I  
16 think, lost a greater percentage of math and  
17 science teachers, which is the most important.  
18 We've had a greater turnover in that area.

19 But you're entitled to that answer. We  
20 should have had it today, and I will get it for  
21 you.

22 REPRESENTATIVE JAMES: No problem.  
23 Thank you much. Mr. Chairman, for the sake of  
24 time, I had asked my staff to draft a letter to  
25 send you a couple days ago and they had about



1 five questions. And I'll just would submit that  
2 also to the Committee and a copy of the letter to  
3 the Committee as wells as to you for response to  
4 the Committee.

5 CHAIRPERSON GANNON: Fine. You're going  
6 to send the letter to Mr. Egan?

7 REPRESENTATIVE JAMES: Yes. Yes. What  
8 you have, a copy that responds to some questions.

9 CHAIRPERSON GANNON: And if you could  
10 send copies to the Committee of the responses?

11 MR. EGAN: Yes, sir.

12 REPRESENTATIVE JAMES: Thank you. Thank  
13 you, Mr. Chairman.

14 CHAIRPERSON GANNON: Just --

15 REPRESENTATIVE HORSEY: Mr. Chairman,  
16 may I ask a question?

17 CHAIRPERSON GANNON: Just submit the  
18 response to me and we'll get it to the Committee.  
19 Representative Feese.

20 REPRESENTATIVE FEESE: Thank you,  
21 Mr. Chairman. Gentlemen, thank you for your  
22 testimony. All of it has been very helpful to  
23 me, and I appreciate your effort in that regard  
24 in coming here and trying to clarify some of the  
25 issues for us.

1           One of the things that Representative  
2           Horseley raised which I asked Representative Horseley  
3           about was this open meetings issue. And my  
4           concern is that I think sometimes articles like  
5           what you see in the Philadelphia Inquirer are  
6           generated by a lack of information or perceived  
7           effort to keep things secret, not to mention  
8           sometimes some poor reporting.

9           But I see an effort by the Board of  
10          Directors of the trust and as well as the Board  
11          of Managers to make things open and available.  
12          And, in fact, Mr. Egan, your testimony regarding  
13          that issue, the information which you did not  
14          provide to me shows yeoman's efforts to respond  
15          to requests by the news media, which I think were  
16          burdensome on you; but nonetheless, you responded  
17          to them.

18          So I see that effort and that  
19          willingness to provide that information to the  
20          public. With that background and the fact of the  
21          one exhibit that you showed to us stated the  
22          Board of Trust was an instrumentality of the  
23          Commonwealth, what objection would you gentlemen  
24          have to clarifying that the Sunshine Law, the  
25          Right-to-Know Law does, in fact, apply to the

1 Board of Managers and the Board of Trusts? Do  
2 you have any objection to that?

3 MR. EGAN: We've never had any  
4 objection.

5 HONORABLE CERMELE: We have  
6 all -- that came under the Sunshine Law. I'm not  
7 sure I understand the issue.

8 REPRESENTATIVE FEESE: That answers my  
9 questions, gentlemen. Thank you very much.

10 MR. BURCIK: The only thing I wanted to  
11 mention in that regard is that we would ask that  
12 institutions similar to ours be treated in the  
13 same manner. I would think that we would want to  
14 have the rules applied to us equally as they do  
15 with other endowments.

16 The second thing is that we're concerned  
17 that not the meetings being opened but the kind  
18 of fishing expeditions that were shown earlier in  
19 the first part of that where it's asked for  
20 everything for a period of time. And that's what  
21 our concern would be.

22 In that specific question, you did not  
23 respond to that issue a fishing expeditious.

24 REPRESENTATIVE FEESE: I think you  
25 responded to some that was a fishing expedition.

1 But just based on what I read -- and I agree with  
2 you.

3 I think that any entity that's  
4 determined to be an instrumentality of the  
5 Commonwealth the Sunshine Law should apply. And  
6 that was my only main concern. And I thank you  
7 for that indication that you don't have a problem  
8 with that issue.

9 HONORABLE CERMELE: We don't believe it  
10 is not just not having a problem with issues. We  
11 don't believe it is an issue.

12 CHAIRPERSON GANNON: Thank you,  
13 Representative Feese. Representative Horsey.

14 REPRESENTATIVE HORSEY: Just real brief,  
15 what is the student-to-teacher ratio again?

16 MR. EGAN: Ten-to-one.

17 REPRESENTATIVE HORSEY: Okay. What is  
18 the fiscal operating budget outside of the  
19 capital budgets.

20 MR. DEVLIN: Currently --

21 REPRESENTATIVE HORSEY: I guess you can  
22 answer. Anyone can answer.

23 MR. DEVLIN: It's about 11 --

24 HONORABLE CERMELE: The question is,  
25 what is the operating --

1           REPRESENTATIVE HORSEY: What is the  
2 fiscal operating budget.

3           HONORABLE CERMELE: I believe it's about  
4 \$13 million this year.

5           REPRESENTATIVE HORSEY: And the last --

6           MR. EGAN: Representative Horsey, we  
7 spent approximately \$20,000 per child.

8           REPRESENTATIVE HORSEY: That answered  
9 the question.

10          MR. EGAN: And if a child stays with us  
11 for the entire 12 years of their schooling, it's  
12 approximately a quarter of a million dollars, not  
13 to mention what might be granted to that child in  
14 scholarship aid for school -- for secondary  
15 school.

16          REPRESENTATIVE HORSEY: And the last  
17 question, What is -- I heard the 44 percent  
18 increase. What is the rate of money that you  
19 pay the teachers? What is the real number?

20          HONORABLE CERMELE: That's kind of a  
21 question that we will have to respond to you in  
22 more detail if you let us know through the  
23 Chairman whether you want to know starting  
24 salaries, longevities, things of that nature.

25                 We would -- we would only ask,

1 Mr. Chairman, if we could, we are about to enter  
2 into negotiations with the PFD. We would like to  
3 proceed with those negotiations in a proper  
4 fashion, and so we would like to avoid getting  
5 into any public discussion at this time about  
6 salaries.

7 CHAIRPERSON GANNON: That's okay. In  
8 fact, I would like to defer any questions dealing  
9 with the finances until our next meeting. And  
10 then before we can lay out some ground rules  
11 insofar as those questions are concerned so we  
12 don't run into any problems along the lines of  
13 litigation.

14 REPRESENTATIVE HORSEY: Thank you,  
15 Mr. Chairman.

16 CHAIRPERSON GANNON: Representative  
17 Washington.

18 REPRESENTATIVE WASHINGTON: Thank you,  
19 Mr. Chairman.

20 MR. EGAN: Pardon me, Representative  
21 Washington. I do have the numbers,  
22 Representative. You jogged my mind. The  
23 starting salary is 23,350; the average salary is  
24 33,000.

25 REPRESENTATIVE WASHINGTON: Thank you.

1 Thank you, Mr. Chairman. I just want to say,  
2 Mr. Cermele, Judge Cermele that a person as well  
3 as given us the information that you have for  
4 Girard College, when this is over you'll be able  
5 to be a historian.

6 And also I'd like to ask Mr. Devlin,  
7 I've talked to you and some of your staff people  
8 on the phone a couple of times. I've heard you  
9 talk about the fact that you want your students  
10 to be prepared to go to college.

11 And I'd like to ask you that currently  
12 you have a temporary teacher -- what do they call  
13 them, substitute teacher in your science  
14 department now?

15 MR. DEVLIN: We have a teacher out on  
16 sabbatical leave.

17 REPRESENTATIVE WASHINGTON: Is she doing  
18 another job?

19 MR. DEVLIN: No. No. No. She's going  
20 back to school. She's taking some courses. We  
21 have a sabbatical period. After ten years, they  
22 can got out on sabbatical.

23 REPRESENTATIVE WASHINGTON: So you do  
24 have a substitute teacher?

25 MR. DEVLIN: We have a long-term

1 substitute this year.

2 REPRESENTATIVE WASHINGTON: The rest of  
3 this year?

4 MR. DEVLIN: Yes, till June.

5 REPRESENTATIVE WASHINGTON: Okay. Thank  
6 you so much.

7 CHAIRPERSON GANNON: Thank you,  
8 Representative Washington. Representative James.

9 REPRESENTATIVE JAMES: Thank you,  
10 Mr. Chairman. I just have two brief  
11 questions. (1), in terms of Board of Managers,  
12 is it 12 or 14?

13 HONORABLE CERMELE: There are 14  
14 managers who have voting rights and there are  
15 three others additional who do not have voting  
16 rights but participate, those being the staff  
17 member and the two students. So there's a total  
18 of 17.

19 The confusion may be that there are also  
20 14 members of the Board of Directors of City  
21 Trusts, of which 12 are elected by the judges of  
22 the Court of Common Pleas of Philadelphia and the  
23 other two serve ex officio or serve by having  
24 their representatives appear for them.

25 As I told you earlier, I originally



1 served as the representative for Mayor Rendell.  
2 So there are 14 members of the Board of Directors  
3 of City Trusts. There are at this point a total  
4 of 17 members of the Board of Managers; 14 of  
5 which have voting rights.

6 And we do have provision, however, for  
7 more people on the Board of Managers. I would  
8 tell you, however, that the meetings of a Board  
9 of Managers, since we do invite all committee  
10 members to not only attend, to participate, by  
11 the time we get to the point of voting, we are  
12 generally in a consensus mode.

13 So in all honesty as the Chairman of the  
14 Board, I can't report to you that there are only  
15 14 people voting. There may be as many as 30  
16 assenting to the action that we're taking.  
17 They're kind of done by consensus because we all  
18 meet collegiately and work everything out.

19 REPRESENTATIVE JAMES: All right. So  
20 the Board of Managers is 14 voting members, but  
21 three other people which is staff and the two  
22 students that you don't give a vote to?

23 HONORABLE CERMELE: Right.

24 REPRESENTATIVE JAMES: Didn't you say  
25 something about committee members may be 30. So

1 in other words, other people can be assigned to  
2 the committee that are under the Board of  
3 Managers' direction?

