



*Women in  
Education*

Vol. 2, No. 1 Winter 1984

# Women in Education --- Together

As women educators approach midyear in the school season, it is important to realize that we are moving forward in our country's institutions.

Our strength and leadership as women and educators is slowly thawing the classroom's chilly climate.

Here are just a few important examples of some heart-warming measures of progress:

The number of women studying science is up, as well as those completing science and engineering doctorates.

Women's studies are gaining recognition as a legitimate field of study, as evidenced by the recommendation for tenure of Estelle Freedman, feminist historian at Stanford University. Provost Albert H. Hastorf, in his decision which overturned decisions by two faculty committees, emphasized that greater weight should be given to Freedman's research on women, as well as her work in establishing a feminist studies program.

A landmark decision regarding salary discrimination has been upheld by a federal judge. The City University of New York unlawfully and intentionally discriminated against female faculty members and administrators by paying them less than men for the same work for the past fifteen years, according to a decision by Judge Lee P. Gagliardi of the U.S. District Court in Manhattan. This, the Melani case, was named after the leader of a group of female faculty members, Lilia Melani, assistant professor of English at Brooklyn College. Judith P. Vladeck, the attorney who represented the women since the complaint was filed in 1973, says that in addition to forcing CUNY to equalize salaries for men and women, the university could also be forced to come up with over \$60 million in back pay. Many of the women are apparently opting for a center for women to be built by the university, rather than individual restitution for the women affected by the class action suit.

Not only are the 24 women who signed the complaint entitled to gain as a result of the case, but also all women employed in professional institutions in the CUNY system as well as those who applied for such jobs since 1968. Up to 10,000 women are thus affected.

Women continue to assume educational leadership roles. Leah Lowenstein, for example, became the first woman dean of a medical school. Ann Reynolds became the Chancellor of the California State University system. And undoubtedly the list goes on.

We as women educators and role models must keep these and other important steps toward progress not only in mind, but in full view, where we can all gain strength from the hope they offer.

In 1984, let's vow to work together for the continued progress of women, whether as student, parent, faculty, staff, or administrator -- in kindergarten through higher education.

This year, with our nation supposedly at risk, coupled with the devastating effects of budget cuts, we must muster all of our strength --not merely to survive, but to continue to progress. May this publication report that news.

Women in Education need not do this alone.

WE must do it together.

--Vicki Bortolussi  
Diane Meredith Volz

# Women in Education

## Contents

**Editors/Publishers**  
Vicki Bortolussi - Diane Meredith Volz

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Jo Hartley

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Mary Michel

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- 4 **Woman dean making medical history**  
*Leah Lowenstein is the first woman dean of a coeducational medical school*
- 6 **Improving the leadership role of women in colleges**  
*Ruth Hemming, dean of instruction at Oxnard College, surveys women in community college administration.*
- 8 **The women's college — exploring, defining, changing women's roles**  
*Patricia Ann Walton, assistant director of the downtown community center, San Francisco City College, and Dr. Patricia Mitchell, assistant professor, University of San Francisco, discuss the women's college.*
- 10 **Vivian Webb — the women's high school**  
*Vicki Bortolussi interviews Ann Longley, head of a private women's high school.*
- 12 **Comment. Excerpts from recent issues**  
*Jo Hartley edits the publication which gives information for curriculum formulation.*
- 18 **Conquering sexual harassment in today's classroom**  
*Kathryn Henkins of Chaffey College, California, advises women teachers how to handle disruptive male students.*
- 20 **Opportunity**  
*News about associations and conferences*

## Dedication

*In the midst of the summer, at Ventura City Hall, Women in Education celebrated an afternoon of Women in Art to raise funds for the publication by honoring the work of women artists.*

*This issue of Women in Education is dedicated to those women whose donation of time and art have made this issue possible.*



*Hiroko Jue*

**The Artists**  
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Leah Lowenstein is the first woman dean of a coeducational medical school.

by Vicki Bortolussi

Leah Lowenstein, M.D., D. Phil. is the first woman dean of a co-educational medical school, an institution which was the last American medical school to admit women as students. Thomas Jefferson Medical College in Philadelphia, PA., began admitting women into the medical program in 1961. In 1964 when Carla Goepf applied to be an intern at Jefferson, she did not know that she would be the first woman admitted to the residency program. Dr. Goepf, now an oncologist on the faculty, says the appointment of Dr. Lowenstein to dean and vice-president of Jefferson Medical College, Thomas Jefferson University, is indeed a milestone.

"It's a very exciting implication that the administration had the wisdom to appoint someone who's excellent and who happens to be a woman," Dr. Goepf said. "I think it'll be a big inspiration for all other faculty women here to have someone simpatico in that position. She's a very special person. She's also a semi-professional cellist, one of these universal-genious-type people."

When Dr. Lowenstein was invested as dean and vice-president in an historic ceremony in the Walnut Street Theater, 213 of 1966 faculty members at Jefferson and its affiliated hospitals were women, and 174 of 887 students were women.

Her message at the ceremony was her vision of the future of medicine. "Both curing and caring can occur together," the new dean said. "Medical schools should become more involved with the whole continuum of medical training into

graduate medical education and should reassume leadership for all aspects of training."

As the cycle of medicine seems to be enlarging its dimension to include women in significant roles, Dr. Lowenstein's remarks looked at the 100-year-cycle of medical education just completed and new cycles in the '80s.

"During the early and mid-19th century professors trained doctors who were respected and honored by society because they were concerned and caring..."

"In the 20th century, advances in scientific knowledge provided the most powerful impetus in changing medical school teaching and the subsequent practice of medicine...The prestige of medical schools depended not at all on the kind of doctors they produced, but on the excellence of their research scientists..By the middle 1960s to 1970s, doctors at last had a true halo of success...Physicians became respected for their curing of patients more than for caring for them."

Dr. Lowenstein summarized the second part of this cycle, occurring during the 1970s, as dissatisfaction not with the scientific content of medical care but with services of physicians...Medical schools changed from emphasizing research to emphasizing patient care.

Dr. Lowenstein's speech included her assessment of medical education in the 80s. "First, spectacular discoveries in biology have raised the science of medicine to a new level, and there is a need for teaching applications of this new knowledge... Second, the use of computers has

not yet entered medical education in the way it now pervades other educational areas. Third, an important part of medical education occurs after graduation, and the schools do not have adequate guidance over residency programs. And fourth, with the emphasis on patient care and on the care of the ill of the country, many educators feel that the schools have subjugated their primary goal, that of training good physicians."

It is obvious that Dr. Lowenstein comes to lead the Jefferson Medical School with an emphasis on training good physicians -- many of them women -- who will combine curing and caring.

Former professor of medicine and biochemistry and associate dean of Boston University School of Medicine, Dr. Lowenstein has long combined various aspects of her life. She earned her way through the medical school of the University of Wisconsin on a music scholarship. When married to John Lowenstein, an English biochemist now a professor at Brandeis University, he taught at Oxford University, and she, already an M.D., added a doctorate in philosophy from Somerville College. When the couple returned to New England, for more than 20 years, she taught at Tufts, Harvard, and Boston University, publishing prolifically in her area of research, kidney disease.

In 1978, the mother of three sons, still at home, she commuted to Washington to serve in the Carter Administration as medical consultant to the assistant secretary of health, who was in charge of the budget for the National Institutes of Health.

"I wanted things to go as normally as possible," the remarkable woman explained. "The boys had an early morning carpool, and they'd go to the carpool and I'd go to the plane. When they came home, I'd be cooking dinner at 6 o'clock."

"I just kept on working full time," Dr. Lowenstein describes those years with her children. Her sons Charles and Marc went on to attend Harvard while son Andrew made it to Yale. Lowenstein felt that if she took time off, she couldn't get back into the mainstream, a feeling which she acknowledges as why many women shun academic medical careers for clinical practice.

Not to be left out of the medical

mainstream, Dr. Lowenstein has held several key hospital appointments in Boston including attending physician at University Hospital, Boston University School of Medicine, Physician-in-chief Medical Service, Boston City Hospital, and medical director of the Alcohol Research Unit of the Harvard Medical School and Boston City Hospital. She is currently director of basic and clinical sciences of the Gerontology Center and director of the Unit of Metabolic Nephrology at Boston University School of Medicine. She was also medical advisor in the Office of the Assistant Secretary for Health of the former Department of Health, Education and Welfare in 1978-1979.

A member of the Institute of Medicine of the National Academy of Science, she is also a Fellow of the American Association for the Advancement of Science (AAAS). Her other honors include membership in Phi Beta Kappa and the medical honorary society Alpha Omega Alpha. She is secretary of the 20,000 member Section on Medicine of the AAAS and vice president of the Council on the Kidney in Cardiovascular Disease of the American Heart Association.

International publisher and lecturer, Dr. Lowenstein is the co-editor of *Becoming a Physician: Development of Values and Attitudes in Medicine* and co-editor/author of *Mammalian Models for Research on Aging*.

President for six years of the New England chapter of the American Medical Women's Association, Dr. Lowenstein was the Centennial Speaker at the University of North Carolina on "Graduate Medical Education -- Impact of Women in Medicine."

"Dr. Lowenstein was selected following a nationwide search which included 177 nominees," Lewis W. Bluemle, Jr., H.D., Thomas Jefferson University president, said. "She is an experienced administrator and teacher. She is highly respected as a superb investigator in the field of kidney disease. We are pleased Dr. Lowenstein will be joining Jefferson and feel she will continue Jefferson's traditional commitment to excellence in medical education, research and patient care."

"It was a very interesting search, in the sense that the best motivations really were at play regarding

## Woman dean making

# medical history

no bias so far as sex, color, creed or what have you," Dr. Bluemle explained. "Nationally, the most notable thing is her gender. But it hardly entered into our decision at all. In fact, I can say it did not. While we're proud to have the first woman dean, the basis for our selection was fundamentally who was most qualified."

It was "the breadth and depth of her background" that led the committee of trustees, faculty, administration and students to choose her.

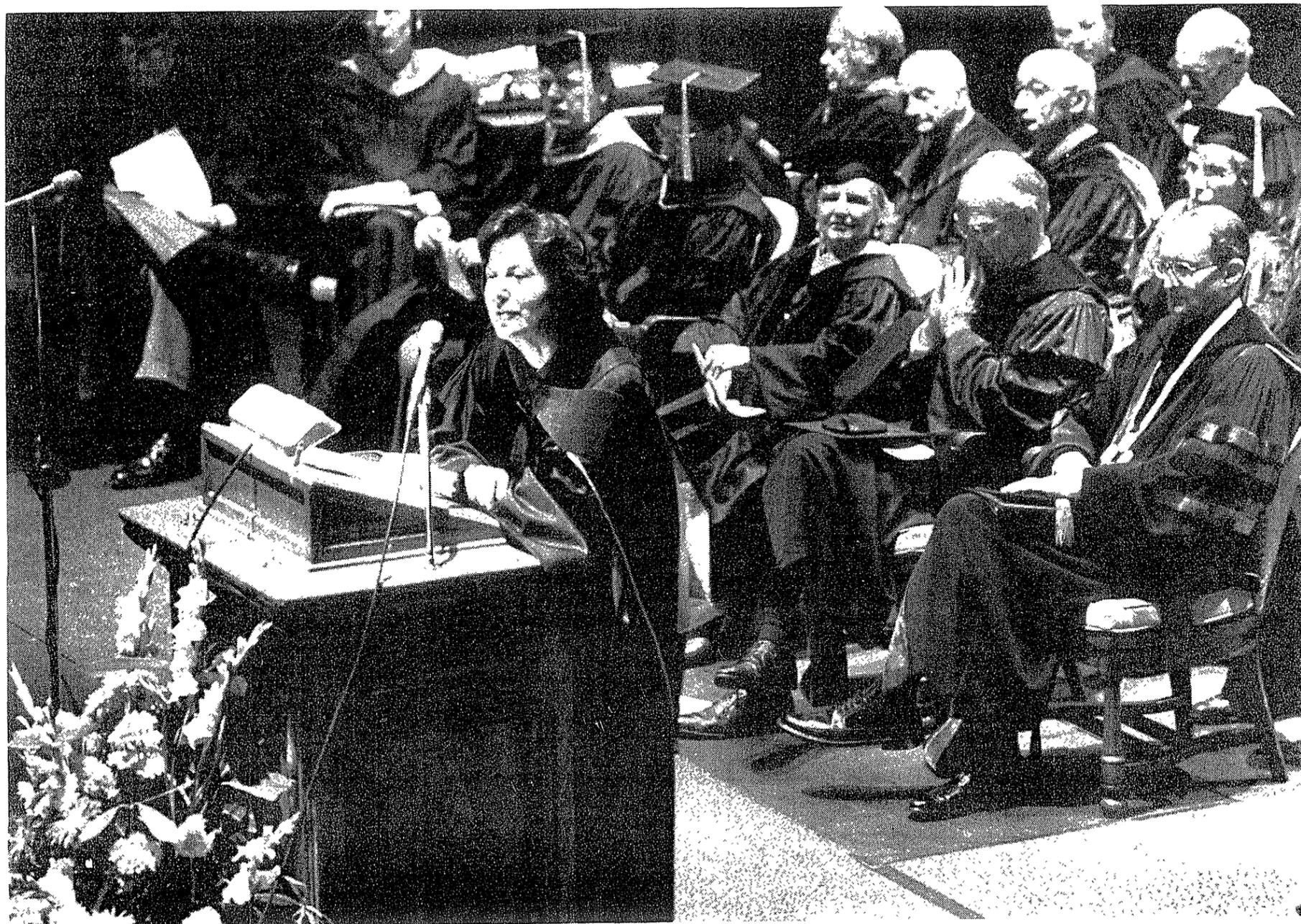
"She knows the fundamental missions of an academic health center:

education, patient care and research," he said. "She has also had experience in administration. But having that background is not enough. What really made us choose her from a number of well-qualified people with similar backgrounds was the character, the style and the sensitivity that she displayed when she met with the committee and all campus constituencies.

"She listens well," Bluemle said. "And she hears as well as she listens; and she draws on a wealth of experience and good judgment in her responses."



Leah Lowenstein



# Improving the leadership role of women in colleges

by Ruth M. Hemming

*Substantial progress has been made for women in high administrative positions in California's 106 community colleges during the last decade. This study compares current top women administrators' personal and professional backgrounds and attitudes with those of their counterparts surveyed in a 1972 study. It also reflects on the role of affirmative action and briefly examines prospects for the 1980s.*

Over the last ten years -- the decade of affirmative action and the latter half of the current women's movement -- there have been substantial increases realized in the numbers and percentages of women both entering and attaining high-level positions in school management. An American Council on Education study released in 1980, in fact, showed an increase of 38% in women serving as Chief Executive Officers (CEOs) in American colleges and universities during the preceding five years. Greatest growth areas were in four-year public colleges, where the number rose 180%, and in two-year public colleges, which actually tripled the number of women CEOs.

Results of a recent study of women in the top three levels of management in California's 106 community colleges demonstrate rather dramatically the substantial increases made by women in the past ten years. The study partially replicated one done by Pfiffner in 1972, some results of which appeared in *Women in Educational Administration* (1979). The number of women who fell into the defined categories -- the top three levels of administration (president, full dean, and associate or assistant dean) -- increased from 26, or 4%, to 97, or 13%. Five women (5%) were serving as president of a college; thirty women (11%) were full deans; and sixty-one women (17%) held associate dean positions. Pfiffner reported two (2%) women presidents, eight (3%) full deans, and sixteen (5%) associate deans.

These figures are even more meaningful when compared with the increase in the total number of top-level administrators (19%) and in the total number of community colleges (16%). The total number of women in top positions increased 373%. During approximately the same time period, EEOC figures report that all women in management increased from 10.2 to 18.15% -- a 77% increase.

Eighty percent of California's current top women administrators re-

sponded to this study, a survey instrument which gathered data on their professional experience, attitudes toward administration, perceptions of sex discrimination and affirmative action, educational background, and personal lives. Some of the findings and conclusions are reported below -- particularly those which provide comparisons with the earlier study.

## Demographic Differences

In addition to her increased presence, the current woman administrator on the average is younger, has fewer years of administrative experience, is better educated, is less likely to be married or has been married for a shorter period of time, and has fewer children than her 1972 counterpart. She is also twice as likely to believe she has suffered discrimination on the basis of her sex.

The average age of today's top administrator is 47 -- five years younger than her earlier peer. She has an average of nine years of administrative experience to her credit, as compared with 12 years in the earlier study. She is also opting for an administrative career at an earlier age (nearly 40% reported the decision made before they reached 30, as compared with 9% in Pfiffner's study) and actually entering administration sooner (over 70% had entered administration by the age of 40, as compared with 45% of the earlier group).