4 HONORABLE CERMELE: Yes, sir.

5 REPRESENTATIVE JAMES: Other people --

6 HONORABLE CERMELE: Yes, sir. We try to  
7 avoid elected officials, however.

8 REPRESENTATIVE JAMES:. Okay.

9 HONORABLE CERMELE: And I would tell you  
10 that there are -- let me be honest with you that  
11 I spend a great deal of my time meeting with  
12 community groups outside of Girard College.

13 I serve as the chair of the West Girard  
14 Avenue Collaborative. And so I spend a great  
15 deal of my time meeting with groups, meeting  
16 with the NAACP, meeting with the Ad Hoc  
17 Committee for Social Justice, meeting with  
18 ministers, and meeting with others.

19 And so I get a lot of input now from  
20 those people who also from time to time submit  
21 resumes to me of individuals that might be  
22 appropriate to serve on committees. And I would  
23 tell you that there are some that we are going to  
24 consider very shortly as additional committee  
25 members.

1                   REPRESENTATIVE JAMES: All right. And  
2 did you just say you was (sic) going to increase  
3 the Board of Managers?

4                   HONORABLE CERMELE: We have the capacity  
5 under our bylaws to go to a total of 19.

6                   REPRESENTATIVE JAMES: 19 voting  
7 members?

8                   HONORABLE CERMELE: That's  
9 correct -- I'm sorry. 19 total. So we can add  
10 to them.

11                   REPRESENTATIVE JAMES: Then my other  
12 question had to do with what you talked about on  
13 the Board of Trust, and that was the ex officio  
14 member from the Mayor's office and the city  
15 council president's office.

16                   Are they -- now, I think the papers  
17 alluded to they didn't really have full  
18 participation in the meetings. And has that been  
19 adjusted or --

20                   MR. EGAN: Yes, it has, Representative.  
21 And frankly in my 18 years on the Board,  
22 typically, this is not meant as a shot at any  
23 past mayors or presidents of City Council.  
24 Typically, there wasn't people attending for  
25 those.

1           Now, during Mayor Good's administration,  
2 he did have a Representative there. But since,  
3 Mayor Rendell has been there and President John  
4 Straight has been, the president of City Council.  
5 They send people to each and every meeting, maybe  
6 once in a while miss a meeting.

7           But very, very rarely they were not  
8 participating in all discussions. And it really  
9 was just bad form, if you will. And, yes, that  
10 has been corrected and they are full  
11 participating members in all sessions, including  
12 executive sessions, dealing with salaries and  
13 legal matters and things of that nature.

14           REPRESENTATIVE JAMES: Thank you. It  
15 just seems that -- and this is just a comment,  
16 Mr. Chairman. It just seems that as a result of  
17 the articles, sometimes it takes those kinds of  
18 things to bring you together to do what's  
19 necessary or to make us all aware to communicate  
20 better.

21           And I think that's happening, and I just  
22 want to commend you and the Board of Managers  
23 on the Board of City Trusts for at least trying  
24 to communicate and address the concerns that we  
25 have raised. And I hope this continues as we

1 continue the hearings and the same thing with our  
2 Chairman. Thank you, Mr. Chairman.

3 CHAIRPERSON GANNON: Thank you  
4 Representative. Representative Wogan.

5 REPRESENTATIVE WOGAN: Thank you,  
6 Mr. Chairman. Gentlemen and Charlsie, I want to  
7 thank all of you for testifying in a very  
8 forthright and candid fashion. I found this  
9 hearing to be very informative.

10 I look forward to the second hearing  
11 when we discuss how the members of the Board have  
12 fulfilled their fiduciary responsibilities to the  
13 Trust.

14 But since Representative Horsey  
15 expressed pretty clearly the legislative intent  
16 behind House Bill 2077, I wish to make an  
17 editorial comment. I'm just one member of this  
18 Committee, but I think I speak for other  
19 Committee members also.

20 I'm less interested in the race of your  
21 members of the Board and the race of your staff  
22 than I am in the job that you as Board members  
23 are doing.

24 And I want you to know that I appreciate  
25 your commitment to, Judge Cermele, when you said

1 that you were going to make sure that the best  
2 possible candidate would be hired if there were a  
3 vacancy in a school position. And you will find  
4 the support of the General Assembly for that kind  
5 of position. Thank you, all of you.

6 CHAIRPERSON GANNON: Thank you,  
7 Representative Wogan. Just one question: Is  
8 there any requirement with respect to the number  
9 of students enrolled in the school? What is  
10 that?

11 HONORABLE CERMELE: Yes, sir, there is a  
12 requirement under the Will of Stephen Girard that  
13 the number of students be 300.

14 CHAIRPERSON GANNON: With respect to any  
15 number over that, how does that work? Is that at  
16 the discretion of the Board?

17 HONORABLE CERMELE: Yes, sir.

18 MR. EGAN: It is at the discretion of  
19 the Board. And obviously, the Physical Plant  
20 becomes a consideration. I mean, as we  
21 indicated, '92 we were at 475; today we're at  
22 600. I think we might be able to squeeze in 602  
23 or 603.

24 We really don't have the physical  
25 facilities. That's why we're excited about this

1 expansion plan that we have. Keep in mind that  
2 in the mid-80's we also admitted females for the  
3 first time. And that put constraints on the  
4 amount of students as well.

5 CHAIRPERSON GANNON: Do you let  
6 ministers on the premises?

7 HONORABLE CERMELE: Yes, indeed, we do.  
8 Stephen Girard left in his Will that he wanted  
9 the highest principles of virtue taught to his  
10 scholars, as he referred to us. He did not want  
11 our minds clouded by the arguments between the  
12 many religious sects.

13 And so for many years, clergy were not  
14 permitted on the campus of Girard. I myself was  
15 in the seminary years ago; and I was going to  
16 become a priest, a Catholic priest -- a monk, as  
17 a matter of fact.

18 I know I shouldn't go down this road;  
19 but during that period of time even though I was  
20 not ordained, there was a sensitivity that I  
21 should not go back onto the campus of Girard  
22 because I was about to become a cleric person.

23 However, if the Committee would just  
24 indulge me, I will tell you why that policies has  
25 changed. It was changed because the Attorney

1       General said that having looked at that  
2       provision, what Girard meant was that clergy  
3       should not come on the campus for purposes of  
4       proselytizing and should not speak of religion  
5       but that the clergy could come on as a guest.

6               And the reason that the Attorney General  
7       decided to look at this provision is because one  
8       of our members of the Girard College alumni at  
9       the time when I was president of the Alumni  
10       Association thought that it would be a good idea  
11       to invite a prominent Philadelphian to our  
12       Founders Day celebration to speak in their  
13       chapel service.

14               And he invited then Congressman Bill  
15       Gray. And he came all excited to tell me that  
16       Congressman Gray was going to be the guest speaker  
17       at our Founders Day celebration.

18               And I said, But Leonard, this is not  
19       going to work because remember that Congressman  
20       Gray is also Reverend Gray. You have to go tell  
21       him that he's not invited. And he said, Not me.  
22       And I said, Well, not me.

23               And so we did turn to the Board of  
24       Directors of City Trusts and they turned to the  
25       Attorney General, and clergy are now invited. I



1 frequently have meetings when we were doing the  
2 meetings for the celebration of the commemoration  
3 of the 200th anniversary of the Yellow Fever  
4 Epidemic we would bring clergy together with us.

5 They were involved in meetings. We  
6 would meet sometimes at Mother Bethel; we'd meet  
7 at Girard. So the only thing that is a little  
8 uncomfortable when they come is that if we're  
9 going to eat lunch, they are not allowed to say  
10 grace.

11 I say grace. I led us in saying grace  
12 because if they were to do it, that would violate  
13 Girard's Will. But short of that, they are  
14 allowed on our campus now.

15 CHAIRPERSON GANNON: Thank you.  
16 Mr. Egan, did you have a comment?

17 MR. EGAN: I just wanted to thank the  
18 Committee because I've learned more about Judge  
19 Cermele today than I knew.

20 CHAIRPERSON GANNON: I want to thank  
21 the members of Board the City Trusts and the  
22 faculty of the school and the staff for taking  
23 time from their schedules to be here today and to  
24 present their testimony to the Committee and to  
25 answer questions from the Committee.

1           MR. EGAN: Thank you, Mr. Chairman and  
2 Members of the Committee.

3           REPRESENTATIVE HORSEY: Mr. Chairman,  
4 can I thank you for having these hearings on  
5 this issue.

6           CHAIRPERSON GANNON: You certainly can.  
7 Our next witness is Heidi Goldsmith, Executive  
8 Director of the International Center for  
9 Residential Education. You may proceed,  
10 Ms. Goldsmith.

11           MS. GOLDSMITH: All right. Good  
12 afternoon. My name is Heidi Goldsmith, and I am  
13 the founder and Executive Director of the  
14 International Center for Residential Education,  
15 the Washington, D.C. based, nonprofit  
16 organization founded in 1993 to improve the  
17 quality and increase the availability of  
18 residential education for at-risk youth in the  
19 United States.

20           The Center assists communities  
21 throughout the United States in opening new  
22 residential schools for at-risk young people, and  
23 we identify and share the best practices among  
24 existing residential schools in the United States  
25 and overseas.

1           The Center also conducts a wide variety  
2 of public education activities for federal and  
3 state policy makers, educators, social welfare  
4 professionals, and for the general public so that  
5 they will understand the potential and the  
6 reality of this option for so many of our at-risk  
7 young people.

8           I've been working with legislators in  
9 the Commonwealth on the proposed Residential  
10 Education Act of the Commonwealth of  
11 Pennsylvania, and through this involvement have  
12 previously testified twice before another  
13 Committee of this House and to the Urban  
14 Education Committee -- Commission.

15           Pennsylvania is currently the national  
16 leader in residential education. There is more  
17 residential education in the Commonwealth of  
18 Pennsylvania than any other state or Commonwealth  
19 in the country.

20           First of all, you have the flagship  
21 programs, Girard College and the Milton Hershey  
22 School; you have the Scotland School for  
23 Veterans' children in Scotland, Pennsylvania,  
24 which is one of only two state-funded residential  
25 schools for at-risk children in the whole United

1 States.

2 We also have four job corps centers here  
3 in the Commonwealth which are for young people  
4 ages 16 to 24. Now all of the children in all of  
5 these programs come from economically and/or  
6 socially disadvantaged backgrounds.