Educationally, today's administrator either has the doctoral degree or is actively pursuing it. If all respondents who report working on the doctorate complete it, close to 50% of the current top women administrators will hold the terminal degree, as compared with 23% of Pfiffner's group. This trend is even more pronounced when compared with Walsh's 1975 study of male and female administrators in California colleges and universities; at that time, just 13% of women held the doctorate, compared with 36% of men in comparable positions. Apparently the need to attain the doctorate as a "ticket" to high administrative posts, particularly for women, has become more accepted in the last few years.

Questions related to family status, not surprisingly, reflect the social trends of the last decade. Seventy-five percent of respondents have been married at least once, but just 44% are currently married, 25% are divorced, and 25% have never been married. The most dramatic change, a 500% increase, is in the



Ruth Hemming

divorce rate figures: of the 1972 group, only 5% were divorced. Current trends are reflected, too, in the smaller families reported. Only 47% of respondents reported any children, as compared with Pfiffner's 73%, and only fourteen women reported having three or more children; most reported one or no children.

## Attitudinal Changes

Attitudinally, study respondents -- the top women administrators in California's community colleges -- are very well-satisfied with their jobs and with their career choice, and more than two-thirds aspire to higher positions. Eighty percent indicate a high degree of job satisfaction, and identify as chief satisfaction factors working with staff and students, achievement of objectives, authority, autonomy, the value of their work, and the challenges of building and rebuilding. (Factors in dissatisfaction include poor top management -- including harassment and negative attitudes of superiors toward women subordinates -- boredom, paperwork, internal turmoil, budgetary problems and low support levels, stress, and lack of advancement opportunity.) Nearly 90% indicate they would opt for the same career choice again, and an even greater percentage would again select the community college level.

Today's top women administrators agree fully with their earlier counterparts regarding the most and least enjoyable aspects of their jobs. Three major areas of enjoyment were identified: working with people, planning and problem-solving, and challenge and creativity. Respondents emphasized the value of "making things work," "being able to make some contribution to the big picture occasionally," "constant growth," "provoking creativity," and "leadership." Least enjoyable aspects of the job were paperwork, personnel conflicts, routine and repetitive tasks, long hours, and meetings -- in that order. Pfiffner's administrators also identified working with people as the most enjoyable aspect of their job, and routine paperwork, difficult people, the budget, long meetings, and lack of time as least enjoyable. Some things never change.

Several changes were evident, however, in the responses of today's top administrators to questions about personal characteristics necessary for success. The clear leader when multiple responses were cate-

gorized was interpersonal skills -- working with people. Others mentioned, in descending order of frequency, were flexibility, organizational ability, self-confidence, fairness and objectivity, a sense of humor, decision-making skills and intelligence (tied), listening skills, and health -- including mental health -- and patience (another tie). Interpersonal skills also led the list when Pfiffner asked the same question, but some other priorities appear to have changed in the interim. Flexibility, for instance, moved from sixth place in 1972 to second choice among today's respondents -- a sign of the rapidly changing and ambiguous times, perhaps. Organizational ability moved from ninth position to third -- possibly signifying an

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**Be prepared to stand your ground, anticipate changes, have a sense of humor. Don't be awed by your promotion; you wouldn't be there unless you earned it. Join the management team.**

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increasing awareness of the need for training and acquisition of managerial skills. Self-confidence and a good self-image did not appear on the earlier list, but ranked fourth in the current study -- again perhaps prompted by a higher awareness level on the part of respondents.

Maintaining a sense of humor was the characteristic fifth most often mentioned in both studies. Listening and decision-making skills were listed in the new but not the earlier study, while health, patience, fairness, intelligence, and objectivity made both lists. Three items appeared on the 1972 list but not among the top ten responses in this study: a strong personal value system, openness, and knowledge of job -- not, one hopes, because these qualities are no longer considered important.

Specific advice offered by current top women administrators to other women aspiring to administration is worth noting. Comments centered on working hard, being politically aware and able to play "the game" being well prepared -- academically, experientially, and specifically -- for issues which arise, setting goals and objectives to work toward, maintaining a sense of humor, and striving to be nonemotional. (One respon-

dent specifically advised, "Never cry.") Most responses tended to focus on more than one idea, as did the following:

Create opportunities to demonstrate your administrative abilities and make known your interest in administration. Have a good sense of humor, work hard, be yourself, don't expect special handling because you're a woman, use good common sense, and be competent.

Do not make rash decisions -- be able to say what needs to be said in a nice manner. Be fair -- use logic -- be understanding -- be human -- know where your resources are.

Work like hell and be true to yourself; don't play games. Get the doctorate -- it does help.

Be willing to work hard, make sacrifices. Forget about sexism (in the personal sense); if you look for it you'll find it! Approach sexism as an institutional issue, not a personal one. Keep control over personal affairs -- don't bring them to work. Get therapy or help from people outside work.

Start with your head -- the greatest resistance is there. Forget about fairness -- most likely you will have to be better than male colleagues to even be considered.

Be prepared to stand your ground, anticipate changes, have a sense of humor. Don't be awed by your promotion; you wouldn't be there unless you earned it. Join the management team.

Be prepared to be met with resistance by some male superiors and colleagues, no matter how cooperative and productive and non-aggressive you are. My chancellor once said, "Why don't women like to work for women?" (My secretary and I have been professional and personal friends for 25 years. She is a woman.) My president: "Forgive me for saying it, but I don't think I could ever work for a woman."

You need ambition. There are easier jobs.

You must be assertive but not "tough"; warm but not "soft"; and be superorganized to manage a job and a home.

Two somewhat unusual responses which deserve attention are these:

There are some persons who would be your friend because you are an administrator; there are others who would be your friend in spite of your being an administrator. Learn the difference between the two.

Being a mother helps -- many of your employees are men and as every woman knows all men are really little boys at heart. Success is knowing how to deal with little boys.

When Pfiffner asked the same questions in 1972, her respondents' replies fell into five categories:

They felt that each woman administrative aspirant should know herself and be herself, should gain a broad educational background with as many types of experience as possible, should be patient and gentle, should maintain objectivity, and should realize that top-level administrative work is very stimulating creative and rewarding.

There appear to be some qualitative differences between those response categories and the current study; today's respondents seem to be more realistic and less idealistic about both the pluses and the minuses of administrative careers. They give more emphasis to the practicalities of both preparing for and functioning in administration, and pay less attention to patience and gentleness and more to assertiveness and competency. Finally, very few of the current respondents commented on the "stimulating, creative, and rewarding" aspects of administrative careers; one can only speculate about the reasons for that shift in emphasis.

#### Perceptions of Sex Discrimination

A dramatic contrast with 1972 study data emerged on the issue of sex discrimination. Seventy-one percent of current respondents indicated that they had experienced discrimination based on sex, while 68% of Pfiffner's respondents indicated that they had *not* experienced "any adverse reaction because of being a woman in an administrative position." It is certainly possible -- nay, probable -- that the emphasis and publicity surrounding affirmative action and the women's movement during the ten years has contributed to raising the awareness levels of

women in management positions.

The kinds of discriminatory practices experienced included failure to share information, differential job titles, not being consulted or included, stereotyping, "informal 'old boys' meetings when decisions are made without women present," negative reactions to women working for doctoral degrees, "the notion that women don't/can't know voc. ed.," and the idea that men ("other men, of course") don't like women bosses.

Respondents reported dealing with sex discrimination in a variety of ways ranging from ignoring it to bringing legal suit. Points of view split between not acknowledging it and demonstrating professional competency on the one hand, and behaving assertively, "confronting irrationality whenever and wherever it exists," and persisting no matter what, on the other. The following comments, made in response to a query about how discrimination was dealt with, are typical:

Persistence; developing expertise that has caused others to be dependent; assertiveness; getting documented via doctorate.

Do your job as best as you are able and be aware that some discrimination exists; don't classify all 'static' as discrimination, it might be deserved. Don't generalize.

Be fair and firm -- not too successful if the individual is totally prejudiced.

Very carefully -- men are very sensitive and egocentric.

By being patient and proving myself. Gentle persuasion works better than rabble-rousing.

By leaving the school.

A related question regarding the reason for the scarcity of women in educational administration elicited a strong, unified response: male attitudes, discrimination, and bigotry. Other reasons advanced, in order of frequency of mention, were socialization/enculturation, women's own preference, lack of training and experience, lack of encouragement, lack of mentors and role models, and other obligations and priorities.

These reasons are consistent with those offered by Pfiffner's respondents in 1972; their responses fell into three general categories -- sex role development (socialization), discrimination, and unwillingness on the part of women to accept responsibility. There were fewer responses falling into the latter category among current respondents -- and apparently less willingness to blame women for their plight.

#### Affirmative Action

A factor explored in this study which was not considered in 1972 was the existence and influence of affirmative action legislation and enforcement on gains made by women. The era of affirmative action as it applies to higher education dates from December 4, 1971. By 1981, the year of the current study and a full decade after the first affirmative action legislation affected higher education, virtually all of California's community colleges -- as well as most of the rest of higher educational institutions -- had implemented Affirmative Action Plans (AAPs) and appointed Affirmative Action Officers (AAOs) to monitor them. According to responses solicited from current women administrators, approximately 75% of AAOs in their institutions are male, and 70% of them are assigned to affirmative action responsibilities on a part-time basis.

Respondents were asked about the extent to which the AAO influences the hiring process in their colleges and districts, and the extent to which improvements have been made in the utilization of women and minorities since the AAP has been in effect. Overall, responses were very mixed' 41% indicated that



the AAO influences hiring "Substantially," 31% assessed "some" impact, and 28% indicated minimal effect. A similar split was apparent in terms of the second question: 40% felt "substantial" improvements were made as a result of the AAP, 41% felt "some" improvements were made, and 19% indicated that improvements were insignificant.

Respondents were also asked to comment on their assessments; when their narrative responses were categorized as positive, negative, and neutral, 43% were positive, 27% negative, and 17% neutral. Many comments understandably related directly to the respondent's personal experience with affirmative action. One observed, "In my district, they have done and are doing a very outstanding job in hiring. Discrimination only comes from older men who have held the position for a long time and look at a younger female as unable to stick it out." Another noted, "Works well on my campus -- especially women in administration -- competent, well-respected." Comments ran the gamut from "very important -- critical," through "not very effective" to "It is a farce." Several noted that affirmative action was geared more to ethnic minorities than to women, while others commented on the fact that awareness levels have been raised but commitment levels were not typically high.

Two very practical responses addressed the realities of affirmative action's impact. One observed, "If you polled the women you sent this questionnaire, most have come into administration since affirmative action programs went into effect," while another noted that results "depend solely on top administration's attitudes and values -- not on what is written in the affirmative action plan."

Current women administrators, then, are collectively but mildly positive in their assessments of affirmative action; individually, evaluations are colored by their own experiences, and range from highly laudatory to extremely critical.

#### Conclusions

In sum, the proportional representation of women in top-level administrative positions in California community colleges is substantially greater today than it was ten years ago. Current top women administrators are younger, better educated, have fewer children, are more frequently divorced, and are climbing the administrative ladder faster than their 1972 counterparts. They are upwardly aspiring despite their perception of having experienced discrimination, perhaps because they feel positive about having overcome it. They value interpersonal skills more highly than any other personal characteristic for success,

and advocate hard work, preparation, and helping each other as means for women to overcome male attitudes and discrimination.

Typically, too, they work in colleges and districts with Affirmative Action Plans in place. Many have been hired since the plans went into effect, and feel more positive than negative about the impacts and effects of affirmative action.

In all likelihood, the results of this study can be safely generalized to women in higher education administration nationally. On a national level, too, women have made progress -- both in terms of numbers and position levels -- during the last decade. Unquestionably, there are many reasons for this progress, including the existence of affirmative action legislation, the resurgence of the women's movement, and growing awareness levels on the part of women both collectively and individually of their own potential, capabilities, and aspirations.

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- Reprinted from *The Journal of the National Association of Women Deans, Administrators, and Counselors.*



Dr. Patricia Mitchell

# The women's college -- exploring,

by Patricia Ann Walton

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Whenever we talk about the validity and effectiveness of the single-sex school, questions are rarely raised about the validity and usefulness of the all-men's school or all-boys' school. There seems to be little need to defend an all-male school. Even when all male schools consider going coed, the resistance to changing an all-male climate is likely to be couched in terms of "maintaining a pool of rich alumni" (by definition that's all male), and in terms of "providing leaders for society" (implying that leaders, too, are likely to be men, not women). Occasionally there may be statements that the all-male school may be better because girls are distracting from the serious business of the male scholarly world -- implying that girls and women are somehow not serious students and scholars.

But rarely does one see a serious defense of the all-male school *per se*, in terms of what it ought to be or in terms of evaluating what it does. Somehow, the all-male school, unlike the female school, needs no defense. Almost by definition, the all-male school is "good"; it is rarely challenged on educational grounds. It may be challenged as being economically unfeasible or outdated, but rarely does one ever hear that it does a disservice to the young men who attend.

In contrast, the all-women's school is more likely to be attacked for providing an inferior education, for somehow cheating its students of some golden opportunities supposedly only found in coeducational institutions.

Part of the criticisms that are leveled at the women's institutions reflect the nature of our society which generally places little value on whatever women do. We still follow Aristotle's precept that "We should regard the female nature as afflicted with a natural defectiveness." Friends in anthropology tell us that in primitive cultures the activities of men and women differ drastically from culture to culture, but whatever men do, it is more prestigious and more highly valued than the work that women do. If the women do the weaving in a society,

then weaving is usually seen as "mere women's work," with all that that means. But if the men do the weaving, then weaving is very likely to be considered very important and respected, perhaps even part of a religious ritual or sacrament.

So it is with women's colleges. We devalue them because they are for women.

There are some who would point out that the women's colleges developed out of a past which no longer exists, when it was almost impossible for women to obtain an education elsewhere. They would say that because coeducation is the rule now, rather than the exception, and that because less than 2% of all students attend women's colleges, that the women's school is obsolete, and that therefore it should be the way of the horse and buggy and other old-fashioned customs.

If today's activities in women's colleges were related only to their origin in the past, they would indeed be out of keeping with the times. But that would be like saying that the U.S., which grew out of our strained relationship with England, need no longer exist because we now get along quite well with our British cousins. History is never irrelevant in understanding how we came to be what we are, but history is a specious justification for either ending or continuing to be what we are.

Certainly the women's school no longer exists because of quaint notions about woman's supposed fragility, and her "need" for "protection from the cruel world." Today's young woman is no more fragile than her brothers. Like them, she needs to learn to live in the real world, not to run away from it.

Certainly, too, the women's college cannot readily be justified because it is supposedly necessary to teach women different curriculum or to teach curriculum in some special way. Math is math, and history is history, and good teaching is good teaching whether it is aimed at boys or girls or both. Mind has no sex. If there is any great validity to teaching young women differently from the ways in which we teach young men, there is no research to justify it. Nor has anyone even developed a methodology for teaching women one way, and men another.

What then is the justification for an all-woman college? If a women's college is to indeed serve a unique purpose, it must do something dif-

ferent from the predominant institutions in our society.

Traditionally and historically, women's colleges have cast themselves into several roles, often unwittingly: educating women for their so-called special roles and needs, i.e., protecting them and educating them for motherhood; or educating them in much the same manner that men were educated.

If one looks at the numerous goals of a college education -- those which speak of helping prepare individuals to best develop themselves in the best ways possible, and goals which address themselves to preparing the young person to live best in a world beset by problems and rapid change -- then how does the women's college fit in with these goals?

Obviously, these goals are legitimate with noble aims and apply to all colleges. But a women's college must have more than just the same noble aims of the coeducational institutions. Just as a woman, in order to succeed, must be twice as good in order to earn half as much, so it is with our women's college: in order to succeed they must do more than our other institutions, and they must do it better.

A women's college must provide a setting and a framework in which young women can flourish and develop in ways in which they cannot readily do so at other institutions. If a women's college is to be truly useful to the women who attend it, it must act as a counterbalance to those trends in our society that hurt the development of women (Bach, 1976).

The women's colleges must deliberately set out to provide a different kind of experience from what young women would find elsewhere. The coeducational institutions are not particularly sensitive or appreciative of women and their talents. Although women have been admitted to institutions of higher learning for more than a hundred years, it looks like many colleges have still not gotten used to the idea, judging from the more than 350 formal charges of sex discrimination that have been filed against universities and colleges. Indeed, the typical college program is aimed at the young, unmarried male student. Young women, who need higher grades in the first place in order to be accepted at many coeducational institutions, are not infrequently discouraged, both subtly and overtly,

from pursuing academic excellence: "You'll only get married," "Are you really serious about political science?," "Education is wasted on women," and "Frankly, we have too many women students in this department already."

In contrast, the women's college must be acutely aware that it is a women's institution, serving women. It must provide a singular atmosphere where women examine and evaluate their lives as women, where students and faculty together deliberately and consciously set out to explore what it means to be a woman in our society. It must be a place where the patterns of discrimination against women are discussed and analyzed.

Hopefully, women's colleges would offer an array of courses in different departments, such as "The History of Women's Movement" in the history department; "Women in Different Cultures" in the sociology department. Interdisciplinary courses should also be explored. It is critical that there be a faculty awareness of the role of women within their own academic disciplines. Certainly a history course which deals with civil rights must include the civil rights of women; a psychology course that deals with the socialization of children must indeed discuss how girls are socialized in contrast to boys. Faculty, along with students, must begin to examine textbooks and other academic materials and evaluate them for their handling of women. For example, after reviewing the 27 leading textbooks used in college level American history courses, women were virtually absent: no book devoted more than 2% of its pages to women; one had only 5/100 of 1% of its pages devoted to women. In many books Harriet Beecher Stowe and Eleanor Roosevelt are not even mentioned. In one women's college, in a course for prospective elementary teachers, students and their professor have begun to evaluate the curriculum library materials and have begun to press for less biased materials. Women's colleges can play a major role in pressing publishers for more realistic material concerning the role of women.

One of the often extolled virtues of a women's college is the opportunity for leadership. When young men and young women work together on extracurricular projects, they typically

# defining, changing women's roles

follow the pattern that is "normal" for our society: the men play the role of leader, and the women become the secretaries, note-takers, and the coffee makers. Yet these same young women, if working together without men, will be leaders as well as note-takers. Many women, if they have only functioned in groups that include men, have rarely had the opportunity to learn or exert leadership. In the women's college, women students can be the editor of the yearbook, direct student plays, preside over the student body, and lead in innumerable activities.

Nevertheless, the women's college must make a special effort to increase leadership opportunities for its students. To do this, it must treat its students as responsible, active adults. We are all likely to respond in terms of the expectations people have of us. If we treat our women students as passive and unable to make decisions concerning their own lives, then they may indeed act this way. Women students need to be encouraged to play a large role in decision making on their campuses. The movement to give students a greater voice in the running of campus affairs is particularly important in the women's colleges if we are to help counteract the notions that women are passive and need to be dominated by others. We need to treat women the way we want them to behave. Increased student governance in the women's college would serve another purpose. It would lay to rest once and for all the outdated image of women's colleges as places to "protect" and "take care" of "little girls."

The women's college must serve another critical function by providing role models of women actively engaged in the world of work, particularly in academic life. It is urgent that young women see older women in a variety of roles and activities that counter the stereotypes in our society. If young women never see a woman scientist, they are likely to believe that women are not, or cannot, be scientists. Our society presents a model of women as married housewives. If you ask young women what they want to do with their lives, many will say they want to get married and have children. If you ask what they will do when their children grow up, they have no idea or concept that there is something else they should do. Yet all the demographic studies indicate

that a woman who marries will probably have her last child by 30 and by 35, all of her children will be in school. What will she do with the rest of her life, if the only other women she has known are also housewives? If we are to have population control, women will have to learn to do something else with their lives other than just have babies. Young women need to see adult women working. Some of these women will be unmarried, some will be married without children, some will have young children, some will have older children. But all will show the young woman that a variety of life patterns are possible (William, 1978).

If the women's college is to survive, it must do more than merely parrot what is going on elsewhere. It needs to provide a supportive atmosphere where women can unlearn the traditional notions about what a woman's life is like. In this sense, the women's college can serve a traditional role by helping bridge the gap for women caught between these crippling traditional notions and the promise of equality.

True educational equality will come only when we get rid of the stereotypes that limit women and their ambitions. For truly, women are disadvantaged long before they come to college. It should be the clear purpose of the women's college to counteract those disadvantages.

Unless women's colleges change, the economic problems that beset them will not go away. The unique program that a women's college can offer is that of a female environment which deliberately sets out to create a climate that helps women discover and examine their role as women in society -- a campus that is responsive to all women, and brings together on the campus women of varying ages, varying races, and varying backgrounds; a campus that acknowledges that women are often treated unfairly and differently in our society; a campus that actively seeks to provide a climate in which women can grow to be full human beings.

The chance for change is now in the hands of the women's college. By developing new programs for women faculty and students, by creating a new atmosphere, the women's college can indeed do more than merely survive; it can lead the way for the educational community in developing new ways of working

with students which are truly responsive to their lives.

Equally important, the women's college must increasingly be concerned with the problems of all women, and not just those of the traditional college student (Lynch, 1978). It must reach out actively to older women who want to return to the campus, to poor women who want and need education, to black women and other minority women who need a special helping hand. One of the most fascinating aspects of the women's movement which has hardly been commented on, is that it cuts across racial, economic, class, and age lines. We have seen conservative older women work together with young radical college students on issues concerning women, with both profiting from the experience.

The women's college can play a major role in bridging the gap between different groups of women. It must reorganize itself so that its concern is truly that of all women and not just that of young women who fit the standard mold of the young college student. For example, part-time studies need to be encouraged, so that women with family responsibilities can still complete their education. Courses need to be given in the evening as well as in the traditional daytime hours. Saturday courses, short-term courses, and off-campus courses need to be explored. Part-time scholarships need to be developed so that women who now can only attend on part-time basis can still obtain the financial support they need. Students who have dropped out because of marriage or whatever reasons should find the door open if they wish to return. Certainly the transfer of credits and the

development of a degree in absentia would ease the burden of those students who move and cannot easily return to complete their degree, or who started elsewhere and need help in finishing. Residency requirements need to be revamped, again so that women are not penalized but are encouraged to return to school. Dormitory arrangements for married women with children need to be worked out. Child care services need to be developed so that mothers can continue their education. Regulations forbidding married students or pregnant students must be abolished, for their effect is punitive and not helpful to anyone, certainly least of all to women. What is indeed needed in both the women's colleges and in the coeducational institutions is a thorough re-evaluation of all policies and practices and how these policies and practices affect women as women.

By reaching out into the community toward all women, and by making it easier for all women to attend college, the student body will change, for it will include a mixture of women of all ages, with differing economic backgrounds and interests. Such a mixture can only be beneficial. Young women, instead of being isolated for four years with other young women very much like themselves, will have an expanded opportunity to have contacts with a variety of people, and thereby increase their opportunities for evaluating more realistically their own future plans. The lockstep of the four-year college would be broken, as women could enter and leave, without penalty, as the differing tempos and requirements of their lives demanded.

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Ann Langley

## Vivian Webb-- the women's high school

by Vicki Bortolussi

High school is a pivotal and significant time for young women, numerous studies attest. Given these findings and what so many of us know to be true of the importance of high school in shaping the role of women in society, imagine the opportunity to create for women.

Your dream might be to educate women to achieve their full potential, as you prepare them for a varied and exciting future, which they will face with self-confidence and assurance. Your school might emphasize the equal importance of career and family, dual responsibilities in which women should be expected to play full partnership roles. Of course, academic studies would be of the highest caliber, but you would want to enrich those studies with life preparatory classes.

Imagine creating a "Women in Leadership" series which would bring outstanding national role models, not only to speak to students and faculty in small campus workshops, but to lecture to the public, broadening that arena of understanding and support.

You might invite Sheila Tobias to speak on math anxiety, as well as how to function as an intelligent woman in today's world. And you could have Dr. Jean H. Fetter, Associate Dean of Graduate Studies and Research at Stanford University, speak on "The changing roles of women and how they affect men." She might ask how many of us reveal ourselves to our children, through marriage and relationships, as well as about the role of athletics in education and society.

You might develop an advisory board, with these guest speakers as well as other educators like Jewell Plummer Cobb, new president of the California State University, Fullerton. And, of course, you would attract strong community support

from local women and perhaps from men as well.

You certainly would not create a traditional girls' school, but rather a new vision of how to prepare young women for full and exciting futures.

These ideas have taken form in the Vivian Webb School in Claremont, California, which has made a vision into a reality.

### NEW VISIONS

"We're looking at problems with new eyes," said Ann Longley, head

of the school which was opened in 1981 with 34 founding students, and now has 56 freshmen, sophomores and juniors. Nine of the students are on scholarships. A major effort this year is a fund-raising campaign. "We don't discriminate on the basis of finances," the headmistress said.

In 1984, when the first Vivian Webb students graduate, the school plans to have its full complement for secondary education, grades nine through 12.

Longley points to a unique situation in which she shares campus and facilities with the Webb School, a college-prep school for young men founded in 1922. Two schools sharing one campus means both the proven benefits of coeducation and those of single-sex environment, Longley said.

Women attend most classes with male students, but study in their own classes in math and English. "Based upon research, we felt that girls needed to establish their confidence in mathematics before competing with boys during high school," she explained.

"The girls must meet the same academic requirement for graduation that the boys meet, even though young women may be leaning toward humanities and fine arts." Longley feels the girls should master technical skills in view of the expansion of technology, especially computers. The heads of the two schools recently made a joint appointment of a woman to teach computer science.

"Ours is a working partnership," Longley says of the two institutions. "A group of citizens in Claremont felt the need for improving the lives of young women. They asked Webb to open a girls' school. They went to the trustees and convinced them that the experience would be good for girls and boys.

"I'm given a lot of freedom and the integration of the two schools has gone smoothly. Trustees are very supportive and understand that we're enriching the boys education as well as the girls' -- it's advantageous to both.

"I think it also worked because I was not seen as a threat," she added.

Longley has previously taught French at Webb and was the wife of the headmaster who died several years ago. When she was unanimously selected to be head of the new school, she got tremendous support from the men who had been led

by her husband. "I was asked to set up something completely new on someone else's campus," she said. "Yet the faculty's year-end response was very encouraging, with suggestions and no discussion of not continuing. We cannot do it without the cooperation of the men faculty and the boys.

### CHANGE WITHOUT THREATS

"Change has to take place slowly without anyone being threatened. Our future depends on this. Institutional change occurs slowly, what Vivian Webb School represents is important.

"We must educate women to their full potential," she said. "And help them decide what they really want.

"Young women need to plan family and career priorities. Today, many find it is possible to be a full participant in both spheres. But it's not easy.

"We must start with the total awareness that women have real potential," Longley continued. "This means making young men more aware of the fact that they and women together are shaping the future society."

She said young people all have real potential to give a great deal to society.

"I am concerned about all young people and what messages we as adults are giving them. We actually do a great deal of teaching through a 'hidden environment' in which our behavior gives off messages," she added.

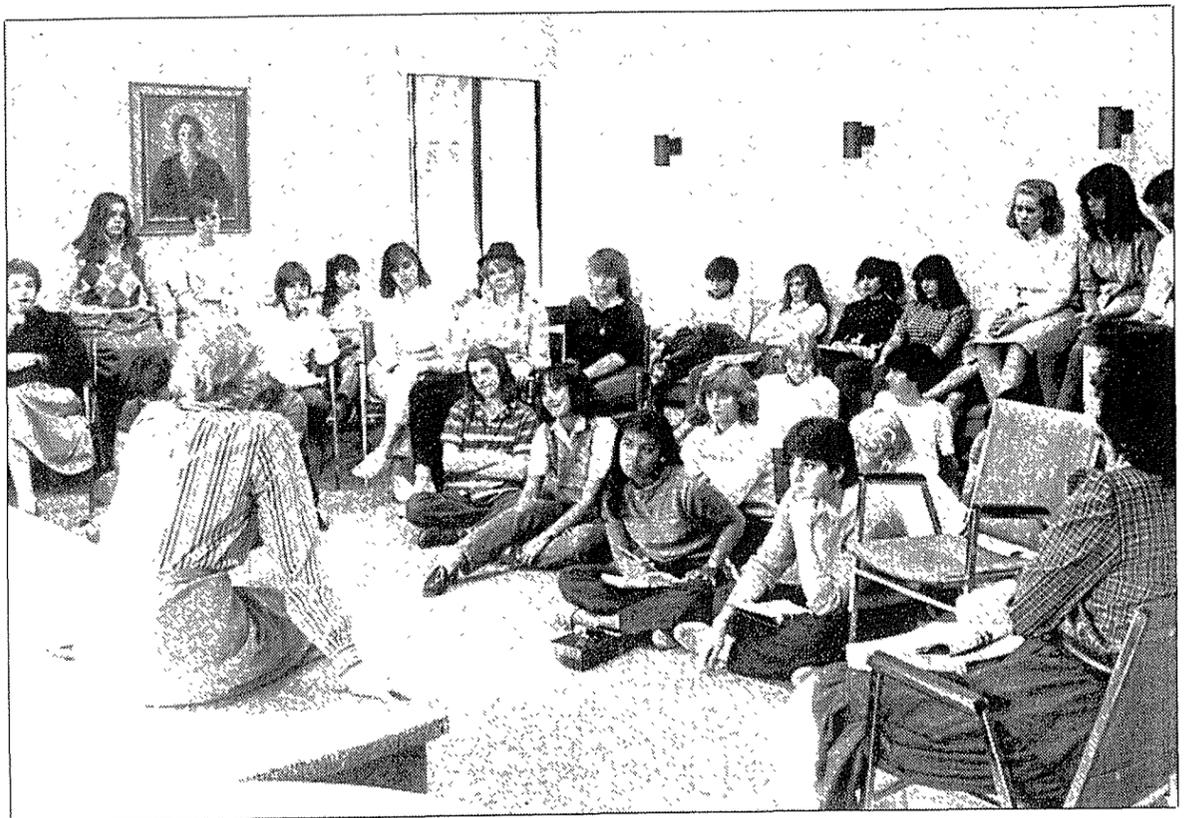
"These are turbulent times for families," Longley continued. "The movement of women into the work force can be upsetting to a man who was raised in a family where women stayed home and did all the housekeeping chores. The problems must be worked through in each family. There are major adjustments for the husband, the wife and the children."

Longley feels that the family unit will remain strong. But, she predicts, there will be a major redistribution of so-called traditional roles.

"This sharing of responsibilities and child care will actually strengthen the family," she noted. "We are already seeing a major increase in 'fathering' during the past 20 years."

She said children of working parents are assuming a share of the responsibility and household duties.

She hopes that a trend toward



well-supervised day care centers for the young children of working parents will continue.

#### ENRICHING OPTIONS

Another goal is to enrich the options for women. A lecture series was the brain child of Jo Hartley, founder and publisher of the publication "Comment," and adviser to the school. Hartley is finding it easy to get the cooperation of women leaders throughout the country. "Though they are extremely busy, they are also anxious to educate young women to a new and different future. They are dedicated to helping," Longley said.

So is she.

"My office is really the place where I feel most secure," she said. "That's fine. I spend a lot of time there. I enjoy it very much. It's busy and presents the challenge that I need. I really want to stay with it; there is so much to be done. I'm hoping to form a team so that I'm not over-extended, which I was last year.

"I spend a great deal of time, more than for a full-time task. It's a melding of private, social and professional lives. I like to be involved with the community. Community events are important. I enjoy them and it puts me in touch through personal contact, talking about what we are doing. Although I enjoy tennis, jogging, sometimes these become less of a priority. I am determined that this school, and myself as headmistress, will work."

Her determination and hard work were known by the group who hired Longley. They knew her for six years while her husband was headmaster. After his death she sold everything and went back to England. As a 37-year-old widow with three young children, she returned to graduate school, enrolling in the Education Department of Bristol University.

Before her marriage, Longley had received extensive education even though she was from a tiny fishing village in England. She earned her M.A. at the University of Edinburgh.

#### SMALL MINORITY

"I'm very thankful that my parents felt that education was as important for me as for my brother," Longley said. "In the '50s not many women went to college. I find I'm among a small minority of



*In another role, Ann Longley spends time with her children Justin (left), Katie, and Emma preparing for the Christmas holidays.*

women who went to a university. That education has been our family's survival. That's why I'm sold on education. What I hope to do is balance the lives of young women as personal and professional and as wives and mothers. Now I have the opportunity in the professional. Neither is an area I'd like to be without."

Both Longley and her husband were influenced by the English educational system, having gone to boarding schools since their early years. Longley's children are now enrolled in English boarding schools.

"I hope my children are learning to depend on themselves, not to fall back on their parents," Longley explained. "As parents, we're over-protective. I've seen my own children cope well with their father's death. We don't always give them credit for their resilience.

"As educators I'd like to put self-confidence, and stretching physical and emotionally, into teaching

along with that resilience. A teacher can bring her students into new intellectual realms, beyond what they think they could do."

Longley's children, Justin 18, Katie, 15, and Emma, 12, are liking their boarding school experiences as well as their special holiday visits with their mother. "I feel it gives them an opportunity to develop independence within a supervised environment," Longley said. "In addition, it has given me the chance to devote my full time and energy to establishing our new school without feeling torn by family responsibilities."