7 This morning I will attempt to give you  
8 some perspective and some of my observations on  
9 Girard College itself. In my experience, the  
10 staff has consistently been eager to learn to  
11 improve the college and are always open to new  
12 ideas.

13 I've been involved with the college  
14 since September, 1994, when I gave a keynote  
15 address to the Trust members, college staff,  
16 alumni, staff and students who were working on  
17 the previously-mentioned new strategic plan for  
18 the college.

19 As part of strategic plan, people  
20 involved in creating that plan wanted to glean  
21 effective principles and program elements from  
22 other programs in order to improve the college's  
23 effectiveness with the students.

24 Girard College also eagerly and openly  
25 participated in the nation's first study of the

1 existing residential education programs which the  
2 International Center conducted in 1995. And I  
3 believe there was a question about that study  
4 earlier, and I'd be glad to answer that during  
5 the question period.

6 I consulted to the Residential Life  
7 Committee of the college in 1995 again as part of  
8 the strategic planning process about adding  
9 elements such as more community-wide  
10 celebrations, perhaps adding rights of passage  
11 and increasing student leadership opportunities  
12 at the college.

13 Staff and students from the college were  
14 involved in the first national conference among  
15 the existing residential programs for at-risk  
16 youth. The conference focused on peer mediation  
17 in a residential setting.

18 Girard College's peer mediation program  
19 is now being emulated throughout the country.  
20 The college has been very open to hosting people  
21 from communities who are interested in opening  
22 new residential schools; and, therefore, the  
23 college is serving as a model to these new  
24 communities.

25 It has opened its gates also to policy

1 makers who are examining how residential schools  
2 such as Girard help at-risk young people who  
3 without such schools are unlikely to go far in  
4 life.

5 This past November, we brought 125  
6 congressional staff on the Committees of the  
7 Education and Human Services Committee to visit  
8 Girard College and three other residential  
9 programs in the Commonwealth.

10 The participants were and remain  
11 particularly impressed with the commitment of  
12 the staff to the students, were also impressed  
13 with the students; and staff's candor and the  
14 clear sense of mission of all involved with the  
15 college.

16 What is the purpose of a residential  
17 school? What is the value added of attending a  
18 residential school? One of things you can  
19 achieve in a residential school is that the  
20 values that you're taught during the academic  
21 hours in the hours of, say, 8 to 1 or 8 to 3,  
22 are the same values taught during your recreation  
23 hours and until you go to sleep. The same values  
24 are consistent 24 hours a day.

25 Other things that you can get in a

1 residential school are life skills that you  
2 are unlikely to get nearly as much of if you were  
3 just going to school from 8 to 1 or 8 to 3.

4 There's a dichotomy currently in the  
5 United States. It's okay for children from  
6 affluent, supportive families to be sent away  
7 from their homes to boarding schools usually in  
8 New England to get a good education.

9 And yet it seems as people are very  
10 skeptical and usually look down on taking  
11 children from poor homes, from abusive  
12 backgrounds, from troubled neighborhoods and  
13 sending them away to a residential school.

14 I don't think this is something that is  
15 in best interest of children, this dichotomy here  
16 in the United States currently. And we're  
17 working to change that, and the tide is turning.

18 It used to be you never -- most of the  
19 residential schools kind of went down in  
20 enrollment in the late '60's and early '70's when  
21 deinstitutionalization increased in the United  
22 States.

23 There's a swing. Every three weeks,  
24 there's a new community that contacts us: How do  
25 we start a new residential school? Private

1 philanthropists, residential charter schools, and  
2 a lot of other options.

3 Some of the key elements in good  
4 residential schools are -- I did a national study  
5 which Girard College was included in in 1995,  
6 and I picked up five key components of every good  
7 residential education program.

8 The first and most important element  
9 that every good program has is safety, both  
10 physical and emotional safety. This is something  
11 unavailable to many of the children who attend  
12 residential schools.

13 The second is they need a good  
14 education. And usually in residential education  
15 programs the classes are smaller. Third is a  
16 real sense of community.

17 Fourth, self-esteem. Most kids arriving  
18 at these schools have very low horizons, very low  
19 dreams of what they can achieve in life and often  
20 their life expectancy in their mind is very  
21 short. But when they leave these schools, they  
22 go into college, they really believe they can be  
23 someone.

24 And the fifth element is structure. In  
25 these residential education settings, if you



1 spend some time in the settings, there's a very  
2 clear structure. The students finish class.  
3 They have their lunch. They have certain number  
4 of rec hours. They have study hours. It's a  
5 very structured day.

6 Most of the students do not have that  
7 kind of structure wherever they came from. And  
8 those students say, When I first arrived at  
9 school, it was too much structure. I couldn't  
10 take it. And then they say, But it was just what  
11 I needed.

12 So again, those five elements are  
13 safety, education, community, self-esteem, and  
14 structure. These are things we probably want for  
15 our own children, but the kids who go to these  
16 residential schools usually don't have these  
17 elements available to them.

18 In addition -- and all these elements  
19 are present in Girard. Some of the other things  
20 that students can gain from these residential  
21 schools, other opportunities which are unlikely  
22 to be available to them in their home settings  
23 are extracurricular activities; a positive peer  
24 culture as opposed to being a member of gang;  
25 bonding with adults, especially with adult male

1 role models; and the excitement of horizons being  
2 opened. The excitement of the kid saying, hey,  
3 I'm really going to be somebody.

4 It takes about two years anywhere in the  
5 world. I've been to the Near East, I've been to  
6 Europe, I've been to American Indian reservations  
7 and a whole varieties of programs in the United  
8 States. It takes about two years for a child  
9 from a disadvantaged background to finally get  
10 it.

11 And suddenly they realize. This light  
12 goes on in their eyes and they get it. The locus  
13 of control over their life is theirs. It's not  
14 someone from the outside impressing it. It's up  
15 to them to make something of their life. And a  
16 light goes on in their eyes. It's very exciting  
17 to see. And their motivation just skyrockets.

18 Girard's staff and students have  
19 probably seen this. And I know they've seen this  
20 again and again. As are all schools, even the  
21 very well endowed Milton Hershey School which is  
22 20 minutes from here, Girard is doing extensive  
23 self-examination of its programs.

24 It's readying the students and the  
25 college for the 21st century. Some examples of

1       these efforts you've heard earlier; but just to  
2       review them are installing new computers,  
3       implementing a peer mediation program, building a  
4       new dormitory for the elementary school students,  
5       and looking at how the demographic changes in the  
6       student population necessitates modifications to  
7       various aspects of the school to best meet the  
8       needs of the current students.

9               Other efforts include increasing  
10       parental involvement and improving student  
11       connections to the college after graduation. I  
12       think Mr. Devlin mentioned they are now often  
13       bringing back some of the alumni to be mentors to  
14       the younger students.

15              And let's look at the outcomes. Over 90  
16       percent of the graduates do go on to college. I  
17       see Girard as a literal and figurative oasis in  
18       the middle of downtown Philadelphia. You leave  
19       the run-down neighborhood, the ghetto which they  
20       adjoin, that borders the College, and one enters  
21       the gates into a peaceful, well-landscaped  
22       setting with neo-classical architecture and  
23       students walking around purposefully with books  
24       under their arms.

25              Whenever I visit a residential school,

1 the first thing I look at is what is the posture  
2 of the students? If the students kind of slump  
3 around with their head between their shoulders  
4 and kind of shuffle along or do they have this  
5 excitement in their eyes?

6 Do they walk with their shoulders back  
7 like they belong there? When they meet someone  
8 that first enters the school, they say good  
9 morning or how are you? These are some of the  
10 things: Do they really belong? What do they  
11 think of themselves?

12 And in Girard College, you walk into  
13 Girard College -- I understand you all visited  
14 last Friday or one Friday. And usually in any  
15 day -- and I don't usually go there in big  
16 groups, you see students say hello and they're  
17 upbeat.

18 Their posture shows they are proud of  
19 themselves; they are proud of where they are.  
20 It's healthy and responsible for the Legislature  
21 to periodically look at the Commonwealth's assets  
22 such as the college.

23 You may, in fact, find some adjustments  
24 to the college to be beneficial, which with it's  
25 consistent openness, the college is likely to

1 embrace these adjustments.

2 Overall, I believe that as you examine  
3 the college, you will agree with me that it is a  
4 tremendous asset to the City of Philadelphia, to  
5 the Commonwealth, and to the nation and should be  
6 valued as such.

7 CHAIRPERSON GANNON: Thank you,  
8 Ms. Goldsmith. Representative Horsey.

9 REPRESENTATIVE HORSEY: Miss Goldsmith,  
10 were you raised in a residential environment?

11 MS. GOLDSMITH: No, I wasn't.

12 REPRESENTATIVE HORSEY: Are you -- how  
13 far did you come? I'm just curious.

14 MS. GOLDSMITH: I'm from Baltimore.

15 REPRESENTATIVE HORSEY: That's all.  
16 Thank you.

17 CHAIRPERSON GANNON: Thank you,  
18 Representative Horsey. Mr. Preski.

19 MR. PRESKI: Just a few questions,  
20 Miss Goldsmith. We had testimony this morning  
21 that said that the student/teacher ratio of  
22 Girard was 10-to-1. How do you rate that or  
23 where do you put that in regard to the other ones  
24 that you've studied?

25 MS. GOLDSMITH: It's pretty close. It's

1 usually somewhere between 9- and 12-to-1. Now,  
2 we're talking about residential education  
3 programs, not residential treatment. So it's  
4 usually somewhere between 1 to 9 and 1 to 13.

5 MR. PRESKI: Do you know what the  
6 numbers are for, I guess, generally for public  
7 schools?

8 MS. GOLDSMITH: I know that they're  
9 higher, but I'm not sure exactly what their rate  
10 is. It's usually around 1 to 18, 1 to 20.  
11 That's what I've been hearing.

12 MR. PRESKI: And part of your testimony  
13 was that the peer mediation program that they  
14 have was being adopted elsewhere. Do you know  
15 where else?

16 MS. GOLDSMITH: Piney Woods Country  
17 Live School in Mississippi. And I believe  
18 there's a job corps center. It's called  
19 Pinopscot Job Corps Center ( phonetic) in Bangor,  
20 Maine.