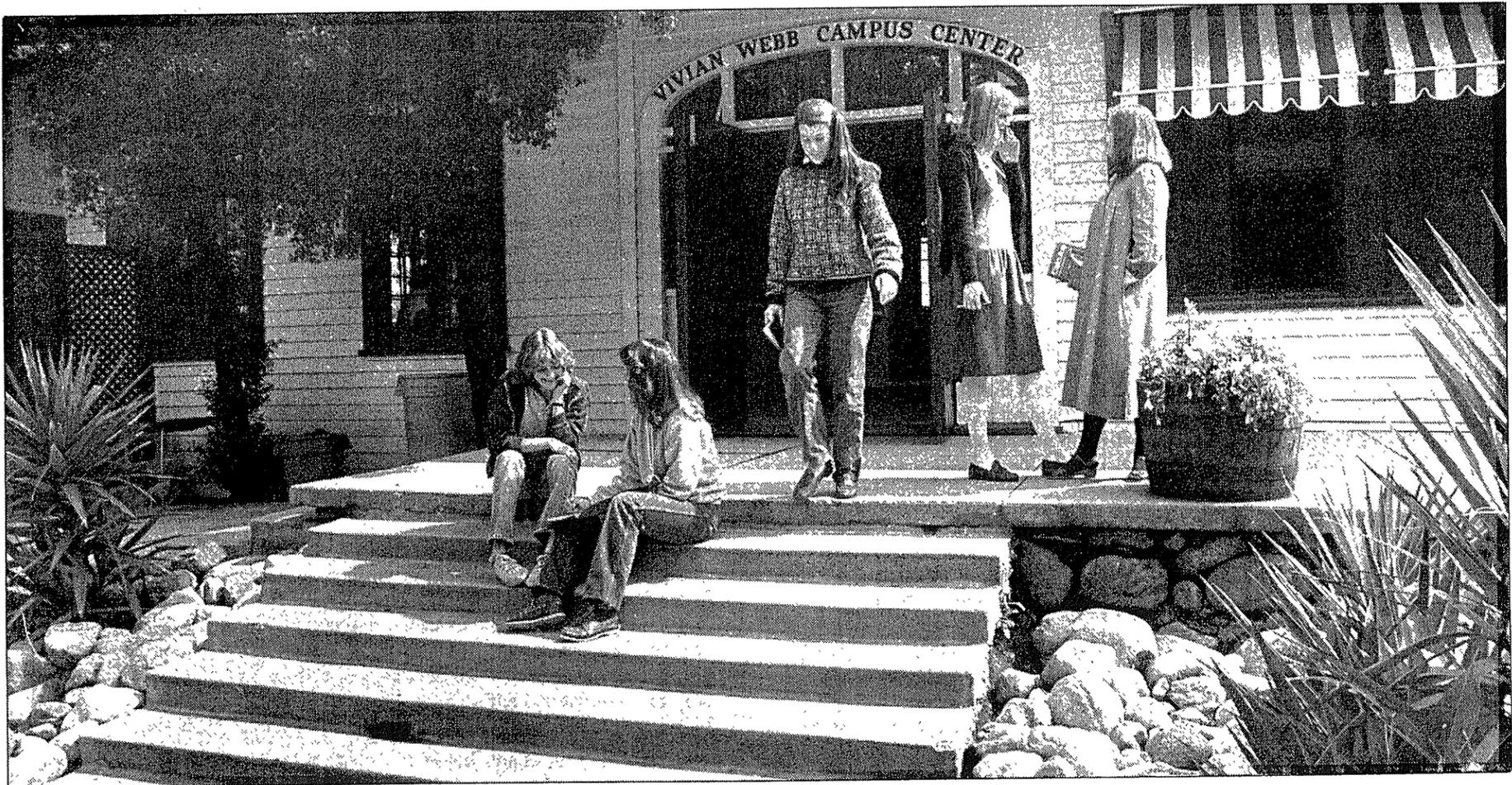
Longley feels that she and her children may have been frustrated by the challenge of raising them and of doing the job, with the job, at the beginning, requiring full attention. Knowing her children are well cared for, she is also finding the quality of time she does spend with them rewarding. Their holidays include Christmas in Paris or a summer month touring Europe as well as

sometimes coming to Claremont to take part in activities at Vivian Webb School.

#### WOMEN'S DECISION

"Women today must decide whether they wish to devote their lives to their families or to their careers or to an integration of both," Longley describes her philosophy as she leads her school. "While we cannot offer solutions to the situations these women will encounter, we can enable them to become aware of the possibilities open to them, so that they can formulate their own goals. We at the Vivian Webb School want to endow our young women with the basic skills for living and with the assurance that they can make a significant contribution to society through their own endeavors and by enriching the lives of others."

If anyone can do this, it will be the strong, determined, well-educated and resilient Ann Longley as she builds the Vivian Webb School and young women's futures.



*Young women at Vivian Webb School spend time learning with each other in and out of the classroom.*

# COMMENT

A Research/Action Report on Wo/Men

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## FEMINIST RESEARCH

### Women and Higher Education: A Case Study of Feminist Research

Excerpts from a presentation by FLORENCE HOWE  
*Professor of Humanities, State University of New York - Old Westbury*

Why did so many women settle for the "M.R.S." after receiving their B.A.s, while so many men went on to graduate and professional schools? In the late 1960s, said Florence Howe, this question provoked a number of women scholars to focus on the "messages in the curriculum." What told male students that they could become professors, doctors, lawyers, and political leaders and, at the same time, told women to take temporary jobs, marry, and drop out of the workforce? Further examination of the curriculum led to the invention of women's studies, Howe explained, "and we began what is now known as feminist scholarship or the new scholarship on women."

In the beginning, Howe said, "women's studies were a joke on campuses, where it had even been heard of, and hardly anyone dreamed of the rich resources that lay waiting, covered with cobwebs, in libraries across the country." Concern for the future of women's studies, however, was voiced early on, leading Howe to the study of the history of women's education. "I knew that it was impossible to see ahead and to understand the present without some clear vision of the past."

As a preface to her main presentation, a case study of Wellesley and Stanford, Howe first spoke of the historical missions of higher education, using the word "missions" advisedly, she said, "because in the United States there has always been an aura of religious mission about education."

#### Three Missions of Education

The oldest mission of higher education is vocational, Howe pointed out, or education for work. "Harvard was founded for the training of ministers - period," she said. When women were admitted to higher education, their vocation was defined purely as teaching or, in Howe's words, "the secular arm of the church."

A newer mission of higher education is freedom -- the political liberation of those sectors of the population not admitted originally, namely, white women and black people of both sexes. ("Native Americans were ignored by higher education until recently, as were Mexican Americans and other minorities.") In the 19th century, education went along with enfranchisement.

The mission of higher education today is knowledge -- "a powerful controller of the other two," said Howe. "Who decides what is or is not knowledge? Who decides what portion of knowledge will be taught as curriculum?" Until the advent of women's studies, knowledge and its effect on curriculum had not been challenged by women, she said. No theories, no broad perspectives were questioned, yet "the power to describe the world from a particular perspective is the power that has kept women in subjection to men."

#### Women's College or Coed Campus?

In presenting her case study of Wellesley and Stanford, Howe noted that the relative merits of the women's college and the coed campus are central to her research on college environments for women. Why? Because the question of separate institutions for women -- women's centers, women's studies programs, and conferences on scholarship about women attended mostly by women -- "are still very much with us and to the fore."

In the founding of Wellesley, Howe said, education was conceived of as ending the probability of women's leading useless lives. "Women were to become teachers and they were to work either before marriage or during widowhood or in the event that they did not choose to marry." In the founding of Stanford, she continued, education was conceived of also as leading to useful work, especially in the sciences and business, "and especially for men. Education for women was to be for the cultivation of the home and the intelligent rearing of children."

"Perhaps the differences ideologically are not so astonishing," Howe said, "and yet in action they proved enormous." At Wellesley, the institution developed as a female-centered one, offering students an environment in which to observe women filling every kind of position and offering faculty, administrators, and alumnae a sense of shared mission.

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At Stanford, where the major mission of the institution was male centered, she continued, "women as a group might be described as invisible, ignored, deferred to as future wives and mothers, or placed in a sex-segregated curriculum as coeds. They are campus leaders only as exceptions. They are described in texts about Stanford's achievements only on occasion. They are, in short, the second sex on Stanford's campus and barely that in Stanford's history."

#### Extra Turn of the Screw

Coeducation at Stanford did not ever mean what the higher education of women meant at Wellesley, she said, "but there is still one more turn of the screw." Women's colleges have always been seen as somewhat marginal, not quite mainstream, "certainly without the power to effect change or lead the way." Thus, the Stanford woman who achieves, coming from a male-centered environment, may be valued more than the Wellesley student who achieves.

Since women's colleges have always been seen as lesser in the hierarchy of higher education, Howe said, it is not surprising that Harvard and Yale should have been the models for both the coeducational Stanford and the female Wellesley. Today, she continued, little in that hierarchy has changed, except that the dominant male institutions have now adopted coeducation -- "their ideology untouched, unchanged, with women expected to conform to the maleness of the institution, indeed, to be women and men both, while the men continue their normal lives."

What does the future hold? In the decades to come, Howe said, "it will be interesting to see whether the women's centers, the women's studies programs, and the centers for research on women -- all of the latter residing mainly in coeducational institutions, as though we were establishing women's college enclaves in those settings -- will have the courage sufficient to their ideology."

# Our Search and Research: The Study of Women since 1969

Excerpts from a presentation by CATHARINE R. STIMPSON  
Professor of English, Rutgers University

In 1969, when we first began a systematic effort to accumulate the new scholarship about women, course syllabi numbered 16. Today, in 1982, there are some 20,000 courses, 450 certificate- or degree- granting programs, and at least 30 centers for research about women throughout the United States.

Certain historical and political forces have combined to help bring this change about. Perhaps the most important historical force is the entrance of women into the public labor force. Over one-half of all adult women are now employed outside the home.\* A second force is the democratization of education, which made college a possibility for massive numbers of students, including women and minorities. The number of doctorates granted to women nearly tripled between 1965 and 1979. This means there has been a pool of women in place to do research about women, both as students and as teachers.

Other important historical forces are the partial decline in religious definitions of masculinity and femininity, with a rise in supplementary ideologies that valorize equality and self-realization; an intellectual climate that tends to value skepticism of tradition, empiricism, and secularism; greater access to divorce and reproductive control; and the lessening (not the elimination) of prejudice against women in positions of public power.

The political force that went along with these historical forces and made it possible, in part, for them to prevail was, of course, the emergence of the new feminism in the 1960s, the rise of the women's movement. It brought thinking about women into public consciousness and discourse in a spirit of questioning.

Since 1969, feminist scholarship has sought to reconceptualize reality --to generate a large body of new ideas in a sweeping enterprise. Out of this endeavor have come four overarching theories that have helped us reconceptualize the world. They may seem self-evident, today, but in 1969 it was a different story.

1. The study of women is important. Women are a group, a class, even a caste. To study women is to illuminate "sex/gender

systems" or "sex/gender arrangements." Furthermore, the study of the differences among women is important.

2. Such a thing as "sexism" exists. Sexism is institutionalized discrimination against women. It applies to structures that make women secondary, marginal, second-class, and comparatively powerless.
3. The world may be conceptualized as two subworlds, male and female. The male half is formal culture, the public world, the world of the "representers." The female half is informal culture, the private world, the world of the "represented," before reconceptualization.
4. There is a need to understand sexual difference (if possible) -- its nature, cause, and meaning. At the risk of oversimplification: "minimalists" believe that history, economics, and culture mostly create sex differences, while "maximalists" believe that sex differences are profound, ahistorical.

As these overarching concepts were being developed and refined, the picture of women in the United States was becoming stronger. It was shifting from one of victimization to one of resistance. At the same time, the new scholarship about women was growing outside the United States, offering the potential of tremendous gifts of new models for increased understanding.

The aims of our feminist search and research were not only intellectual. We sought to change women's and men's lives, institutions, and moral values. Not surprisingly, our efforts have provoked resistance. But we have had enough brief, amazing moments to become a self-sustaining intellectual and institutional presence. Much of our energy must now go into preserving what we have done, as well as into a rich, evolutionary process that is bringing women into consciousness, into the powers of consciousness, and into sufficient power to resist domination -- over themselves and over others.

\*Editor's note: The decline in the proportion of women who are full-time homemakers has occurred over the long term and is a real and lasting phenomenon, according to Janet L. Norwood, commissioner, Bureau of Labor Statistics, U.S. Department of Labor (DOL). Women in DOL's monthly household survey who report that they are married, live with their husbands, and are neither working nor looking for work represent only 27 percent of all working-age women and their median age is 50.

## Looking for leadership

Many conferences since 1980 have addressed the question of the future of higher education during the next two decades. There is a sense that profound changes in the curriculum are needed and a recognition that dramatic shifts in the profiles of students have taken place. Who will emerge as leaders as higher education faces these and other challenges between now and the year 2000? A place to start to find an answer may be to look at the present leadership.

Since its inception, the administration of higher education has been the exclusive prerogative of white males, except in some (not all) women's colleges and the historically black colleges. This situation is changing, but it is changing very slowly. For the past seven years, the Office of Women in Higher Education (ACE) has been measuring the number of women chief executive officers of colleges and universities in the United States.

•In 1975, there were 148 women presidents representing 5 percent of the total. Of the 148, two-thirds were members of religious orders.

•In 1982, there were 247 women presidents representing 9 percent of the total. Of the 247, only one-third were members of religious orders.

While this record of progress is important, two sobering factors must be considered: how few minority women are included (only 20 out of 247)\* and how long it will take to "catch up." Since 1975, the number of women presidents has increased at a rate slightly better than one per month. At this rate, by the year 2000, an additional 216 women presidents will have been added to the present ranks. Assuming the same number of institutions (2,800), women will still represent only 16 percent of the total. The projection for minority women presidents is even more depressing.

These data are useful because they show that something is missing, something is awry. We must increase our determination to appoint more women and minorities to chief executive and other leadership positions. Higher education needs their talents, perspectives, abilities,

and world views if quality education is to prevail. We know that the talent available is not restricted to one sex or one race.

How will we find these new leaders is a question often asked by present leaders. The simple fact is that talented women and minorities are all around us; their invisibility is mostly a matter of perception. In our experience at the Office of Women at ACE, it is helpful to respond to this question by asking the questioner how he or she finds any other product or commodity viewed as being in short supply. Many academic departments have been successful for years in locating white males, sometimes with highly specialized backgrounds.

For those who do need assistance, the Office of Women is happy to oblige. We have been engaged for nearly seven years in a national program to identify and promote the advancement of women in higher education administration. The program -- national in scope, but state based -- is now operating in all 50 states, plus New York City, Washington, DC, and Puerto Rico. It has created and strengthened networks of women and men around the country, recognizing especially the interlocking nature of those networks, so that the help required in the form of suggestions, nominations, references, and consultation is only a few phone calls away.

### WOMEN CHIEF EXECUTIVE OFFICERS IN COLLEGES AND UNIVERSITIES TABLE VIII, December 1982

American Council on Education • Office of Women in Higher Education  
One Dupont Circle • Washington, DC  
Donna Shavlik, Director • Judy Touchton, Associate Director

Type of Institution	NUMBER OF WOMEN CHIEF EXECUTIVE OFFICERS						STUDENT BODY		TOTAL ENROLLMENT		
	TOTAL		Members of Religious Orders		Not Members of Religious Orders		Women	Coed	Under 3,000	3,000-10,000	Over 10,000
	1975	1982	1975	1982	1975	1982					
Four-year Private Colleges	98	127	79	73	19	54	61	66	121	6	0
Two-year Private Colleges	34	39	26	26	8	13	22	17	37	1	1
Four-year Public Colleges	5	25	0	0	5	25	1	24	9	7	9
Two-year Public Colleges	11	53	0	0	11	53	0	53	24	20	9
<b>TOTAL</b>	<b>148</b>	<b>244</b>	<b>105</b>	<b>99</b>	<b>43</b>	<b>145</b>	<b>84</b>	<b>160</b>	<b>191</b>	<b>34</b>	<b>19</b>

NOTES: 1) "Religious Orders" is noted because some institutions previously classified as "church related" have changed their classification but are still headed by women belonging to religious or lay communities; 2) the composition of the student body is designated as "women" when at least 90 per cent of the students are women; 3) the total number of women chief executive officers reflects both new appointments and women presidents of newly accredited in-

stitutions. SOURCES: Accredited Institutions of Postsecondary Education, 1982-1983 published for the Council on Postsecondary Accreditation by the American Council on Education. Only women in institutions accredited by the six major regional accrediting associations in the U.S. and outlying areas (n=2816) are included. These data are supplemented with information from the files on the Office of Women of the American Council on Education.

# TAKING THE NEXT STEP

## Women's Studies and Political Science

### "Equity -- and Beyond"

ELIZABETH K. MINNICH, *Graduate School of  
the Union for Experimenting Colleges and Universities*

Reflecting on the physiological, psychological, and semantic problems that have their roots in Western culture and, as a result, are inherent abstracts in the study of women, Elizabeth Minnich noted that her "passion" is that women "not be left out, trivialized, oppressed because of prejudgments of individuals based on gender." But the fact is that women's existence is traditionally "other," and so "wholeness" for women is hard to think of, hard to conceive. After all, Western society "has at its root a quest for the self-knowledge of 'Man.'" What this amounts to, she maintained, is "that a part claimed to be the essence and measure of the whole, which underlies and skews the whole dominant tradition and is expressive, at least, of why equity as an approach simply doesn't work. A woman, women, cannot be added to man's world because she cannot be the same as man and has already been defined as unequal."

Why do women need to dress for success? she asked. How can a woman be seen in a man's world by dressing in *their* expected attire? But, she added, "she can't dress 'like a woman,' either, because to dress like a woman is inappropriate for the professional public world." If that metaphor wasn't sufficient to raise our anxieties, or to make us wonder why we wore our suits to the conference, she wondered why "anorexia nervosa hits so many women" or why "so many middle-aged women suffer from depression" or why "little boys become discipline problems when they act out, and little girls almost never do."

These obvious, external problems help us understand that we need to struggle to articulate our "own quest for knowledge about women," she said, and then to cross disciplinary and professional boundaries. What are these boundaries? And what do we have to work with? We have new research on "motherhood," "on rape as an activity," "on child abuse, on wife abuse, on adult stages of growth and development, on the impact of economic development on women...all subjects that ask us to hear voices and languages not heard as valid before." The need now is to study what half of the world population does, to study women's issues.

We must, Minnich said, "struggle to find the whole, having no place to add ourselves to a part that has claimed to be the whole. ...We know that gender is a human construct, that we become women and men in a context, and that whatever differences we may find at any given point in time, in any given culture, are differences among humans. They are human differences, which means that they are constructs, not givens."

In conclusion, Minnich reiterated that women "have struggled to inform our passions with thought and our thinking with passion." We are concerned with wholeness. And that means that "we will not have equality until we have principles and individual practices that rest on an understanding of humanity NOT restricted or shaped by norms appropriate only for the few." Moreover, "what we do in our courses, in our work on curricular change, in our contributions to feminist scholarship *matters*. It is not ivory tower work; it combines thoughts, feeling, and action, demanding our radical hearts and our thinking heads, both, as we do it."

J'NAN MORSE SELLERY  
*Professor of English  
Harvey Mudd College*

Mainstreaming women's studies into political science can be especially difficult if politics is narrowly defined. Restrictive definitions of political science, along with views which take into account women's political experience, were examined in a workshop on political science led by Jane Jaquette, Occidental College.

The workshop focused on incorporating women's studies into political science curriculum based on stages of awareness outlined earlier by speaker Margaret McIntosh, Wellesley Center for Research on Women. Those stages are:

The first stage of awareness of women's studies consists of the lack of awareness: disciplines simply don't perceive or include women's experiences as women define them.

A second stage involves disciplines highlighting only those exceptional, prominent women of achievement who do not represent the common woman (e.g., political scientists who emphasize Indira Ghandi or Margaret Thatcher as examples of political women).



This stage is usually followed by a view of women as merely an interest group, a "problem" to be reconciled with male norms, culture, and politics; at best, women's concerns constitute merely a lobby, rather than half the human experience.

Stage four involves disciplines awakening to women's experiences, women's priorities as women define and name them. This stage legitimates the concerns of common women as authentic and academically worthy, and legitimates the ideology of feminism as a true political world view that can be mainstreamed into any social science discipline.

The fifth stage is a proposed academic future where all liberal arts/social science courses are transformed by the impact of women's studies. The boundaries, paradigms, definitions, and dichotomies of each discipline are reshaped to include women's historical experiences and the new terminology and world view advanced by feminist ideology. Thus, integrating women's studies content into political science would eventually transform the entire framework of political discourse.

This task, workshop participants agreed, is an onerous one. The study of politics since the

1940s has shrunk the circumference of political topics to include primarily institutions or interest groups. Neither of these approaches truly represents women's political experiences. In the 1960s, a political-economy movement within political science broadened the parameters of what is considered political by examining the economic bias and goals of legal institutions and interest groups. In a similar way, women's studies could redirect the focus of politics by examining all gender aspects of power relationships, only a portion of which are organized into legal institutions or lobbies. By stretching the artificial constraints of political definitions, it is possible to fit an entire range of heretofore excluded female value-setting, goal-seeking, conflict-resolution, and struggles-for-power into the study of politics. But this implies a multidisciplinary enrichment of political science. It assumes that political scientists are open and willing to criticize the sexist limitations of institutional and empirical approaches.

Several limitations of political science which prevent the inclusion of women were specified by conference participants. One is the assumption that politics is equivalent to government, an assumption legitimized by the institutional approach. Yet women are simply under-represented in government, both in elected and appointed offices. Rarely are successful, female, political candidates perceived as feminist spokespersons by the public and rarely do any run on the priority of a feminist agenda or "women's issues." Clearly, too, governmental institutions filter out "radical" feminists. So government becomes the last place to find women's politics.

Other standard approaches to political science are just as limiting. Pluralism presents interest groups as varied and equivalently efficacious. It fails to categorize lobbies into class interests or ideological interests. To ignore the class element of most women's lives is to ignore the reality of women's disadvantaged status regarding income, ownership of means-of-production, white-collar/blue-collar affluence, and poverty. Similarly, to avoid categorizing interest groups into ideological camps is to ignore the reality of linkage between right-wing socioeconomic theory and positions by church, media, and legislative lobbies which advocate the de facto subordination of women. Hence, using the model of pluralism to advocate "sides" on "women's issues" fragments women's common interests into mere topics that disguise the class and ideological biases underlying them.

Class alone, though, is just as inadequate a political tool for examining women's politics, as socialist-feminists have recently argued. By looking only at women's lack of access to property, class focus ignores patriarchy, a form of oppression based on either biological or social advantage but resulting, nonetheless, in male privilege frequently unrelated to economic privilege. Even Marxist political scientists concentrate on class interpretations of women's status at the expense of patriarchal interpretations. This probably reflects, more than anything else, unfamiliarity with the "radical" (or biological) feminist literature critiquing orthodox Marxism. But such ignorance is common among political science faculty, according to workshop participants. And that ignorance interferes with a holistic view of women's politics.

Could political science move beyond the limited building blocks of government institutions, pluralism, and class? To do so would open the discipline to the true political experiences of women as defined by themselves. One way to accomplish this integration is to rediscover the most basic political building block of all: power. The relationship of power to gender then becomes the essence of women's politics.

Political scientists need to begin an original search for the sites or locations of women's power in society (such as it might exist, now or historically) and for those sites where women lack power and men hold it, even if such discoveries do not fit neatly into the categories of governmental institutions or lobbies. What sorts of decision-making have women actually controlled; over what sorts of decision-making have they been denied control? In what areas of the economy, both in developed and developing nations, have women actually participated; to what areas of the economy have they been denied access? What *extra-governmental* institutions reveal women's power or the lack of it -- the church, schools, family, media? In what parts of society have women actually lived their lives, spent their energies, to achieve power, however minimal? This approach would first locate common women's experiences, locate where women actually are in society,

## "Rethinking the Ways we Teach"

BARRIE THORNE, *Michigan State University*

As a high school and college teacher for nearly 15 years, I could not have asked for a more inspiring speaker than Barrie Thorne, who began by telling of two teaching experiences that had forced her to rethink. In a course on the sociology of work, in which Thorne was using the book *Pink Collar Worker*, a Chicana student pointed out that almost all of the women described were white. This observation led Thorne to acknowledge the white bias in women's studies courses and to conclude that the simple addition of topics and readings to the white-centered curriculum is not enough. Similarly, in regard to a course on the

to assume the opposite -- that they do not deserve to take up time and space. Evidence to support Rich's thesis can be found in almost any coeducational classroom, according to Thorne. The process of robbing girls of their entitlement begins in grade school when docile, passive girls are used as buffer zones for unruly, aggressive boys. Although girls are commended for their niceness, this niceness represents a "beating down of the spirit" in Thorne's view. The notion that women and girls are meant to entertain others' ideas rather than profess their own even affects student evaluation of courses taught by women. A recent study indicates that women college teachers are caught in a double-bind: students like them better if they encourage class participation but respect them less, whereas the amount of participation has no effect on the liking or respect accorded a male teacher. It seems as though students of both sexes expect a male to be authoritarian but resent a woman for it, even though they condescend to her if she is not.

Students of both sexes tend to be passive in the college classroom, but, according to a report from the Association of American Colleges, it is an especially "chilly climate" for women. Teachers can help take the chill off by renouncing the power they have traditionally been entitled to -- their power to dominate their students -- in favor of empowerment -- their power to empower them. Just as noticing the dynamics of power in society at large is a crucial first step for feminists, so is noticing the dynamics of power in the classroom a first step for feminist teachers, both male and female. Thorne suggested, as a start, noticing the following as a means of making the student who is passive, for whatever reason, less invisible and thus powerless:

1. Seating arrangements -- do they encourage conversation or one-way communication?
2. Eye contact -- does it signal or invite the participation of some to the exclusion of others?
3. Turn-taking and the floor -- does the teacher exercise her power by monopolizing the floor, let the more powerful students monopolize it, or empower quiet students by being sensitive to their readiness to speak?
4. Patterns of calling on -- does one's tone of voice or use of names empower some but not others?
5. Authorship of comments -- does one acknowledge it in such a way as to encourage further comments?
6. Humor and casual examples -- does the teacher use and encourage students to use them or does she or he disparage them?

Thorne's models for classroom interaction are conversation and housework, activities that, in the past, have been relegated to women and undervalued. Just as feminists will no longer allow women's journals, letters, oral histories, or domestic activities to be ignored or trivialized, so feminist teachers must work to transform the classroom by emphasizing what has previously been de-emphasized, taken for granted, or suppressed.

In concluding, Thorne stressed that teachers must not only be more sensitive to their students' silences and the unexpressed emotions these silences may token, but they must also be sensitive to their own emotions and the possibility that these emotions are shared. Feminist teachers, like feminists in general, must not repress their anger but appreciate the information it conveys and the energy it transmits. Anger can be an empowering rather than an incapacitating emotion, and to empower our students, to help them acquire a sense of agency in their lives, is, as Thorne convinced me, our most important task.

ELIZABETH KEYSER  
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and analyze the power aspects therein.

An opposite approach could reveal just as much about women's politics, as well as incorporating the "men's movement" in political science. This would consist of a re-examination of male-defined institutions for their inherent gender values. What do the norms of foreign policy, or political candidate expectations, communicate with regard to gender roles and assumptions? How have these gender values limited the effectiveness of institutions and policy? What political advantages, for nation-state, interest groups, or classes would follow from more androgynous gender values? What is the relationship between gender values and power?

These are the types of paradigms and approaches that could incorporate women's true politics into the field of political science. To do so would authenticate a whole range of human experience, claim it as the political experience that it is, and provide the discipline of political science with new tools, insights, and relevance.

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The artwork in this issue by Albrecht Dürer (1471-1528) is courtesy of Denison Library, Scripps College, Claremont, California, where it was featured as part of a conference on "Women in the Renaissance" held February 25-27, 1983. Feminist historians, such as Joan Kelly (1928-1982),

sociology of the family, a colleague pointed out its heterosexual bias and underlying assumption that all students intend to marry. The upshot of both anecdotes is that feminist teachers and scholars need to guard constantly against the automatic acceptance of received opinions and to strive constantly for a state of mind conducive to critical thinking. They must do so because the erasure and invisibility of various races, classes, and sexual preferences, like the erasure and invisibility of the female sex, serve to diminish and impoverish all students.

As Thorne pointed out, the generic "he" is a paradigm for such erasure and invisibility. Its use encourages males to feel not only the masters of language but also the centers of the universe. To use Thorne's word, it gives them a sense of entitlement. On the other hand, women, when they hear words like "he" and "man" used to signify sex-unspecified referents, feel disinherited. As studies have shown, they "blank out" and fail to image any referents at all. Constant exposure to such language, according to Adrienne Rich in *Lies, Secrets, Silence*, leads males to assume that people will listen to them, that they are entitled to a respectful hearing, but it leads females

have recently re-examined the status of women in the Renaissance with a critical eye. Nonetheless, Dürer's woodcuts provide an accurate picture of the daily life of women in various activities during the period.

# The Female Hero

KATHERINE POPE

*Great works on the hero have assumed that the hero is male, thus giving the impression that, in literature and life, heroism is a male phenomenon. Katherine Pope begins with the assumption that women are and have been heroic, but that the culture has often been unable to recognize female heroism. She and Carol Pearson are co-authors of two books about the heroism of fictional women: *Who Am I This Time? Female Portraits in British and American Literature, 1967*, and *The Female Hero in American and British Literature, 1981*. Their work emphasizes elements in the female hero's quest that differ from her male counterpart's, and will be of increasing significance as women's studies become more and more integrated into the traditional curriculum.*

Women are heroic. We have always known that. The culture, however, is just beginning to acknowledge it publicly: Women are not simply dependents, aids, obstacles, and rewards in a man's journey through life; women also have the wisdom, the courage, and the power to depart from the status quo, to confront and slay the forces of oppression and alienation and thereby to free themselves and to redeem society. Which is what heroes do.

Carol Pearson and I and a growing list of other literary critics -- Carolyn Heilburn was perhaps the first -- are working to establish the idea of the female hero in literature as well. Traditionally, of course, the central character of the hero myth has tended to be male, and also almost always white and upperclass. This limitation and distortion of the basic archetype for human life has been magnified by the macho value put on dominating, controlling, and destroying the Other. Joseph Campbell in *The Hero with a Thousand Faces* briefly acknowledged that a hero can be either a man or a woman and ultimately identifies women with "the mastered world."<sup>1</sup>

In our first book, *Who Am I This Time? Female Portraits in British and American Literature*, Carol and I discuss the problem of the male bias in literary terminology:

"Patriarchal society views women essentially as supporting characters in the drama of life. Men change the world, and women help them. This assumption has led to inaccurate literary terminology and criticism. For some time, critics have called male protagonists "heroes" or "villains," and female protagonists "heroines." However, in classifying female protagonists, we discovered a conceptual difficulty. It is

misleading to speak of Antigone, Hester Prynne, and Alice as heroines, and of Creon, Dimmesdale, and the Cheshire Cat as heroes. Like the traditional hero, the three women venture out on the path to self-discovery, while the male characters function in supporting roles."<sup>2</sup>

Our most recent study, *The Female Hero in American and British Literature*, examines with numerous examples the various stages of the heroic journey, and we found that on the archetypal level the journeys of women and those of men are the same -- that is, they include the three classical stages: departure, initiation, and return. Some plots are specifically reflective of a woman's experience. They deal with a woman's relationship to her own body, as in Margaret Atwood's *Bodily Harm*, or with the emergence of a relationship between a woman and her child, as in Maya Angelou's *I Know Why the Caged Bird Sings* and Margaret Drabble's *Thank You All Very Much*. However, many narratives present female heroes in roles traditionally associated with male experience. In *The Female Hero*, we point out that

"Women may be warriors and slay dragons, like Joan of Arc in George Bernard Shaw's *Saint Joan*; they may rise from rags to riches, as do Samuel Richardson's *Pamela* and Theodore Dreiser's *Sister Carrie*; or, like Joan Didion's *Maria* in *Play It as It Lays*, they may be existential heroes who confront the void as the heart of experience. Female and male protagonists often begin as orphans and search for a new family and a new place in the world, for example, Charles Dickens's *David Copperfield* and Charlotte Bronte's *Jane Eyre*. Or they may begin in a seemingly secure place, as do Sophocles' *Oedipus* and Henrik Ibsen's *Nora*, and leave or be cast out as they come to understand its true nature."<sup>3</sup>

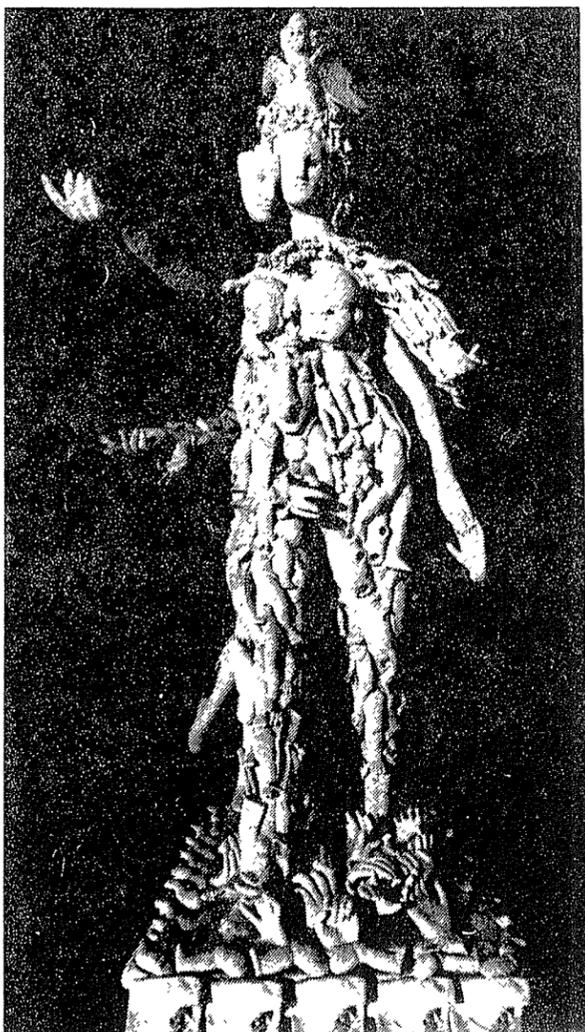
In spite of the similarities between the heroism of men and that of women, the journey to self-discovery naturally is affected by roles and opportunities afforded each sex, and our study examines the ways that gender identity particularizes the female heroic like Daniel Defoe's *Moll Flanders*, Samuel Richardson's *Pamela*, and Edith Wharton's *Lily Barth* in *The House of Mirth* divert much of their strength and wisdom into the disguising of those same qualities in order to protect themselves against social abuse and poverty. Some fictional women are heroic for a while and then bow to convention at the end (Alix Kates Shulman's *Sasha* in *Memoirs of an Ex-Prom Queen*, for example). Because of personal ambiguity toward the independent woman or because of a desire for literary acceptance, the author may indicate the protagonist's strength and courage indirectly so that only the reader who is unprejudiced by conventional attitudes will recognize her as a hero.