21 MR. PRESKI: Then two final questions.  
22 One is we heard testimony this morning that some  
23 of the residential schools select the students  
24 that will take the SATs, and we heard that Girard  
25 basically lets everyone take it. Have you ever

1           come across schools where they basically select  
2           which students will take the SATs?

3                   MS. GOLDSMITH: No. Usually, it's  
4           optional. Girard school is college-oriented.  
5           Some schools have an option. Students can either  
6           go to the military or get jobs or go to college.  
7           And Girard's mission is much more college  
8           oriented. So that would to me account to why  
9           they all urge them to take the SATs.

10                   But other places it's optional.

11                   MR. PRESKI: That's all. Thank you.

12                   CHAIRPERSON GANNON: Thank you,  
13           Miss Goldsmith, for coming here today and sharing  
14           your testimony with the Committee. I appreciate  
15           it very much. Our next witnesses is Ann Smith.

16                   REPRESENTATIVE JAMES: I just want to  
17           make another brief announcement. I don't know if  
18           you acknowledged Mr. Wambach --

19                   CHAIRPERSON GANNON: He's going to be  
20           testifying.

21                   REPRESENTATIVE JAMES: Oh, I'm sorry.

22                   CHAIRPERSON GANNON: You may proceed.

23                   MS. SMITH: Good afternoon. My name is  
24           Anna Maria Smith, and I'm a fifth grade teacher  
25           at Girard College. I've been at Girard since

1 1994. I'm also the mental chairperson.

2 I was appointed in 1997 by Ms. Charlsie  
3 Biard in an effort to put together a mentoring  
4 program for those students who have some  
5 challenges in the area of emotional or  
6 intellectual or scholarship. I'm also the high  
7 school librarian at night, and this is my second  
8 year participating in that position.

9 The reason why I'm here, my concern  
10 comes from the quality of education that our  
11 children at Girard College are receiving.  
12 There's a Biblical scripture that tells you that  
13 Christ says that what you do for the least of  
14 them you do for me.

15 And so what want to do, I want to  
16 present to you situations and incidents and  
17 internal issues that are of concern to the  
18 parents, the staff, and the faculty members of  
19 Girard College.

20 Let me assure you that these issues are  
21 real. Employee moral at Girard College is low.  
22 People are seeking new positions every day. They  
23 are afraid to come forward because of fear of  
24 retaliation from administration; i.e., the loss  
25 of jobs.



1           They will come forward if they can in  
2 the strictest of confidence be able to come  
3 forward and present that information to you  
4 without retaliation, as I am right now putting my  
5 own job in jeopardy when I come forward and  
6 present issues of concern to you.

7           I too understand that my job is now in  
8 jeopardy; however, our students' lives take  
9 priority. And the quality of education that  
10 they're receiving is important to me. And that's  
11 the reason why I'm here.

12           What I want to do is just outline a few  
13 issues for you for example. In terms of safety,  
14 safety of our students, this week, this  
15 Wednesday, we had one student who was a 4th grade  
16 student brought a knife to school.

17           That knife was confiscated by a fifth  
18 grade teacher who is my grade partner, and she  
19 confiscated that knife from a student in her  
20 class in the bathroom. That particular student  
21 got it from a 4th grade student and was showing  
22 it to other students in the school within that  
23 classroom.

24           She brought the knife to me. She walked  
25 to my door; she showed me a switchblade. She

1 pulled it out, and it was a 2- to 3-inch blade.  
2 That was then reported to the office. What we  
3 later found out -- first, when she went to the  
4 4th grade student, the 4th grade student told her  
5 that he carried the knife for protection form his  
6 neighborhood, which could be violent.

7 However, later we found out that that  
8 was untrue, that the student had had that knife  
9 for quite some time on campus, and that the other  
10 boys knew about it in his section and they had a  
11 code of silence. Now that was the most recent  
12 incident in the elementary school.

13 A couple of weeks ago back in the month  
14 of early February, we had a young White male  
15 student who was a 5th grade student brought a  
16 shell to school. Someone brought the shell to  
17 me -- I'm sorry.

18 In fact, it was the house parent who was  
19 our dining room coordinator for the elementary  
20 school 1st and 3rd grade, brought the shell to  
21 me.

22 When I approached the 5th grade student  
23 and asked him about it, he told me that he didn't  
24 think that the shell was a weapon, that his  
25 mother takes him or took him shooting with his

1 brother out in the woods at a friend's house.

2 Prior to that in the month of January, I  
3 personally had a 5th grade student bring a bullet  
4 to school. We didn't find out about that bullet  
5 until Wednesday when he was on the playground.

6 He threw the bullet at an angle and the  
7 bullet exploded on the playground with over 200  
8 students present. That was not reported to the  
9 police until four to five hours later. This is  
10 an example of safety issues for our students.

11 We had a student last year -- a Black  
12 male student contact his brother. That brother  
13 came on campus, they assaulted another student.  
14 Supposedly as we speak now, the graduate student  
15 who came on campus is supposedly having charges  
16 brought against him.

17 However, the student who initiated this  
18 attack is still at Girard. Prior that, the year  
19 before we also had a female student who had a  
20 rap sheet from the elementary school take a knife  
21 out of the dining room.

22 And in the process of exchange of  
23 classrooms or going to class, this particular  
24 student went to attack another student with a  
25 knife and a teacher had to intervene. That is

1 not safety.

2 So the issue of safety is of great  
3 concern for our students that started down in the  
4 middle and high school and has now trickled down  
5 to elementary school.

6 That is the fear, because these students  
7 are still at school. The student who had the  
8 bullet on campus is on fine and probation. He  
9 was not expelled. So that is a discipline issue  
10 which is affecting the moral of the employees as  
11 well as the students at the school.

12 In terms of teachers, we have a science  
13 teacher who's major is history. He has a degree  
14 in history. This particular teacher, however,  
15 has been tireless in the effort of going out and  
16 seeking information in order to bring back to the  
17 classroom.

18 But that is not his field. I as a  
19 elementary school teacher with a degree --  
20 master's in elementary education could not  
21 effectively go and teach physics because that's  
22 not my field of study.

23 In the high school, we have no PE  
24 program. What happens is the students have to  
25 belong to an intermural program; and they have to

1        have six credits by the end of 12th grade, which  
2        means that they have to play on a different  
3        sports team.

4                We have a licensed teacher whose major  
5        is history. That person is presently teaching  
6        life skills with a history degree. We had a  
7        physics teacher which is now the land administrator,  
8        just received that job on March 16th.

9                So now we have that physics teacher  
10       taken out of her role as a classroom teacher.  
11       Now she's a land administrator, and now we have a  
12       substitute in her place.

13               This is March. How are children going  
14       to be qualified to receive a good education to go  
15       out into the real world and to college and be  
16       able to be effective is a question.

17               In terms of teachers' salaries, we are  
18       being paid on a -- we have a scale on our  
19       contract. We are being paid going across the  
20       Board. So it doesn't matter how many years that  
21       I put in at the school. I'm going to remain  
22       on that particular step and go across the board.

23               Rather than go down and diagonal, I'm  
24       going across the board. One of our very good  
25       friends who started in 1995 as a teacher, her

1 starting salary as \$20,000. And she did have  
2 some experience, but she was not given credit for  
3 that experience.

4 There's a concern with in terms of the  
5 Education Department where there were teachers  
6 who were laid off when I first came to Girard in  
7 1994 where there were four teachers laid off in  
8 the PE Department.

9 Within that time period from '94 to '96,  
10 there had been new positions created that were  
11 not particularly in the Education Department.  
12 And Mr. Rob Spencer was brought on campus. Right  
13 now the title's quite unclear what his role is.  
14 We once heard that he's assistant to director of  
15 education.

16 The athletic director who was part-time  
17 is now a full-time athletic director; however, we  
18 still have one PE teacher who as we speak is not  
19 teaching. He's in landscape. We have -- they  
20 hired an associate instructional coordinator to  
21 the middle and high school.

22 We share one of our teachers. Between  
23 the middle school and the elementary school, we  
24 share one art teacher. So that means he has to  
25 run from one building to another building back

1 and forth.

2 We share science teachers. He has one  
3 science teacher teaches 1st and 5th grade and  
4 then he also goes up to the middle school and  
5 teaches classes in the middle school.

6 How effective can that teacher be when  
7 he is teaching over at the -- I'm sorry -- two  
8 1st grade classrooms, two 2nd grade classrooms,  
9 three 3rd grade classrooms, three 4th grade  
10 classrooms, three 5th grade classrooms, and in  
11 the 6th grade I believe he may be teaching two or  
12 three 6th grade classes?

13 How effective can he be if he is  
14 preparing lessons for every single grade? And we  
15 don't have -- we are on a rotating cycle. So  
16 that doesn't mean that we necessarily will have  
17 science every week.

18 In terms of the residential program, in  
19 the elementary school, we have one house parent  
20 per approximately 18 to 20 students. In the  
21 middle school, we have approximately two house  
22 parents per 30 plus students, which means that  
23 you have 6th grade, 7th grade, and 8th grade in  
24 your middle school.

25 You have two 6th grade female house

1 parents to approximately 30 girls. You have one  
2 7th grade male house parent to approximately 28  
3 to 30 boys. How effective is that? How can  
4 these people effectively raise our children?

5 They're responsible for providing life  
6 skills. They are responsible to teach them  
7 values. They are responsible to teach them  
8 morals. How effective can they be if they are  
9 raising 18 to 20 kids?

10 You don't have that in your own  
11 household. How effective can it be within Girard  
12 College? There are charges that are filed at the  
13 EEOC against Girard College in the area of human  
14 relations regarding discrimination charges.

15 We have three tenured teachers in the  
16 middle school and with the additional teacher who  
17 is on sabbatical. So right now we have a  
18 substitute in her place teaching science.

19 We have one tenured counselor in the  
20 middle school for approximately 200 plus  
21 students. And the other tenured middle  
22 school -- I'm sorry -- other tenured counselor is  
23 in the elementary school. And as we speak, she  
24 is out on medical leave.