Ironically, some of the fictional heroes are successful because society does not expect them to be heroic. Jean Giraudoux's *Madwoman of Chaillot* is able to stop the greedy men in power who would dig up the streets of Paris to secure the oil purported to lie beneath precisely because in their macho complacency they view her as harmless and crazy, and she is able to lure them into the sewer in her basement and lock the door.

Unlike the male hero, who typically is blinded by hubris or pride, the major obstacle threatening the female hero is self-doubt coupled with her social training to remain passive and agreeable. Harriet Arnow's *Gertie Nevels* in *The Dollmaker* underestimates her own power and insight. As a result she succumbs to social and family pressure and abandons her vision, and the family is destroyed.

## Departure, Initiation, and Return

The hero by definition goes beyond convention in her efforts to realize her own potential and to revitalize the society, which has a tendency to become stagnant in its own



A multimedia projection by ALITA WALSH in the form of a prayer in which a woman encounters a vision of the Goddess.

KATHERINE POPE graduated from Smith College in 1961 and received a Ph.D. from Rice University in 1971. She taught at the University of Colorado, 1972-78, and now teaches English at Del Mar College in Corpus Christi, Texas. She has written and lectured extensively on the subject of women and literature. In addition to their books, she and Carol Pearson are the co-authors of an article, "Consciousness in the Feminist Novel," which appeared this spring in a new psychological journal entitled *Imagination, Cognition, and Personality*.



By exploding gunpowder over the outline of her body image imprinted on the earth, ANA MENDIETA, in a

performance artwork, reclaims her spiritual lineage from the Earth Mother Goddess.

*“the way that light would strike filled  
Mason Jars on a kitchen windowsill.”*

status quo. Departure from familiar surroundings is therefore the first step in the heroic archetype. Some narratives, such as Henrik Ibsen's *A Doll's House*, Constance Beresford-Howe's *The Book of Eve*, and George Meredith's *The Egoist*, are primarily about exits. Having departed from her conventional environment, the female hero is often as much a traveler as her male counterpart. Moll Flanders, Lucy Snowe in Charlotte Bronte's *Villette*, Martha Quest in Doris Lessing's *The Four-Gated City*, Margaret Atwood's protagonist in *Surfacing*, Oedipa in Thomas Pynchon's *The Crying of Lot 49*, Sissy Hankshaw in Tom Robbins's *Even Cowgirls Get the Blues*, Janet in Joanna Russ's *The Female Man*, and, of course, Alice in Wonderland and Dorothy en route to Oz all journey through strange and sometimes threatening territory.

In the middle stage -- often called “the journey” -- the female hero typically confronts the male seducer, the male savior, and the conventional woman, all of whom she feels initially have great power over her. She discovers in the process of her experiences that these figures cannot destroy her or save her, and that, like Dorothy, she has within her all the qualities she needs including the power to save herself. Demythologizing the male savior and the male seducer is a major theme in the more traditional narratives, such as Samuel Richardson's *Clarissa*, Charlotte Bronte's *Jane Eyre*, Thomas Hardy's *Tess of the D'Urbervilles*, Kate Chopin's *The Awakening*, and Ellen Glasgow's *Barren Ground*; and in Alice Walker's current novel, *The Color Purple*.

The third stage of the archetype -- the return -- includes some form of positive community made possible by the hero's bravery. In the fictional woman's journey toward self-actualization, the community at the end has been more often with her newly discovered self, with her work, and with nature than with other people. Recently, however, in literature as in real life, a woman committed to selfhood finds support from other women and from men, as well, not only

at the end of the journey but as soon as she begins to shed the social facade and attempts to express herself in positive and genuine ways. The community is the major subject of a growing genre of feminist utopias, such as communication, but they are not totally happy or comfortable with one another.

Sometimes the hero at the end of her journey finds community only with her family, as in Maya Angelou's *I Know Why the Caged Bird Sings*. In a few novels, proportionally less than in real life, the protagonist finds as a result of self-actualization a relationship with a man that is typified by honesty and mutual support. Dorothy Bryant's *The Kin of Ata are Waiting for You*, Sally Gearhart's *The Wanderground*, and Marge Piercy's *Woman on the Edge of Time*. Recently restored for publication is the 15th-century allegory by Christine de Pizan, entitled *The Book of the City of Ladies*, which like the contemporary utopias presents a community of intelligent, creative women unrestricted by patriarchal roles and attitudes. A slightly more realistic example are the cowgirls in Tom Robbins's *Even Cowgirls Get the Blues*, who love and support each other and who join forces to revolutionize their world. In all of these examples, female self-actualization and true community are not antithetical, as our culture would have us believe, but absolutely dependent upon one another.

One such couple, Harriet Vane and Peter Wimsey, appear in Dorothy Sayers' *Busman's Holiday* and in *Gaudy Night*. Both manage to work through guilt and illusion associated with sex roles; both have a substantially developed sense of selfhood; and thus they learn not to mythologize or feel dependent upon the other in ways that traditionally have led to unreal and crippling interaction.

#### The Hope of Freedom

Because of the sharing and mutual support between the female hero and others and because of her often dogged persistence in her journey, I find heroic narratives about

women generally more hopeful than those about men. Certainly the male antiheroes are more despairing than the more ironic female protagonists. For example, Maria in Joan Didion's *Play It As It Lays*, who has been committed for assisting in a friend's suicide, finds personal satisfaction in the fact that, unlike the self-deluding theatrical people around her and unlike her dead friend, as she puts it, “I know what ‘nothing’ means, and keep on playing.” Free of the search for meaning, she is able to concentrate on the details of her natural environment and on the products of her imagination: “the way light would strike filled Mason jars on a kitchen windowsill.” And she has future plans: to live alone with her autistic daughter Kate and to “do some canning.”

As I mentioned before, the hero's bravery leads to the transforming of the kingdom. The significant discovery for the society in which the female hero lives is the fact that when she chooses to journey toward self-actualization rather than to martyr herself for others, she frees those others to find self-fulfillment as well. Because she has not given up her life, she no longer needs to entrap those around her, to live through them, and to cause them through guilt to deny themselves in turn. Others are thus freed, encouraged by her, and inspired by her example, to make their own journeys.

This authentic form of heroism, an act of freeing, distinguishes the female hero and many male heroes as well from the figure who is celebrated because he succeeds in dominating other people or nature. In sports, for example, where heroism is often falsely associated with beating the other team, the true hero is the one who achieves beyond assumed human limitations and thereby inspires others to extend their own definitions of possibility.

Similarly, the recognition that all people -- women, men, racial minorities, the poor -- can be heroic revises literary and cultural concepts of the hero so that they more accurately reflect the archetypal patterns of human life.

## Stephens College 150th Anniversary

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Symposium

Women's Education: The Future

Edited by  
Eleanor M. Bender, Bobbie Burk,  
and Nancy Walker

Complete texts of the major addresses,  
highlights of remarks by panelists  
and moderators.

Introduction by Nancy Walker,  
Afterword by Bobbie Burk.

Published by  
the James Madison Wood Research Institute  
for the Study of Women's Education,  
Stephens College, Box 2134,  
Columbia Missouri 65215.

Publication date is March 1, 1984.

\$20 cloth (limited edition),

\$12 paper, plus

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# Conquering sexual harassment

by Kathryn Henkins

Knowing and protecting our rights regarding sex discrimination is vital, but as instructors or professors in education, we find ourselves, even admitting the job-selection discrimination, in one of the few professions with a relatively high proportion of females: as of 1978, 7% of lawyers, 3% of physicians and 10% of engineers and scientists were female, whereas 27% of college instructors were female. Given our visibility in our chosen profession, we must realize that our positions as authority figures can unsettle or "turn off" male students who have difficulty accepting orders, criticism and grades from females. Therefore, this article is not about the secondary status of women or its concomitant problems, but about the problems now facing us as we assume dominant status.

Male students just out of high school often find college classes their first attempts at serious academic work; they are, therefore, concerned for the first time with grades often given by female professors. Older, returning male students have not had many, or any, female superiors in their occupational experience. And many men still view all women as they do their wives or mothers -- as someone inferior, trivial, unengaged in the "real world." All these men now find themselves in inferior positions to their female professors. Now, the response that this situation is their problem not ours, is insufficient. Granted, women will soon be totally accepted in all positions of authority including physicians, lawyers, statespersons and Presidents. But during this period of transition, many men (and some women) are not adjusted or cannot quickly adjust to accept the image of a female superior. Therefore, they may not learn as well in our classes, may drop our classes, or may commit other aggressive acts of hostility as a result of their confusion and frustration.

As we all know, there has been increasing aggression toward all teachers in all learning environments across the country. In Dade County, Florida, there occurred 1,153 attacks on school teachers in 1978; in New York City's schools the same year there were 2,420 assaults, mostly on teachers and academic staff. Male and female educators are being threatened, beaten, even killed. Given this atmosphere of hostility against any figure of authority, we must recognize the additional facet which can increase hostility -- our gender coupled with our status as law-givers and judges. "Challenges to one's superior position...also result in violent behavior. It is therefore legitimate to suggest that the growing increase in the status and independence of women...may create anxiety in those who are troubled by "compulsive masculinity" and who therefore perceive those changes as a threat to their position of superiority," according to Dr. Miriam F. Hirsch, professor of sociology at Springfield College, Massachusetts, in *Women and Violence*.

Current literature reinforces our awareness of male-female enigmas in education. Male students are far less likely than female students to view female professors as "logical" or "imaginative" when given three hundred adjectives to describe them. Male students sometimes chose "cruel" and "nagging" as appropriate descriptors, according to Linda Brown at the University of Santa Clara. In another study at Miami University, an experiment using male-female sets of instructors determined that students rated same-sex instructors more positively than opposite-sex instructors, and the difference was more noticeable when the instructor

was female. These results prompted experimenter Susan Kay to question: "Is it possible that the further a female instructor deviates from 'accepted' sex role behavior, the greater the sex bias in evaluation of her?"

Women authority figures who punish male subordinates were considered to have used poorer judgment than men in identical actions, according to Jacobson and others in a 1978 experiment. More recently, Barbarann Esp of Hofstra University determined, in an experimental setting, that students learn most from women who acted positively (nodding head affirmatively, smiling regularly) and least from women who acted negatively (shook head from side to side, didn't smile, avoided eye contact), while the difference in learning from positive or negative male instructors was negligible.

As women, part of our life is living with the threat of violence. But if we recognize the above disparities in student learning and evaluation, we can minimize the potential for setting off hostility through our own actions as educators by being cognizant of the research findings about aggression and sexual tension. Violence or aggression can be defined as any behavior with the intent to harm or injure others. According to Buss (1961), this aggression can be physical or verbal, active or passive, direct or indirect. For educators, the typical aggression is indirect; vandalizing a professor's automobile or office; verbal: calling the professor a name; or passive: resisting questions asked in class or refusing to participate in discussions. Tragically, other aggressive behaviors include direct assault and rape. As Ruth Herschberger says in *Adam's Rib*, "Rape is in this sense a mirror image of our ordinary sex folkways. Two basic beliefs in these folkways are the natural sexual aggressiveness of man, and man's natural physical superiority over women. Put these two beliefs together, set up a competition for masculine prowess such as we have today, and no one should be surprised by the incidence of rape."

While some psychologists still believe Freud or Lorenz's theories that aggression is the result of innate instincts, it is more commonly accepted that aggression stems from an aggressive motive or drive. In 1939, a famous study by Dollard, Doob, Miller, Mowrer and Sears stated that aggression always stems from frustration and frustration leads to aggression. Further studies have modified this theory; most behavioral psychologists now believe that frustration may not always lead to violent behavior: it may induce the instigation toward aggression, or it may induce resignation or despair. Neither despair, resignation nor aggression is the outcome we desire for our students.

Studies show that whether or not a student takes aggressive action depends on the importance or reinforcement value of the frustrated goal, the degree of the frustration, and the number of frustrated attempts (Dollard, et al, 1939). Hostility may also depend on the extent that the thwarting is arbitrary or unexpected (Worchel, 1974). Factors which inhibit aggression are the threat of punishment, the disposition to like the potential victim, and the removal of external sources of frustration. Unfortunately, when a person is inhibited from aggression by threat of punishment, that person may "displace" the hostility onto someone more accessible. Moreover, new findings indicate that after an act of violence, the resulting "catharsis" may not reduce the person's tendency toward future aggression, not even for a short period of time. On

the other hand, from the resulting sense of helplessness, the individual may not become violent, but rather may suffer a decrease in motivation and performance.

In more specific terms, then, a male student who feels threatened and frustrated by a female instructor's actions may be more likely to exhibit hostile behavior (directly or indirectly, passively or aggressively) when the degree of frustration or "put down" from the instructor is seen as great -- a failing course grade is greater than a failing grade on a paper which no one but the student will see. Aggression is more likely when the student receives negative judgments (contradiction by the professor in class, grades on papers) which thwart or lead to thwarting of important goals including receiving an acceptable grade in class, advancing to another class in sequence, retaining a scholarship or grant, graduating at a certain time, or perhaps most frequent, maintaining a sense of male superiority.

When these frustrations occur in several classes over a period of time, the student is increasingly likely to become aggressive as each new incident occurs. And if the professor's actions are seen as arbitrarily directed against one student, or come as a complete surprise, such as a low grade based on criteria not discussed or a "pop" exam which significantly affects a student's grade, the likelihood of aggression increases.

Now, none of us is going to stop giving low grades when appropriate or go along with a student's incorrect statements in class in order not to rile him up. Then, what can educators do to diminish the likelihood of aggressive behavior, despair or a sense of helplessness resulting from student frustration?

According to Dr. Christine Harris, professor of psychology at Chaffey Community College in California, women who act and dress the role of the conventionally-accepted authority figure eliminate much of the male-female power struggle before it begins. "The first class is critical as far as I'm concerned," she said. So Harris wears suits, heeled shoes and makes every effort to ensure that her first class lectures are well-prepared, well-organized.

"First impressions are lasting, and students soon learn what is acceptable and "what they think they can get away with," she said. Therefore, if the professor is firm and articulates her expectations in detail (outlining what will happen to students whose behavior is disruptive, for example), her students are less likely to exhibit direct hostile behavior since she has demonstrated her control and her power. Students who exhibit inappropriate behavior after the first class session "do so at their own risk." That is, the student must consciously decide to behave inappropriately, and he or she must, therefore, take personal responsibility for the consequences of his or her actions (ultimately, dismissal from class).

"Many students begin by seeing us as miniature Moms. Adolescents tend to devalue their parents, especially their Moms," Harris said. Thus, a woman professor faces a questioning of her credibility because of her gender as well as her association with family figures. Harris' dedication to presenting an organized classroom environment and a totally professional manner enables her students to overcome their stereotyped perceptions. "But, male-female hostility is a learned phenomenon," Harris pointed out. "It doesn't change overnight." Often, male students will locate themselves in seats with

# in today's classroom climate

other males, in order to establish a peer support group and regain some of the power in the classroom. These students exhibit nonverbal hostility by avoiding eye contact with the professor. And they will often exhibit their joint dissatisfaction with answers from the instructor or female students by harrumphing or snickering. Harris' method of handling this indirect hostility is to confront it head-on to maintain control of the classroom so that these distractions are minimized. The strategy involves addressing the issue publicly the first time the behavior is exhibited by telling the student(s) that the behavior is inappropriate college conduct. "No one wants to be singled out in front of the class," she explained. It is also important during this first confrontation to define what the problem is and how the student can change, rather than using authority just to "put down" the student. If the problem persists, a conference with the student(s) after class is in order, to restate the problem and the alternatives. If the behavior improves, she later calls on students who have been "problems" to "show them we're starting over" and to give them positive feedback for their participation. This action provides public assurance of fair treatment for students and renewed good feeling in the classroom. The student should be given the impression he will not be forever stigmatized because of one unfortunate incident. At this point, the student can begin to adjust to the situation of having a female in authority who can maintain control without being "bitchy" or punitive.