25 So right now, we have just two tenured



1 middle school -- one tenured middle school  
2 counselor and one tenured elementary school  
3 counsel and we have a new counselor who was  
4 brought on board who was a retiree from the  
5 School District of Philadelphia.

6 We have a substitute counselor in the  
7 elementary school, and we have one new counselor  
8 who was just brought on board this year in the  
9 high school.

10 There are some other issue. Just in  
11 terms of discipline, there are a lot of issues  
12 with teachers regarding the discipline process.  
13 How far do you go? What do you do when you have  
14 children who bring weapons on campus? How far do  
15 you go? What is the limit?

16 When people bring issues up to  
17 instructional coordinators, all they receive is a  
18 writing assignment. Is that fair? Is there a  
19 balance for what is happening? Is that the  
20 balance of the consequence for what was taken  
21 place?

22 That is not quality education. What  
23 we're doing is we're setting our students up to  
24 believe that the world is going to accept them  
25 for some of the things that they do.

1           And when they get out to the real world,  
2 they recognize that the world is not going to  
3 accept inappropriate behavior. They will not be  
4 able to continue in college.

5           There was a number of years ago that a  
6 Mr. Craig Kauffman (phonetic) gave a -- he was  
7 the chapel speaker. And when he was the chapel  
8 speaker, he said that he had a student come back  
9 to him and tell him that Girard failed him.

10           And Craig Kauffman asked him why. And  
11 he said because -- I believe he went to Cheyney  
12 University. And he went to Cheyney University  
13 and cussed the professor out and got kicked out.

14           And he said, Had Girard -- the first  
15 time that he did that at Girard, had Girard said  
16 to him, That is inappropriate. We will not  
17 accept that, then he would have known that he  
18 could not go out into the real world and conduct  
19 that kind of behavior.

20           So he had to learn the hard way that  
21 this is not an acceptable behavior in the real  
22 world. Basically, I just wanted to present a  
23 variety of issues to you for you to look at and  
24 see that there are some issues of concern that  
25 parents and teachers and staff have at the

1 school.

2 As I said before, let me reiterate,  
3 there are people who would like to come forward  
4 because they would like to see a good school. It  
5 doesn't matter what race that the child belongs  
6 to. The idea is whether or not they receive a  
7 quality education; however, the fear of losing  
8 their job is at stake.

9 CHAIRPERSON GANNON: Thank you,  
10 Ms. Smith. Representative James.

11 REPRESENTATIVE JAMES: Thank you,  
12 Mr. Chairman. Thank you, Ms. Smith, for coming  
13 and testifying. And you also said as you was  
14 testifying that you fear for your job or  
15 retaliation?.

16 MS. SMITH: Yes, I do. I do because I'm  
17 presenting a different picture of what has been  
18 presented.

19 REPRESENTATIVE JAMES: Out of concern?

20 MS. SMITH: Yes.

21 REPRESENTATIVE JAMES: Do the -- and you  
22 feel as though there may be other teachers that  
23 feel the same way?

24 MS. SMITH: I'm positive.

25 REPRESENTATIVE JAMES: Do the teachers

1 and parents, do you all meet and talk about these  
2 kinds of concerns or have you all met?.

3 MS. SMITH: I personally have met with  
4 several parents as a result of me mentoring  
5 students and mentoring their children. And they  
6 have voiced their frustrations and their concerns  
7 to me.

8 What I found is that many disadvantaged  
9 parents don't feel as though they have power.  
10 They don't feel as though the House of  
11 Representatives and the counsel people are really  
12 going to stick by them.

13 They don't feel as though the House of  
14 Representatives, the counsel people, or anybody  
15 in government will do anything for their  
16 children. And they feel that if they do come  
17 forward, that they're going to receive  
18 retaliation for coming forward and saying we need  
19 a better education for our children.

20 REPRESENTATIVE JAMES: Okay. You raised  
21 a number of safety issues. Have you or any other  
22 teachers tried to talk to administration in  
23 regards to some of these safety issues?

24 MS. SMITH: I have as a result because  
25 of the -- especially the incident where the

1 bullet that happened with a student within my  
2 classrooms, I was personally involved with that.

3 I know that there was a meeting when I  
4 was away preparing for my father's funeral, which  
5 was the week of February 16th through the 28th.  
6 There had been a meeting regarding the discipline  
7 process.

8 And when I returned here to -- when I  
9 returned to Philadelphia, the information that I  
10 received from the teachers that were involved was  
11 that they were shot down by administration, that  
12 because of -- somehow there was a  
13 miscommunication. Let me put it that way.

14 There was miscommunication about what  
15 that meeting was going to be about. And so only  
16 certain people showed up because it was presented  
17 in a different light.

18 And so when they went to the meeting,  
19 there was a picture that -- well, I guess this  
20 really isn't a concern since the whole group of  
21 people were not involved.

22 However, as I stated before, staff is  
23 seeking to look for other positions as a result  
24 of the issues that are at Girard: No. (1), the  
25 salary; and No. 2, the discipline process.

1           REPRESENTATIVE JAMES: In serving as a  
2 teacher, are you required by any rules or  
3 policies of the school that if you have a concern  
4 and you went outside the administration to  
5 address those concerns that there's something in  
6 the policies that say you will be punished or  
7 disciplined?

8           MS. SMITH: We -- I haven't seen  
9 anything in our contract or written. I  
10 haven't seen anything on our contract, I will  
11 say.

12           REPRESENTATIVE JAMES: Do you know of  
13 any other teachers or parent -- house parents --

14           MS. SMITH: House parents, yeah.

15           REPRESENTATIVE JAMES: -- that may have  
16 expressed some concern in terms of the operations  
17 of the school or discipline problems that were  
18 retaliated against?

19           MS. SMITH: You mean those people had  
20 they gone outside of speaking together secretly  
21 in a group, no, as far as I know, except for  
22 possibly one person that --.

23           REPRESENTATIVE JAMES: Would that be a  
24 house parent.

25           MS. SMITH: That person was a teacher.

1       And really, that person who have been issued  
2       (sic) because there was a chapel program in which  
3       there was -- it was actually in December.

4               And there was information being  
5       presented in chapel on Quasa (phonetic) as well  
6       as on a Jewish holiday and Christmas.

7               And the jewish holiday was presented by  
8       a jewish teacher. It was done in a excellent  
9       performance, excellent fashion. The Christmas  
10      holiday was presented by a Black female.

11              The Quasa celebration was presented by a  
12      White male who was not familiar with the  
13      terminology, who actually had a more introverted  
14      personality, and people were outraged.

15              One particular person at that moment  
16      that day wrote a two-page email to the entire  
17      campus -- well, it was actually sent to the  
18      entire campus but --

19              REPRESENTATIVE JAMES: Excuse me. When  
20      you say person, are you talking about a student  
21      or --

22              MS. SMITH: I'm sorry. A teacher. She  
23      sent an email to Mr. Devlin, but it was forwarded  
24      to the entire campus expressing her outrage as a  
25      result of way Quasa was presented to the student

1 body.

2 And the issue really wasn't the fact  
3 that it was a White male. The issue was the fact  
4 at how it was presented, that there are enough  
5 Black educators and house parents on staff that  
6 any one of us could have presented that  
7 information.

8 And even if we want to do something  
9 diverse, that still could have been done; but  
10 it could have been done in a decent and orderly  
11 fashion.

12 That particular person, that teacher, I  
13 don't know for sure if she's gone outside of the  
14 walls. I know she had a meeting with Mr. Devlin  
15 and from there a committee was supposed to be  
16 formed.

17 REPRESENTATIVE JAMES: So she was  
18 disciplined?.

19 MS. SMITH: No.

20 REPRESENTATIVE JAMES: Okay. One more  
21 question. You were saying something about the  
22 ratio of house parents to students. Are you  
23 saying that that's not good or the ratio is too  
24 much or they (sic) need to be more house parents?

25 MS. SMITH: Need to be more house



1 parents. In the elementary school, for example,  
2 the 5th grade, we have one house parent for  
3 approximately 18 to 20 students. And that's very  
4 difficult and very challenging in terms of trying  
5 to raise 18 to 20 females with one house parent.

6 Each of them had different issues. It's  
7 very difficult to formulate that individual  
8 relationship that is needed to help bond.

9 REPRESENTATIVE JAMES: Are you aware of  
10 any problems that has resulted because of that  
11 ratio?

12 MS. SMITH: Well, I know personally last  
13 year a house parent and I had challenges in which  
14 a lot of my students gave threats of wanting to  
15 commit suicide both within the classroom and then  
16 also in the residential area.

17 And that creates an effect because it  
18 feels -- we feel as though we haven't had time  
19 to be able to meet their needs holistically. As  
20 an educator, I'm more than just teaching the  
21 basic math and English. I have to reach to their  
22 spirit and esteem them up.

23 But it's very difficult to do when you  
24 have 18 to 20 children in a residential area and  
25 yet the mission is to do their homework within

1 the hour, that they have to eat at a certain  
2 dinner time, that all their hair is to be combed,  
3 that they have certain personal needs that need  
4 to be met. It's very challenging.

5 CHAIRPERSON GANNON: Has that student  
6 been given counseling or is in counseling now?

7 MS. SMITH: Well, this particular  
8 student is now gone. The teacher -- I'm  
9 sorry. The parent decided to withdraw the  
10 student. However, I mentored that student  
11 outside of Girard's wall; and that student is now  
12 flourishing.

13 But the environment in which they were  
14 placed in was just a tripling effect. And she  
15 was just one of many students within my classroom  
16 that made a threat or decided that they wanted to  
17 say something in terms of committing suicide or  
18 some homicidal intention.

19 REPRESENTATIVE JAMES: In terms of the  
20 teachers and the students, the teachers, they  
21 don't stay on the campus, right, or do they?

22 MS. SMITH: No, the teachers do not  
23 reside on campus except for one PE teacher who  
24 does reside on campus; and she's married to the  
25 individual who's responsible for the audio/visual

1 program at Girard.

2 REPRESENTATIVE JAMES: Okay. Thank you.  
3 Thank you, Mr. Chairman, and thank you for  
4 testifying too.

5 MS. SMITH: Thank you.

6 CHAIRPERSON GANNON: Thank you,  
7 Representative James. Representative Washington.

8 REPRESENTATIVE WASHINGTON: Thank you,  
9 Mr. Chairman. Ms. Smith, I want to thank you for  
10 coming forward to share this information with the  
11 Committee as well as maybe inform some of the  
12 Board members of some of the things that are  
13 going on at the school.

14 Would you just tell me, currently now  
15 at night you do what?

16 MS. SMITH: I'm the part-time librarian  
17 in the high school library. And the reason why  
18 I was the high school librarian at night, in 1995  
19 to '96 -- and then in 96-97 school year, I  
20 decided not to do it.

21 And in late December, I received and  
22 email from the high school librarian requesting  
23 that I return to the library at night because  
24 there was a substitute that had been hired to  
25 perform the duties as the assistant librarian in

1 the evening and there was an altercation between  
2 that substitute and a student and so that  
3 substitute was fired.

4 REPRESENTATIVE WASHINGTON: Could you  
5 tell me whether or not when you think -- do you  
6 have regular staff meetings where staff talk  
7 about issues such as the ones that you talked  
8 about here today?

9 MS. SMITH: Yes. I know personally in  
10 the elementary school every chapel day, if I'm  
11 correct, because every Wednesday we either have  
12 chapel or assembly. And on that particular  
13 Wednesday, we get out at 2:30; and so we have a  
14 faculty meeting from 2:30 to 3:30.

15 And that's where our teachers are able  
16 to express concerns as well as follow an  
17 agenda that is put together by our instructional  
18 coordinator.

19 REPRESENTATIVE WASHINGTON: Is the  
20 administrative staff at that meeting?

21 MS. SMITH: The instructional  
22 coordinator is. There are times when Ms. Biard  
23 might be in attendance at the meeting.

24 REPRESENTATIVE WASHINGTON: Is there a  
25 parent association that interacts with the staff

1 association?

2 MS. SMITH: There's no formalized parent  
3 association. I do know of some parents who  
4 participate in the Management and Policy  
5 Committee, which I was on from '94 up until last  
6 year; and I decided not to do it this year.

7 REPRESENTATIVE WASHINGTON: Are you  
8 familiar with the document that I've read here  
9 today?

10 MS. SMITH: I am.

11 REPRESENTATIVE WASHINGTON: They said  
12 parent association. I kind of assumed that it  
13 was a group of people, parents who had some  
14 issues about some of the things that were going  
15 on at Girard.

16 MS. SMITH: I know of parents that have  
17 met. I don't know if they formally or formalized  
18 a committee per se. But I know that parents had  
19 met as a result of different incidents that had  
20 been brought to their attention by their children  
21 and by their children's friends at Girard  
22 College.

23 REPRESENTATIVE WASHINGTON: And those  
24 parents also stated that they will be would be  
25 willing to come before the Caucus and the

1 Committee -- the Judiciary Committee and  
2 Education -- to talk about the issues that  
3 they're most concerned with for their children as  
4 well as to the betterment of their education?

5 MS. SMITH: And that is true. I'm sure  
6 that many of the parents had they been aware of  
7 public hearings being held would have wanted to  
8 come. I know transportation is a challenge  
9 considering this is Harrisburg and Girard is in  
10 Philadelphia.

11 The parents come from  
12 economically-challenged backgrounds, so coming to  
13 Harrisburg would be difficult for them.

14 REPRESENTATIVE WASHINGTON: Okay. Thank  
15 you.

16 MS. SMITH: You're welcome.

17 REPRESENTATIVE WASHINGTON: Thank you,  
18 Mr. Chairman.

19 CHAIRPERSON GANNON: Thank you,  
20 Representative Washington. Representative  
21 Horsey.

22 REPRESENTATIVE HORSEY: I'm not going to  
23 belabor this. Do you have a union that's  
24 operating at the school?

25 MS. SMITH: We have a teachers union, we

1 have a union for the mechanical/laundry staff,  
2 and there is a union for the residential staff.

3 REPRESENTATIVE HORSEY: And do you have  
4 a union representative?

5 MS. SMITH: We have --

6 REPRESENTATIVE HORSEY: -- within your  
7 own cluster of --

8 MS. SMITH: Within the teachers?

9 REPRESENTATIVE HORSEY: Yes.

10 MS. SMITH: Yes. We have a union rep,  
11 Mr. Bill Gallagher.

12 REPRESENTATIVE HORSEY: And how  
13 effective or ineffective would you consider him?

14 MS. SMITH: There are some issues that  
15 we feel as though the union did not move on the  
16 way they should have moved on.

17 REPRESENTATIVE HORSEY: Mr. Gallagher,  
18 how do you feel about his job? I mean, is he  
19 doing a good job? Is he leaving something to be  
20 desired?

21 MS. SMITH: There are areas in which  
22 improvement is needed.

23 REPRESENTATIVE HORSEY: And how did  
24 Mr. Gallagher get that position?

25 MS. SMITH: I believe he was elected

1 into that position. And he was in that position  
2 prior to me coming to Girard College.

3 REPRESENTATIVE HORSEY: So he's been in  
4 that position for quite a while?

5 MS. SMITH: Yes, he has.

6 REPRESENTATIVE HORSEY: Okay. I don't  
7 have any additional -- I do. I have a question.  
8 You're a teacher. What's your major area?

9 MS. SMITH: I teach all subjects as an  
10 elementary school teacher.

11 REPRESENTATIVE HORSEY: Oh, you're in  
12 elementary?

13 MS. SMITH: I'm responsible for teaching  
14 math --

15 REPRESENTATIVE HORSEY: My wife's been  
16 for 30 years. You're certified across the board  
17 in elementary.

18 MS. SMITH: Right, to teach all  
19 subjects.

20 REPRESENTATIVE HORSEY: So let me not  
21 offer testimony. I see the Chairman there  
22 grinning. Just as a -- I don't know if you're  
23 going to be able to answer this question. But  
24 two people applied for a position -- for a job as  
25 a math teacher. They both have doctorates in



1 math.

2 What would be the additional  
3 consideration in giving that person a job at  
4 Girard?

5 MS. SMITH: From whose perspective?

6 REPRESENTATIVE HORSEY: From your  
7 perspective.

8 MS. SMITH: Experience.

9 REPRESENTATIVE HORSEY: Okay. That's  
10 it?

11 MS. SMITH: Well, experience, the  
12 credentials. Just because --

13 REPRESENTATIVE HORSEY: Both have  
14 doctorates --

15 MS. SMITH: Right.

16 REPRESENTATIVE HORSEY: -- in math and  
17 the job is a math position.

18 MS. SMITH: Well, experience would be  
19 one of my No. 1 concerns.

20 REPRESENTATIVE HORSEY: They both have  
21 ten years' experience.

22 MS. SMITH: But experience in what area  
23 in terms of --

24 REPRESENTATIVE HORSEY: Both have ten  
25 years' experience teaching math.

1 MS. SMITH: Experience in working with  
2 economically-disadvantaged children or experience  
3 work in the suburbs? That's important to me.

4 REPRESENTATIVE HORSEY: Thank you. You  
5 have answered my question. Thank you very much.

6 MS. SMITH: You're welcome.

7 CHAIRPERSON GANNON: Thank you,  
8 Representative Horsey. Thank you very much, Ann  
9 Marie, right?

10 MS. SMITH: Anna Maria.

11 CHAIRPERSON GANNON: -- sorry for the  
12 pronunciation -- for being here today and  
13 everything to share your testimony with the  
14 Committee. Thank you.

15 REPRESENTATIVE HORSEY: Mr. Chairman,  
16 may I ask a question? Earlier you had stated or  
17 made a statement about parents who step forward  
18 and that they would be under the cover of all the  
19 powers of House Judiciary Committee.

20 It appears that this young lady as a  
21 faculty member at Girard has placed  
22 herself -- may have placed herself in some  
23 jeopardy. I just need to know, will she also be  
24 under the complete and full protection of the  
25 House Judiciary Committee?

1                   CHAIRPERSON GANNON: I can assure you,  
2 Mr. Horsey, that if there was any retribution  
3 to this young lady for appearing before this  
4 Committee today that this Chairman and this  
5 Committee and this General Assembly will come  
6 down hard on anyone for any of that.

7                   REPRESENTATIVE HORSEY: Thank you,  
8 Mr. Chairman.

9                   MS. SMITH: Thank you.

10                  CHAIRPERSON GANNON: Thank you again for  
11 being here. Our next witness is Mr. Pete  
12 Wambach. You may proceed, Mr. Wambach.

13                  MR. WAMBACH: Thank you, Mr. Chairman.  
14 And I'd like to thank the Committee for --

15                  CHAIRPERSON GANNON: I'd like to also  
16 add that this is the famous father of the  
17 infamous former Representative Wambach.

18                  MR. WAMBACH: Thank you for your  
19 kindness as to my son, deserved or not. You've  
20 all been very kind to my family over the years.  
21 The House of Representatives I've known for 50  
22 years, as you know.

23                  I'm a Girardian, and I'm very much  
24 shocked by the testimony that we have just heard.  
25 This is not the Girard that I am familiar with at

1 all. It can't be because mine was a second home.  
2 Stephen Girard, like St. Joseph, was my foster  
3 father.

4 My father had died of the flu. There  
5 were three ways a boy got into Girard College.  
6 His dad died of the flu; his dad died in the coal  
7 mines of Pennsylvania -- that should be a hint to  
8 someone; and his dad died in World War I. Those  
9 are the three ways. My dad died from the flu.

10 I'm a member of the class of January,  
11 1933. And if you just check, you'll find that  
12 I'm about 81 plus years old. My eyesight is not  
13 good, the lights are killing me, and my hearing  
14 is even worse; so you'll have to speak up if you  
15 question me.

16 I am a -- because Dom Cermele gave  
17 you an autobiography. And I'm happy to know that  
18 he is no longer dumb in the latin but fra, F-R-A,  
19 for a monk. He will be Fra to me hereafter.

20 But I am a winner of the Girard Alumni  
21 Award of Merit in 1956. And in 1989 I won the  
22 Girard medal, which is one of the great alumni  
23 awards in the City of Philadelphia. So enough of  
24 that now.

25 While the value of Girard holdings

1       increased, the services decreased, it has been  
2       written, I believe in the Philadelphia Inquirer.  
3       And that means the services to children, to boys  
4       and girls.