This firm-but-fairhanded approach should carry over to evaluations of papers and exams, according to Harris. If the female professor gives interpretive questions on examinations or assigns an interpretive paper, she doesn't want to allow the male student to explain a later poor evaluation by rationalizing that he would have received a good grade if he didn't have a "dumb woman" for a teacher who didn't or couldn't understand his point of view. Harris advises professors to be sure their motives are unquestionable when singling out a student to answer questions or when grading exams or papers. The best advice would be to maintain as much objectivity as possible when evaluating assignments or determining course grades. For all students, objections, weaknesses or inaccuracies should be clearly identified to clarify the discrepancy between a student's specific response and the response that would have received full credit. In the final analysis, the female professor may have to work harder than the male professor to ensure that she treats everyone in exactly the same manner, according to Harris.

Establishing detailed expectations for students in an educational environment does not mean, however, that the professor must become an automaton. "You can and should be a caring, warm, nurturing person," Harris said. "This orientation can coexist and complement the fact that women have power and authority. I don't lose my femininity by using the classroom strategies I have outlined," Harris added. She would rather not be seen "as a female professor but as a person the students have regard for."

Aside from defusing male-female hostility in the class, Harris' approach is beneficial for the male student who will end up working for a woman. Because of the positive interaction that evolves between the male students and the female professor, males, even those with initial hostilities, will be more likely to manage in other female-controlled settings. "I think a lot of it has to do with how you feel about yourself," Harris said. "If you feel you have authority, you

can be in authority. You have to have confidence that what you are doing is both worthwhile and fair."

Robin Gass, currently teaching part-time at Cal Poly, Pomona and Chaffey Community College, agrees with some of Harris' recommendations, but disagrees with the "dress for success" approach. "A professional image stifles confrontation, but I'm concerned with the long-run image of power," she said. "Learning that thoughtful, reflective and competent people can look different from the Wall Street image is a necessary part of college education. We have to be committed to images that are contradictory to patriarchal power, because college may be many students' first exposure to unconventional people or ideas."

Gass believes students should be equally comfortable attributing images of anti-authority (long hair on men, casual clothes on women) to intellectual competence and rationality so they become tolerant of the diversity of people and lifestyles they will confront in life. "In the long run, we have to be models of social reform -- images of tolerance and pluralism," she said.

When teaching women's studies or political science, Gass finds that non-conventional subject matter increases the likelihood of hostility from some students. "They don't like a female professor taking up these subjects," Gass noted. The instructor has received several obscene and threatening phone calls over several semesters of teaching political science at Riverside City College. These calls were from men and women. "Females often don't trust another female's authority or judgment, due to the way they're socialized to perceive women as rivals," Gass said. The phone calls often came after examinations or papers were handed back, which led Gass to conclude they were the result of students' anger at her position as a woman with authority to judge them.

She recognizes passive hostility in male students who attempt to impose their power over her person by opening the door for her when she has nothing in her hands, taking over the set-up of a projector without being asked, calling her "darling," or "dear," or even patting her on the head. "When they do this, they're telling me: 'You may be in authority in the classroom, but before and after class, I'm still in power,'" Gass said.

She has found being single also invites more aggression and hostility in the form of personal intrusion and remarks. "Single professors can't discuss the same social and sexual issues with the same credibility as can married professors," she noted. Often after class discussion, on sexual politics, the politics of marriage and heterosexuality, for instance, students will remain to ask Gass' marital status. When she was single, this fact led many students to assume discussions of sexism stemmed from her personal experiences, rather than intellectual study. This questioning is unlikely to be introduced in a class with conventional curriculum.

Gass' method of mitigating these types of hostility are similar to Harris'. She stresses that the manner of assigning grades must be rid of subjectivity as much as possible. She organizes her lectures based on the "three major reasons for A" or the "five functions of B," so she can ask for the "three" or the "five" on an examination and can create an objective rubric for assigning points to the essay answers. More importantly, "I never let students' beliefs influence my grading. They are completely free to disagree with me in class. I want them to feel confident they can bring up any argument." Al-

though Gass stresses this point often, she admits there are some students who never believe it.

To counter the interpersonal power plays, Gass relates she spends much time in class making those hostile students feel the professor is especially interested in them. The feeling of self-worth may eliminate the students' need to demonstrate his superior proficiency with machines or his greater strength or height, Gass said.

Like Harris, Gass believes conventional feminine behavior is detrimental to a teacher's effectiveness, since the stereotyped feminine attributes of indecisiveness and vanity reinforce the idea of a woman's incompetence. But Gass does not find the elimination of stereotyped femininity to be cause for concern. "That kind of feminine behavior is not natural anyway, so you're not giving up anything important," she said. "Conventional female behavior is learned -- mostly from men's expectations, not even from female models."

Male students' need to demonstrate superiority will be reinforced, instead of diminished, if women allow sexual displays to influence their behavior in the classroom. Students judge female professors more on appearance than they do male professors, perhaps, Gass says, because of the concept that women's bodies are public property, available to be looked at, evaluated, and commented on. If a female professor wears low-cut blouses or any other form of dress which could appear sexually titillating, her motives become suspect. She may be accused of using sexual attraction to maintain her authority in class. The perceived use of sexuality as a power play implies deviousness on the professor's part. "It implies women don't have the right to have direct power, so they have to use sex to get their way," Gass said.

Women must also be aware that sexual harassment can be felt by male students as well as female. "We can't take it for granted we can have more access to the personal and private sides of our students than they do to ours," she said. Since sexual harassment includes the dominant person's ability to crowd the subordinate's "territory," to call the subordinate by his first name while he must be more formal, to touch the subordinate although he can't reciprocate, and to ask personal questions which he cannot ask in return (all easily done in the classroom or office environment), professors must be careful not to appear to "harass" a student in this way through the mistaken use of their dominant position.

Professors can influence the rate of change in acceptance of female authority figures and can act wisely to prevent male-female hostility caused by avoidable frustration through an awareness of the sources of male-female tension. Additionally, college practices must change to advance equality among sexes. "In the long run, the institution has to do more in hiring women so students have no place to run and hide to avoid female professors," Gass concluded. "We have to have more female faculty so it becomes the norm."

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## Opportunity

# Research on Minority Women

### RESEARCH ON MINORITY WOMEN

In order to promote the research and professional growth of black women researchers, the Wellesley College Center Research on Women sponsored in 1980 a seminar entitled *Research on Black Women: Issues and Perspectives*. This seminar was the first in a series of annual seminars and set the stage for the establishment of the Minority Women's Research Program at the Wellesley College Center for Research on Women. Today, with eleven minority staff members working on seven projects, the Minority Women's Research Program is the only research program on minority women of its size and scope in the more than 50 organizations and centers in the United States conducting research on women.

"The Minority Women's Research Program explores the unique experiences of American Black Women, including the historically high rates of labor force participation of Black women, the multi-faceted nature of minority women's roles within their families, the psycho-social consequences of being female and minority, and the increased entry of minority women into institutions such as universities, trade unions and corporations," Michelene R. Malson, program director, said in a recent newsletter. "Using its research findings which substantially increase the store of information about minority women, the program seeks to rectify stereotypes and misconceptions of minority women and their families, provide minority women with research and proposal writing skills, and disseminate information informing scholars and analysts of public policy."

### BLACK WOMEN'S EDUCATIONAL POLICY AND RESEARCH NETWORK

Patricia Bell Scott, Project Director

This multi-faceted project, funded by the Women's Educational Equity Act Program, was established in 1980 to address the scarcity of research efforts related to the educational status and needs of Black women and girls by creating a coordinated national network of policy-makers and researchers committed to Black women's educational equity. The project undertook a series of four regional seminars throughout the United States where policy-makers and researchers identified issues in the education of Black women and girls, as well as strategies for dealing with the issues outlined. At the same time the project organized a series of national and regional meetings to identify model programs and organizations promoting the educational development of Black women and girls. The project developed a newsletter which included reports on project activities, profiles of researchers working on minority women, descriptions of model programs and projects, and feature articles. The project's *Resource Guide*, a collection of information on Black women's research and demonstration projects, recent publications on Black women, and Black women's networks and organizations, will be available later this year.

### BLACK WOMEN, WORK, AND FAMILY LIFE

Michelene R. Malson, Project Manager

How women meet the demands of child-rearing and family life, particularly if they work outside their homes, is an essential family research issue for the 1980's. Like most employed mothers, Black women are stressed by the many responsibilities they bear. However, Black mothers are often assisted in their family responsibilities by a child-rearing support network which includes relatives, neighbors and friends. This network provides child care, help with routine tasks (such as feeding, clothes shopping, help with school work), and a forum for discussion of parental experiences. Furthermore, Black mothers draw on help from their adolescent and older school-age children for assistance in home-making and care of younger children. Conducted as part of the National Science Foundation-funded Families and Communities project, this study of 60 Black women with children under 12 years of age concentrates on an examination of the formal and informal services and sources of support that assist Black employed mothers.

### SUPPORT STRATEGIES OF BLACK SINGLE PARENTS

Michelene R. Malson, Project Director

Most of the research on Black single parent families looks at this family form from a perspective of family pathology, identifying problems and negative consequences of families headed by Black women. The National Institute of Mental Health has funded this project which departs from the perspective mentioned above and views these female-headed

families as a distinct but viable family form. The project has two goals: (1) to develop an up-to-date socio-demographic profile of Black single parent families in the United States based on a thorough review of the literature and an analysis of current survey data, and (2) to describe in detail the underlying circumstances, processes and resulting adaptations made by single Black women who must parent alone and function as family heads. Special attention will be placed on the use of formal and informal services and sources of support.

### BLACK WOMEN'S STUDIES: FACULTY AND CURRICULUM DEVELOPMENT

Patricia Bell Scott, Gloria T. Hull,  
and Barbara Smith, Project Directors

This two-year project is designed to assist faculty in historically Black colleges in the development of courses on Black women and the incorporation of content on Black women into the undergraduate curriculum. The project will promote the development of new courses on Black women and facilitate the redesign of existing humanities and social science courses to include content on Black women in the curriculae of historically Black colleges and universities. This is a necessary effort, particularly because the student population of these institutions is overwhelmingly female. Margo E. Bradford serves as Project Coordinator on this project which is funded by the Fund for the Improvement of Post-Secondary Education of the United States Department of Education.

### MINORITY WOMEN'S SEMINAR SERIES

Michelene R. Malson, Project Director

The Center for Research on Women sponsors a series of seminars and informal workshops which deal with minority women's issues. The seminar series was developed to provide a forum for discussing research studies and research issues that are relevant to minority women, to foster a network and information exchange among women working on these activities, to provide an informal but professional arena for minority women to present their work, and to provide an opportunity to disseminate materials on minority women through the Center's Working Paper Series.

The first seminar, *Research on Black Women: Issues and Perspectives*, was held at the Center in May of 1980. The second seminar, *Research on Black Women: Work and Career Development*, took place in May of the following year. Seminar III was held in May of 1982 at the Museum of the National Center for Afro-American Artists. It was a celebration of contemporary publications of Black women writers. The fourth seminar in the series was held in March of 1983. *Contemporary Research on Hispanic Women* brought together scholars and practitioners in the social services to discuss recent findings from new research on Hispanic women. A fifth seminar to be held in 1984 will focus on Black women and mental health. This seminar will be co-sponsored by Urban Psychological Associates, directed by Ann Ashmore Poussaint.

### FUTURE DIRECTIONS AND PUBLICATIONS

In the near future the Minority Women's Research Program plans to develop projects on Minority Women in Science (Bette Woody, Project Director), Coping Strategies in Dual-Earner Black Families (Michelene R. Malson and Joyce Everett, Project Directors), and Motherhood and Self-Concept in Black Adolescent Females (Carolyn W. Arnold and Michelene R. Malson, Project Directors). The program is also developing a collaborative project on Black women's research with the Women's Research and Resource Center of Spellman College, directed by Beverly Guy-Sheftall, and the Center for Research on Women at Memphis State University, directed by Bonnie Thornton Dill.

Beginning in 1983, the Minority Women's Research Program will disseminate the following resources to promote research on minority women:

- *Bibliography of Recent Publications on Black Women and Sex Roles*, by Michelene Ridley Malson, Hollie Hurewitz, Joyce Everett and Carolyn Arnold.

- *Bibliography of Recent Publications on Black Single Parent Families*, by Joyce Everett, Michelene Ridley Malson, Hollie Hurewitz and Carolyn Arnold.

- *Black Women and Work: A Bibliography of Publications, 1977-1982*, by Michelene Ridley Malson, Hollie Hurewitz, Joyce Everett and Carolyn Arnold.

- *A Selected Bibliography of Publications on Black Women and Mental Health*, by Hollie Hurewitz, Michelene Ridley Malson, Joyce Everett, and Carolyn Arnold.

- *Black Families and Social Support Systems: Current Sources*, by Michelene Ridley Malson, Hollie Hurewitz, and Joyce Everett.

- *A Selected Bibliography of Publications on Black Teenage Single Parent Families*, by Carolyn Arnold, Michelene Ridley Malson, Hollie Hurewitz and Joyce Everett.

- *National Directory of Research and Demonstration Projects on Black Women*, by Michelene Ridley Malson and Patricia Bell Scott.

In addition, a number of Center Working Papers are directly related to the Minority Women's Research Program.

WORKING PAPERS  
of the  
WELLESLEY COLLEGE CENTER  
FOR RESEARCH ON WOMEN

Listed below are Working Papers directly related to the Minority Women's Research Program of the Center for Research on Women. All papers on the following list are available from the Publications Department of the Center. A full list of all Center Working Papers (currently containing 60 titles) is available on request from the same department.

Douglas, Priscilla. *Black Working Women: Factors Affecting Labor Market Experience*. 1980. 75 pp.  
*Working Paper No. 39 (\$5.00)*

Erkut, Sumru. *Sex and Race Effects in the Attribution of Attribution of Achievement and Expectancy For Success*. 1979. 24 pp.  
*Working Paper No. 30 (\$3.00)*

Everett, Joyce. *The Merits of Child Support Payments As An Income Source for Female-Headed Households*. 1981. 29 pp.  
*Working Paper No. 75 (\$3.50)*

Fields, Jacqueline P. *Factors Contributing to Nontraditional Career Choices of Black Female College Graduates*. 1981. 15 pp.  
*Working Paper No. 83 (\$2.50)*

Fields, Jacqueline P. and Sumru Erkut. *Relocation As Nemesis: A Study of Black and White Dual Career Couples*. 1983. 9 pp.  
*Working Paper No. 100 (\$2.50)*

Jones, Jacqueline. *Between Plantation and Ghetto: Black Women, Work, and the Family in the Urban South, 1880-1915*. 1981. 93 pp.  
*Working Paper No. 79 (\$5.50)*

Jones, Jacqueline. *A Bridge of "Bent Backs and Laboring Muscles": Black Working Women in the Rural South, 1880-1915*. 1981. 95 pp.  
*Working Paper No. 67 (\$5.50)*

Jones, Jacqueline. *Freed Women?: Black Women, Work, and the Family During the Civil War and Reconstruction*. 1980. 102 pp.  
*Working Paper No. 61 (\$5.50)*

Jones, Jacqueline. *"To Get Out of This Land of Suffering": Black Migrant Women, Work and the Family in Northern Cities, 1900-1930*. 1982. 100 pp.  
*Working Paper No. 91 (\$5.50)*

Malson, Michelene. *Black Women's Sex Role Integration and Behavior: Report on Research in Progress*. 1982. 18 pp.  
*Working Paper No. 87 (\$3.00)*

Malson, Michelene. *Factors Influencing Child Care Utilization Practices: A Review of the Literature*. 1981. 26 pp.  
*Working Paper No. 57 (\$3.50)*

Scott, Patricia Bell. *Some Thoughts on Black Women's Leadership Training*. 1981. 17 pp.  
*Working Paper No. 90 (\$3.00)*

## Women's History Week, March 6-12

National Women's History Week sets aside a special time each year for schools and communities to recognize and celebrate the lives of countless women of all races, ages, cultures, ethnic traditions, religious faiths, and ways of life. Women are honored who have participated in history by living out their lives, whether in ways grandly eloquent or steadfastly ordinary, and by so doing moved the world and history ever along.

The idea of Women's History Week originated in Santa Rosa, California, where the first observance was held in 1978. The idea itself is so compelling that in an amazingly brief span of time, the week has received attention from historical societies, State Departments of Education, national organizations and periodicals for educators and the general public.

By 1981, National Women's History Week had been proclaimed by the U.S. Senate. The governors and legislatures of over half of the states proclaimed Women's History Week, 1981 as an official observance. In 1982 the U.S. Congress issued a joint resolution declaring National Women's History Week. The NWHW Resolution proclaiming March 6-12, 1983 has already been introduced into Congress by Rep. Barbara Mikulski (D-Maryland) and Senator Orrin Hatch (R-Utah).