5                 And it wonders me why, why with the  
6       increase of monies services would be decreased?  
7       So that I hear this -- these words anti-Girardian  
8       perhaps for good reason. I don't know.

9                 I also read that the SAT scores were  
10       down. In the '30's Girard's education was not  
11       compared to high schools in Philadelphia, I think  
12       in testimony. But to compared Girard education,  
13       and it bested these institutions, the Phillips,  
14       Exeter, and Andover, the Hill School, the Hunt  
15       School, Lawrenceville Prep -- such great  
16       institutions of learning recognized worldwide.

17                Girard was recognized as good or better  
18       than any of them. So we did not compare with  
19       just the high school, although we were a  
20       secondary educational area, but with the finest  
21       of secondary schools in the entire world. And we  
22       were proud of that, academically, proud.

23                And we also were a military school. We  
24       had a military battalion. We engaged in the  
25       Bucks Manual (phonetic). We had to take written

1 exams on the military at Girard once we entered  
2 the high school from about the age of 12 forward  
3 and stayed there until graduation.

4 And we marched in and Boys Week parades.  
5 And in such parades, we always bested Valley  
6 Forge and Boyertown. They didn't have a chance  
7 against our battalion. Our bands were the best  
8 because we were an in-school group and we could  
9 maintain the education because there was no  
10 outside interference. And that was important.

11 Our bands were great, our orchestra was  
12 great, our choir was great. Our Junior Hundred  
13 of soprano voices until they changed. We were so  
14 that every year, Girard's Junior Hundred sang  
15 with the Philadelphia Orchestra during Boys Week.

16 Being, if you don't mind another boast,  
17 the best boy soprano in the year 1927 at Girard,  
18 I sang the solo of a St. John's Passion with the  
19 Philadelphia Symphony and also sang the solo in  
20 the Blue Danyo (phonetic). Not that it's  
21 important, but to give you an idea of what we  
22 could do.

23 You mentioned piano a while ago. We had  
24 boys who got prizes in piano even though -- and I  
25 got a prize in vocal music. Incidentally, three

1 books was my prize worth \$5. One of which -- I  
2 now have three full volumes of Alexander DuMont,  
3 one of which was the Three Musketeers.

4 I have three complete volumes in the  
5 three places where I store books. Everything  
6 that Alexander DuMont wrote. So it had a good  
7 effect on me I think.

8 I'm just going to because of my eyesight  
9 try to look and what see what I can tell you.  
10 Mr. O'Brien is not here, but he brought up the  
11 subject a while ago of what it was about Girard  
12 that made it different.

13 And I'll tell you what it was about  
14 Girard that made it different -- study, home  
15 study which we did there. We arose at 6:30 in  
16 the morning, had breakfast 7. From 7:30 till  
17 about 9, we studied if we had to, if we hadn't  
18 done our lessons the night before or we would  
19 recreate ourselves in some fashion: Listen to  
20 the radio in those days, read the newspapers  
21 which were provided in our several houses.

22 Then it was time for chapel services.  
23 Now, I don't know what's happened to Girard; but  
24 maybe it's problem is that I attended a chapel  
25 service that, despite the ministerial thing that

1       you heard, every day of my life at Girard  
2       College, twice on Sundays, three times for me  
3       because I was a Roman Catholic and we were  
4       allowed to go out to the Jesuit Parish (phonetic)  
5       down the street, St. Joe's Prep, that area.

6               So we were three times -- I was three  
7       times on Sunday and every single day of my life  
8       at Girard was spent in chapel. After chapel,  
9       which was 8:30, at 9:00 to 12, we went to school.  
10      12 to 1, we had lunch. 1 to 4, we were back at  
11      school again. 4 to 5:30 we recreated ourselves.

12              That was sports time. Anything we  
13      wanted to do or go to the library or anything of  
14      that sort. And then after -- then dinner and  
15      after dinner we had an hour and a half -- after  
16      dinner, we had an hour once again to relax and  
17      enjoy; and then we went back to the high school.

18              And we've went back our homerooms and we  
19      did studying. We studied for an hour and a half  
20      with a house master -- one of our house masters  
21      in the houses sitting in the back of the room.

22              And I took advantage of it because if I  
23      didn't know something, I went to see the man.  
24      Would you explain this to Mr. Ruthral (phonetic).  
25      And he did, and it was good.



1           Then we went back to our houses back to  
2 the -- hall, which I happen to be a member, and  
3 we went to bed. That was our day in and day  
4 out. On weekends, we were permitted out on  
5 Saturdays and got back at 5 -- 5:30 in the  
6 evening.

7           And Sunday, occasionally we were out  
8 after chapel and most of us went out to Vanheim  
9 (phonetic) Park and played the Chinese in  
10 football or baseball or something of that sort.  
11 We were made to study. We were made for  
12 home study by being there in the hum -- in the  
13 hum, as we call it, H-U-M.

14           That is what I think is an answer to  
15 Mr. O'Brien's question. How were we different?  
16 We were different in that way. In sports, we had  
17 what we considered and I think was known as the  
18 best soccer team in the entire country for a  
19 secondary school.

20           Now, we speak of the Board of City  
21 Trusts. And I have no argument with the quality  
22 of the Board, only the quantity. But the  
23 individual quality, no, but the quantity.

24           Because as I read the Board's names and  
25 I saw them explain in the newspaper who these

1 people were, I find that there is a predominance  
2 of politicians or political appointees; and I  
3 think that's ludicrous.

4 I see no reason why so many should be on  
5 the Board. I know some are Republicans; some  
6 are Democrat. But they're politicians, a number  
7 of whom I happen to know.

8 But I feel that Girard should be made up  
9 of distinguished citizens, which is what Stephen  
10 Girard wanted in his Will. The mayor, the  
11 alderman, the citizens he said continually. It  
12 should be made up of such people.

13 Now, I can remember who the Board was in  
14 my day in the early '30's. Sam Lit, a  
15 businessman, the Lit Brothers; Alfred Greenfield.  
16 You know that name, all of you, the original;  
17 Roland S. Morris, who was our former ambassador  
18 to Japan; Owen J. Roberts later become the  
19 Supreme Court justice.

20 This was the type of person who was a  
21 member of the Board of Directors. There was a  
22 governor of Pennsylvania, Governor Shapp, who was  
23 also there in the City of Philadelphia. So I  
24 presume he was a member ex officio. And Frank  
25 Shunk Brown (phonetic), who was a great judge and

1 a decendent of Governor Shunk of Pennsylvania.

2 And I see a difference in the quality,  
3 not individually. I'm not saying nothing morally  
4 or anything wrong with any of these individuals.  
5 But the type of person that Girard I think would  
6 have approved.

7 Now whether there are such people in  
8 Philadelphia I don't know. I know that Mayor  
9 Rendell and Councilman Street and my friend  
10 Tom Leonard an, attorney, a distinguished  
11 attorney admitted in the Inquirer that they had  
12 never read the Girard Will.

13 Dear God, how are you going to do  
14 anything? I dare say most of Legislature had  
15 never read the Girard Will. How are you going to  
16 do anything about Girard College if you don't  
17 know its intent? You can't possibly do that.

18 And when questioned, the Mayor said,  
19 Well, I might have looked at it occasionally.  
20 And Tommy Leonard who came from Francisville,  
21 which is the part of Philadelphia where Girard is  
22 located, three blocks from the school.

23 I can't understand why when somebody  
24 said, Gee, I wish I had insight to see what would  
25 have happened, meaning the market I suppose. Why

1 didn't they invest in the market? I don't know.  
2 They didn't have insight.

3           When I was at Girard, the estate was \$90  
4 million. A few years later, it was a hundred  
5 and twenty million. After that, it went down  
6 they tell me. Harvard University was the only  
7 endowed school in the world that was richer than  
8 Girard College, not Yale or Princeton. They  
9 weren't in the ball game. It was Harvard then  
10 Girard.

11           Harvard -- I don't know what Girard is  
12 worth today. Some say 240 maybe and others say  
13 400. Does anyone know the value of the estate?  
14 But whatever it is, Harvard's endowment has -- I  
15 guess doubled or tripled.

16           But Harvard's endowment has gone up by  
17 20 times. Five billions of dollars. So somebody  
18 did some lousy investing. I don't know why  
19 they're buying coal mines at this stage of game.  
20 And coal is no longer king.

21           In Schuylkill County where I have a home  
22 and on every weekend they strip, there are no  
23 more deep shaft mines like there were in  
24 Shenandoah; William Penn, one of them; and I  
25 forget the other, the name, you went down 1200

1 feet and you got in underneath.

2 They just don't do that anymore. They  
3 hardly do it. What they do is strip. And how  
4 you can spend \$5 million on mining I don't know,  
5 except that you brought in a guy to head the  
6 Girard Estate who was from soft coal region and  
7 you brought him into hard coal. That's the only  
8 thing I can understand.

9 I simply don't understand many, many of  
10 these investments because I think Girard should  
11 have -- should have been worth more today. In my  
12 day, they spent \$10,000 a student. I'm told -- I  
13 was told the last time I think by head of school  
14 that it was 22 or \$25,000 a student.

15 I don't know what the students are  
16 getting for that kind of money anymore; but  
17 according to the testimony I heard, they're not  
18 getting what they should be getting at Girard.

19 I'm happy to know now that since  
20 1992 -- and why not before? -- new things are  
21 happening. \$28 million is going to be spent.  
22 This is going to be done and that's going to be  
23 done. Why not before? The monies were there.  
24 The monies were there.

25 But the Board of City Trusts was doing

1 other things with the money: Buying hangers at  
2 Harrisburg Airport for God's sake. Who needs  
3 them? Part of the Belleview Stratford Hotel.  
4 What does that have to -- a restaurant down on  
5 Walnut Street in Philadelphia. Egad, I can't  
6 understand this type of investment at all.

7 So Curriculum was the best of any  
8 school. George Leader and I when I traveled with  
9 him as his press secretary used to play  
10 curriculum at 2 in the morning if we hadn't  
11 gotten home.

12 We'd stop in a restaurant, we'd get a  
13 cup of coffee, and we'd get an menu and we'd get  
14 a napkin and we'd start writing curricula. And I  
15 would write the Girard curricula down there.

16 And any of the freshman, sophomore,  
17 junior, and senior class, I'll say, Match mine,  
18 George. He never could. He was a brilliant man.  
19 He was a working grad. But he do not match the  
20 curricula and the method in which we were taught  
21 at Girard.

22 I had the finest teachers in the world  
23 in Girard in any subject. I challenge anyone,  
24 anyone to best me today -- and I got no further  
25 than Girard College in education; in other words,

1 high school -- in history or political science.

2 I still study every day Spanish and  
3 German at my home, writing, making new forms and  
4 everything else. I got an education that  
5 permitted me to continue an education every day  
6 of my life despite the fact that it was the  
7 depression, that I was wondering around the  
8 country eating in hobo jungles, barking on a  
9 carnival, being in transient camps, everything,  
10 my education held me up during the Depression.

11 And when I finally came home when  
12 the Depression I thought was over, it  
13 wasn't; but I came home and got a job with Canada  
14 Dry Gingerale and was transferred to Harrisburg.  
15 My life opened here and in Harrisburg. And  
16 Girard gave me that through its teachings.

17 There wasn't a teacher that I know at  
18 Girard who wasn't the epitome of excellence in  
19 his field. Bruce Carey (phonetic) our music  
20 teacher was the director of the Bach Choir, the  
21 world famous Bach Choir in Bethlehem,  
22 Pennsylvania, three years while Walley went to  
23 California.

24 Harry Bentz (phonetic) was known  
25 as the greatest organist in Pennsylvania if not

1 in the United States. He handled the Girard  
2 organ. We had the finest. I can't understand  
3 that other thing. One in 18, the lady said, one  
4 person takes care of 18.

5 One house mistress or house  
6 master -- house mistress -- and we had them in  
7 the lower classes as she might be -- took care of  
8 40 in those days. Section 21 was 40. My  
9 Section, 22, was 40 people. And I don't know why  
10 one person can't take care of 18 people, 18 young  
11 people. Then we had 40.

12 I don't know that there's much more I  
13 can tell you except I can tell you a little  
14 and I haven't heard it mentioned. I'd like  
15 to tell you about my foster father a little bit.

16 You know he was born in Bordeaux,  
17 France. The 1793 that they mentioned, the Yellow  
18 Fever Epidemic, Girard carried, carried sick  
19 people into the pest houses (phonetic) himself  
20 out of a wagon and carried them in. And he was  
21 the only citizen of Philadelphia who did that  
22 with one assistant.

23 And he was a man of great heroism as a  
24 result of that. He was a financier of the War of  
25 1812 for the United States, he and John Jacob



1 Astor. And they financed the War of 1812.

2 We hear of Robert Morris and Heim  
3 Sullivan (phonetic) financing the Revolutionary  
4 War; but Stephen Girard gave everything he  
5 had -- his honor, his fortune to the United  
6 States and financed the 1812 War.

7 In 1848, he established that school.  
8 And by the way, somebody mentioned Harry Truman,  
9 the fact that Harry had been there. I'd like you  
10 to know that Edward the VII, the King  
11 of -- Victoria's son, also visited Girard in  
12 1860.

13 And there was a small little plaque that  
14 no one ever sees at Girard. It's in the grass  
15 near -- that mentions Edwards the VII. I had a  
16 great education. And I want to tell you  
17 something, there was never a word of bigotry  
18 spoken in my presence.

19 In the eight years at Girard College,  
20 eight solid years every single day I never heard  
21 a bigoted word, never. Now you hear all this  
22 talk about what they've done to my school, and I  
23 never heard a word of bigotry.

24 I wanted to -- by the way, nicknames  
25 weren't bigotry, remember. Every kid who was

1 cross-eyed at Girard was cocky. I was Cocky  
2 Wambach, C-O-C-K-Y. See, any time I signed  
3 anything, I signed is cocky. That means I was  
4 cross-eyed, nothing else.

5 I remember Cocky Leibowitz and some  
6 other Cocky Worman and I was Cocky Wambach. Do  
7 you understand? And that was a nickname. It had  
8 nothing to do with bigotry at all, just what they  
9 called -- for some reason, kids that were named  
10 Stritmatter were called Swat. Every one of them  
11 was Swat. I don't know why.

12 Nicknames don't count when it comes to  
13 that bigotry. They were done -- those names were  
14 given with love. I don't think there's much more  
15 I can tell you. Let me make sure.

16 Oh, someone said that the Board is  
17 responsible to no one in one of these newspaper  
18 articles that I read. The Will says that it is  
19 responsible to the citizens, to the mayor and the  
20 council, then to the Will is itself.

21 It has the responsibility -- when Girard  
22 wrote his Will, a citizen didn't mean  
23 individually. It meant -- it didn't mean  
24 quantity either. There was a name for a citizen  
25 that is known worldwide that it's a strong,

1 wonderful word.

2 And the citizens of Philadelphia are  
3 strong, wonderful people. It's my native city,  
4 and I love it. And I was born in the ghettos of  
5 Philadelphia that you people have never seen, for  
6 God's sake.

7 And thank God my mom put in me in first  
8 of all St. Vincent's orphanage, which is close to  
9 where Mr. O'Brien lives and then into the Girard  
10 College.

11 My guy, Stephen Girard, if you look at  
12 the wall behind the William Penn statue over at  
13 the William Penn Museum, you will see the  
14 painting of the main building, founder of Girard  
15 College. And under it are the words of Stephen  
16 Girard:

17 If I were to know that I would die  
18 tomorrow, I would nevertheless -- I would  
19 nonetheless plant a tree today. Those are wise  
20 words of Stephen Girard's. I'm one of the 22,000  
21 trees that he planted. I can make -- my son,  
22 Pete's over here.

23 I can recall my son, Pete, in my house  
24 when he was taking a friend of mine around who  
25 happened to be a chief confessor at the

1 Vatican, Father Flavian Slominski. And we were  
2 in the house, and he looked up at the apotheosis,  
3 which is behind the Speaker of the House, the  
4 great painting.

5 He looked up at the apotheosis and he  
6 said, Do you see that man with his arm on that  
7 child, that boy? And Flavian said, Yes, I do.  
8 And he said, that's Stephen Girard; and that boy  
9 is my father.

10 I was so proud of him that day  
11 explaining the apotheosis in that manner,  
12 explaining the position of Girard. It's the only  
13 pair that you will see in the apotheosis. This  
14 is the man who said, My deeds shall be my life.  
15 When I am dead, my actions will speak for me.  
16 And they sure did. They sure did.

17 He established this school, which is the  
18 best school or can be. It's not now, obviously,  
19 from what I heard; but it can be the best school.  
20 It will be if they get up to a thousand. We had  
21 1600 there. I hope as they're boasting they'll  
22 get up to a thousand individuals.

23 They'll need the buildings at the time  
24 to make that the campus that it used to be in my  
25 day. If they do, it will again become the

1 outstanding institution of its kind in the entire  
2 world that it once was and I think that it still  
3 is.

4 Despite all of the travails that we've  
5 had recently about Girard, I believe that it's  
6 still the best school in the world or has the  
7 potential to be. Thank you very much, gentlemen.

8 CHAIRPERSON GANNON: Thank you,  
9 Mr. Wambach. Representative Horsey.

10 REPRESENTATIVE HORSEY: Just one. I  
11 wanted to let you know, Mr. Wambach, that I yearn  
12 for the excellence that you experienced at Girard  
13 for the credit of the students there now, I yearn  
14 for them to have the same experience of  
15 excellence that you shared here. But for some  
16 reason, there is a hurdle there.

17 Because while it's a good school, it's  
18 still a good school, it's not at the level of  
19 excellence that it could be or that it should be.  
20 And I yearn for that. You mentioned St. Joe  
21 Prep. My son went to St. Joe Prep.

22 My wife and I both were school teachers,  
23 so I have an idea of what -- I think I have an  
24 idea of what excellence is. So I yearn for the  
25 same things you yearn for, Mr. Wambach. Thank

1       you.

2                   CHAIRPERSON GANNON: Thank you,  
3 Representative Horsey. Mr. Wambach --

4                   MR. WAMBACH: Yeah?

5                   CHAIRPERSON GANNON: Thank you very much  
6 for being here today and sharing your testimony  
7 and your experience at Girard College when you  
8 were a student there.

9                   I know you're very proud of your son who  
10 served with us in the General Assembly. I also  
11 know that he's very proud of you.

12                   MR. WOMBACH: Thank you, Mr. Chairman.

13                   CHAIRPERSON GANNON: There being  
14 no further witnesses, this hearing of the House  
15 Judiciary Committee is adjourned.

16                   I almost forgot. I'm sorry. We're  
17 unadjourned. We had some witnesses who were  
18 scheduled to testify today but they could not  
19 make it.

20                   Mr. J Whyatt, Philadelphia NAACP and  
21 Mr. Richard Burton, State Chapter of the NAACP  
22 and Mrs. Fasha Trailer and Reverend Robert  
23 Shines, Vice President of Black Clergy of  
24 Philadelphia.

25                   I believe they will be submitting

1 written testimony to the Committee. They could  
2 not attend today. And I would also like to  
3 recognize that Mr. Cermele and I believe  
4 Mr. Egan, both members of the Board, stayed  
5 during the entire meeting and listened to all the  
6 testimony presented after they were finished.  
7 Thank you. This meet is adjourned.

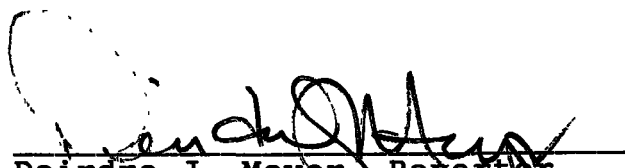
8 (At or about 2:27 p.m., the hearing was  
9 adjourned.)

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## C E R T I F I C A T E

I, Deirdre J. Meyer, Reporter, Notary Public, duly commissioned and qualified in and for the County of Lancaster, Commonwealth of Pennsylvania, hereby certify that the foregoing is a true and accurate transcript of my stenotype notes taken by me and subsequently reduced to computer printout under my supervision, and that this copy is a correct record of the same.

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