The study of women's history is

relatively new and comparatively quiet. It is purposeful; the goal is nothing less than constructive and expansive social change, change that must come with honest and thorough education. Through knowing these true stories, we can recapture the inspiration of these women, and become more optimistic about the power we have over our lives today to effect change in our long and varied journey for equal rights for women.

The multicultural study of women's history means reclaiming the contributions and impact of all groups of women. Knowing how the lives of women before us were spent, we gain the richness of our heritage and the inspiration of this tradition of activism and accomplishment. Correspondingly, boys and men are able to expand their perceptions and expectations of the real lives and work of women.

Members of the Project staff are available to conduct workshops and training sessions for infusing the study of women into the curriculum. Please contact our office for further information.

Molly MacGregor  
Bette Morgan  
Maria Cuevas  
Mary Ruthsdotter  
Paula Hammett

National Women's History Week Project, P.O. Box 3716, Santa Rosa, CA 95402. (707) 526-5974.

## Women writers weave words

The Women Writers Project came into existence in the spring of 1979, with a group of students under the direction of Annette Parks, at Mendocino College. During the succeeding two years, they received a grant from the California Community College Fund for the Improvement of Instruction, through the Chancellor's Office in Sacramento.

Since then a class has been offered for 6 semesters at the college, and the Women Writers Guild of Mendocino County has been organized in the community. The class and the Guild work together to promote writing endeavors in their regions, including publication of an anthology and poetry and prose readings. To become a member, write to P.O. Box 31, Talmage, CA 95481, or call (707) 462-1106.

### What they do:

1. Provide a time and place where writers, especially women, may come together for motivation, self-discipline, and mutual support.
2. Publish *World-Weavers*, an annual literary anthology.
3. Coordinate poetry-prose readings in their community and with

other communities.

4. Sponsor author receptions and guest readers, both among themselves and neighboring writers.

5. Collect oral tradition and unpublished writings, such as letters and diaries, from the regional past.

6. Seek vehicles to make their writings known, through submitting to publishers, contests, self-publication.

7. Become acquainted with models from women writers' long and rich literary heritage.

### Word Weavers' Anthology

It is a collection of poetry, prose, essays, and what-have-you, from regional writers and friends in other places. Volume 3 was published in June of 1981 and, as with Volumes 1 and 2, was celebrated with a Reading/Reception. Women Writers does all editing, layout, graphics, design, with printing by Mendocino College. A donation of \$3 apiece for finished books helps keep publication continuing. All writers are invited to submit their works. Anthologies may be ordered from P.O. Box 31, Talmage, CA 95481.

## Surmounting the trauma of necessary abortion

"Finally. Someone dared to write about the feelings so many of us had."

So responded a reader to "Getting Beyond an Abortion," by Diana L. Carter, M.S. As a concerned therapist, she has been responsive to women's issues all her life. She has always considered the women involved in an unwanted pregnancy the person most qualified to determine the appropriate action.

In April of 1981 she herself became pregnant while using an IUD, and aborted. Carter and her husband believe their choice was the wisest for them, but the experience was not stress-free. Surprised to learn from Books in Print that very little had been written for the layperson in resolving the feelings about an abortion, she realized that a large information void existed.

Her booklet grew out of a magazine article she wrote on the subject.

Those who may benefit from reading her book are women who had had abortions and had after-effects of ambivalence, confusion or stress; women considering abortions; men, parents, siblings and others who love a woman who has aborted or is considering it, and would like to understand and help her as much as possible; those who work with women; clinics involved in abortions and referrals; bookstores which offer self-help, and pro-choice organizations and individuals who would like to better their understanding of how to adjust comfortably to the trauma of abortion.

Send \$3.95 to Diana L. Carter, M.S., P.O. Box 2230, Glen Ellyn, IL 60137.

## Help for parents

For Parents is an 8-page newsletter published five times a year to "increase the joys of effective parenting." It helps parents enrich their family life with resources, strategies in values-clarification and creative thinking, tips on coping with television, and suggestions on approaching parent-child situations. For Parents advises how to overcome communication problems and channel the moral development of children. It offers concrete solutions to typical problems such as money, sex, discipline, competition, television.

For Parents is available for \$10 per year from Interpersonal Communication Services, Suite 383324, 7052 West Lane, Eden, New York 14057. Low-price bulk subscriptions are also available.

Stuart M.  
Bloom,  
M.D., A.B.F.D.

Family Practice  
Phone: (805) 656-2244  
2533 E. Main Street  
Ventura, California 93003

# Opportunity

## Financial aids for women

ABC-Clio announces publication of the paperback edition of *The Directory of Financial Aids for Women*, by Gail A. Schlachter. For only \$16.00, every woman seeking funding has an opportunity to purchase her personal copy. The second edition offers updated information on today's sources of funding for women's needs at a cover price reminiscent of the 1978 first edition.

The *Directory* contains over 1,100 numbered, alphabetically arranged profiles of financial aid programs and constitutes the only comprehensive and current listing of aid programs designed primarily or exclusively for women.

Financial aids offered by foundations, government agencies, and religious, professional, and educational groups are included in the *Directory*. Today's second edition provides individual women with access to the *Directory's* well-organized guidance to programs available for qualified female applicants. The *Directory* lists organizations and programs with names, addresses, telephone numbers, and descriptions of availability, purpose, eligibility, and financial data on awards, scholarships, and grants.

Dr. Schlachter, author and compiler of the *Directory*, serves as Vice-President, Publications, with ABC-Clio, Inc. Prior to joining the staff in September of 1981, she worked for more than a decade as a library administrator, educator, and lecturer on topics of interest to women.

For further information, please contact Judith L. Brown, Director of Public Information, ABC-Clio, Riviera Campus, 2040 A.P.S., Box 4397, Santa Barbara, California 93103.

## WICI fund advances learning

The Advancement Fund, the Foundation of Women in Communications, established in 1968, has a threefold purpose: To assist women who are preparing for communications careers, or re-entering the field; to publish information for women students and professionals in communications; and to provide the community at large with educational material that builds interest in protecting First Amendment freedoms.

The "Careers in Communications" booklet, a videotape series, "Women in Communications Management," and the Jo Caldwell Meyer Research Grant, are among current projects. The Vanguard, a national award for positive recognition of women; a Communications Fellowship Program, and revision of "Words into Action" are among future funding programs.

Those who wish to contribute to the future of the communications professions, may contribute to The Advancement Fund, The Foundation of Women in Communications, Inc., P.O. Box 9561, Austin, Texas, 78766.

## Ellen Torgerson Shaw Scholarship for women over forty

*Ellen Torgerson Shaw was a writer. She wrote for newspapers, for wire services and for magazines in the course of her distinguished career. During the last six years of her life, Ellen was a staff writer for TV Guide and a book critic for the Los Angeles Times. She began those last two jobs when she was in her mid-forties, after several years away from journalism, and despite her own subsequent success, Ellen continued to be concerned about the limited career opportunities for women over the age of forty. That is why the Ellen Torgerson Shaw Memorial Scholarship will be awarded annually to the one woman, over the age of forty, deemed by a special faculty committee at the Annenberg School of Communications to have the greatest potential for success in her chosen field.*

*Ellen was a very special kind of writer — just as she was a very special kind of person. She regarded the English language as both a treasure and a trust, and she took as a personal affront any misuse or abuse of it. She reveled in every nuance of the language and delighted in using F— naturally, unpretentiously, in normal conversation and correspondence (and, of course, in her work) words that routinely sent her friends, readers and editors scurrying for a dictionary ("pasquinade"? "diastematic"? "Sororal"?)*

*Ellen wrote in a marvelously evocative style — "I can feel my brain seeping down the back of my neck; it feels like hot wax" she once wrote when she was depressed — and she had a sharp eye and an even sharper pen when commenting on the behavior, aspirations, affections and literary efforts of others.*

*"Jacqueline Briskin," she once wrote, "writes the kind of novel dental hygienists read on their lunch hour."*

*In another book review, Ellen wrote: "The publishers of Fatal Flowers would have been well-advised to tell author Rosemary Daniell to take her manuscript home and, if she could not bring herself to...feed it to the koi, at least let it remain forever hidden in her dirty-underwear drawer."*

*And, from one of Ellen's TV Guide stories: "Watching television series these days, one sometimes wonders if all the voluptuous females in the country have come to Hollywood to get jobs as Sex Objects, leaving the rest of the nation's cities, villages and hamlets bare of any but thin women who want to be podiatrists."*

*Ellen would be embarrassed by any personal eulogy, any testament here to her wit and charm, her generosity of spirit, her beauty and intelligence. But she would be proud to be remembered for what she wrote — and she would be proud to be remembered as someone whose writing ultimately made it possible, through this scholarship, for other women to have an opportunity to succeed.*

*For further information contact Susan H. Evans, The Annenberg School of Communications, University Park, Los Angeles, CA 90089-0281, (213) 743-6273.*

## WICI Conference returns to roots

The 1984 Women in Communications Conference will be held in Seattle, October 10-14, and will explore its "roots" with a tour of the University of Washington campus where seven journalism students conceived Women in Communications in 1909.

## Convention offers new visions

The Sixth Annual Convention of the National Women's Studies Association will celebrate women's scholarship and achievements, offer a forum where feminist theory and new visions of a healthy society can be explored, and investigate ways of working for equity for women and girls in educational settings from kindergarten through the university, as well as in our communities. It will be held June 24-28, 1984 at Rutgers, the State University of New Jersey.

The emphasis at this convention will be on the diversity of women's studies. The focus will be on whether and how feminist education should move into "the mainstream" of educational and community life and on how we can strengthen autonomous feminist institutions and programs. The convention will include scholarly sessions on all phases of feminist education and research as well as social and cultural events. Our program will recognize shared values and differences of race, class, age, sexual orientation, and religion within NWSA's constituencies.

## Minority women's identity studied

Women's Identity Studies, from Chicago State University, has manuscripts available for the cost of xeroxing and postage. They were developed under a grant from the Women's Educational Equity Act Program, unable to disseminate them due to funding cutbacks.

"Case Studies of Critical Events," describes ten turning points in the lives of contemporary white and minority women and illustrates the broad social context within which women make important life decisions. A wide range of ages, circumstances, issues and situations are described. (72 pp.) \$5.60 per copy.

"Critical Events Shaping the Hispanic Women's Identity," is a timely interview study of perceived critical events in the lives of urban middle class Mexican-American and Puerto Rican women. Forces shaping their identity are revealed through relationships, career, educational and health-related events. The study compares these findings with similar data from white women. It includes implications for research and counseling practices. Rich, valuable material for all persons seeking to expand their understanding of Hispanic women today. (75 pp.) \$5.75 per copy.

Copies may be obtained from: Dr. Donna M. Avery, Director, Center for Women's Identity Studies, 1654 Evergreen Road, Homewood, IL 60430.

## Betty Brazil Fund seeks women sculptors



Maren Hassinger

The Betty Brazil Memorial Fund is now accepting applications for its fourth annual award. Established in 1979, and privately endowed by family, friends and admirers of the late sculptor, painter and feminist, Betty Brazil, the award is designed to aid the career development of women sculptors. The Fund seeks to help women artists gain rightful recognition and support, and, in so doing, honors the memory and life work of Betty Brazil.

The winner of this year's \$2,500 grant is Maren Hassinger of Los Angeles, California.

Applications and inquiries should be addressed to the Betty Brazil Memorial Fund, P.O. Box 221, Tarrytown, New York 10591. There are no age, educational or geographical restrictions; however, only women sculptors currently unaffiliated with commercial galleries and not full-time undergraduate students are eligible. The Fund welcomes applicants working in any sculptural style or material. The award will be made solely on the basis of excellence in sculpture and career potential.

## FOPW improves public policy

The Federation of Organizations for Professional Women (FOPW) was founded in 1972 to bring together organizations and individuals which share the dual goal of increasing women's professional status and of using the expertise of professional women to improve public policy as it affects all women. Key areas of interest and involvement for the Federation are employment, education and training, and health.

Since its founding, FOPW has sponsored the Women and Health Roundtable, the unique Washington-based forum for the analysis of health policies affecting women and published its monthly newsletter, *Roundtable Reports*; played a leadership role in shaping the Women and Science Equal Opportunity Act which became law in December, 1980; become a sponsor of the First International Interdisciplinary Congress on Women and received a grant from the Ford Foundation to promote participation in the Congress; initiated a Women Scholars Poster Series to highlight the contributions of women in the science and humanities; and has begun the Health Equity Project, funded by the Women's Educational Equity Act, which will examine health services for women on campus as they relate to Title IX of the 1972 Education Amendments.

### Program Co-Sponsorship

NAWDAC is co-sponsoring two programs being held this June. The workshop, "Managing Stress in Your Life," co-sponsored with the Indiana University Department of Higher Education and Student Affairs, will be held in Bloomington on June 24-25. Registration fee for the program is \$35. Further information is available from workshop director, Dr. Nancy J. Evans, Education 236, IU, Bloomington, IN 47405.

NAWDAC is also among the co-sponsors for the program "Education and Training for Human Development" offered by the Center for the Study of Higher Education at Memphis State University. The conference, to be held in Memphis on June 26-29, will bring together theorists and practitioners to address new research and theory in human development and preventive mental health and its application to education, training, and related areas. Registration fee is \$275 with a \$25 discount for NAWDAC members. Contact Dr. Arthur Chickering, Center for the Study of Higher Education, College of Education, Memphis State University, Memphis, TN 38152 for further information.

Inquiries concerning NAWDAC program co-sponsorship should be sent to Vice President for Professional Development: Dr. Marianne R. Phelps, Assistant Provost, The George Washington University, Washington, D.C. 20052. NAWDAC will provide address labels for use in publicizing the program, and, for members who may be interested in developing a program on a state or regional basis, \$100 of seed money to help get the program underway.



### National Association for Women Deans, Administrators and Counselors

Suite 624-A, 1625 I Street NW, Washington DC 20006  
(202) 659-9330

## Tradition and Change: Creative Tensions in Education, Employment and the Economy

National Association for Women Deans,  
Administrators and Counselors  
1984 Annual Conference  
Boston Park Plaza Hotel  
April 4 - 7, 1984

### Call For Journal Articles

Two special issues of the Journal are in process; one on "Women and Sports," another on "Hispanic Women in Higher Education". Manuscripts that deal with any aspect of these topics will be considered for publication. Please send papers to Patricia Gartland, *Journal* Editor, c/o the American College Testing Program P.O. Box 168, Iowa City, Iowa 52243. Phone calls and letters of inquiry about proposed manuscripts are also welcomed. (319) 337-1409.

### New Structure Implemented

The National Association for Women Deans, Administrators and Counselors has begun restructuring its membership on the basis of job responsibility. Our new divisions are just now in the process of organizing and all of the new divisions had their first meetings at the Houston Conference. (Reports on the Division of *Teaching and Research* (Division #4) and *Services and Activities* (#3) follow.)

The other Divisions and the person to contact are as follows: *Division #1, Administration*, Dr. B. Jeanne Fisher, Vice President for Student Affairs University of Alabama in Huntsville, Huntsville, AL 35899; *Division #2, Counseling/Individual Development*, Dr. Gwen Dungy, Dean of Student Development, Montgomery College, 51 Mannakee Street, Rockville, MD 20850; *Division #5, Government/Agency/Special Programs*, Dr. Hazel McCord, Coordinator Gifted and Talented Program, State of Oklahoma Dept. of Education, 813 Monument Rd. Ponca City, OK 74601 and *Division #6, Continuing Education*, Sister Mary Berchmans Coyle, Associate Dean, University College, 78 N. Broadway, White Plains, N.Y. 10603.

# Women in Education

1523 East Main  
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The Women's Center

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## WE -- Reality, Concept, Belief

*Women in education, in reality, continue to flourish — as students, educators, parents, — deeply involved in the educational process.*

*Women in Education, in concept, is the uniting of the ideas and communication of those students, educators, parents — from kindergarten through university.*

*Women in Education, in publication, is a belief that a national newspaper can blend the reality and the concept into a useful documentation of the significant involvement of women in the educational process.*

*Transforming the publication from concept to reality is obviously not easy. But we survive on the energizing support of those who understand the struggle.*

*Our goal is for Women in Education to be a semester publication reaching women in education regularly. This fourth issue, not yet out at the time envisioned in the goals, continues to depend on your understanding and support.*

*Please continue to give what you can — through subscription, donation, advertising, grants, information, ideas, articles and encouragement. And we will continue to give our time, love and expertise.*

*Vicki Bortolucci*  
*Diane Volz*

## The Market of the Future

Women in Education are the leaders in the educational community.

They influence the choices of others in the purchase of books, textbooks, periodicals, office supplies, computers, photographic equipment, cameras, tapes, recorders, copiers, printing presses and more.

As women, they are buyers of clothing, jewelry. They travel to at least three conventions a year. They vacation all over the world to broaden their scope and experiential background.

To reach this unique market, send your advertising copy to the address below. The rates are:

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