

ASSOCIATION
of AMERICAN
COLLEGES

ON CAMPUS WITH WOMEN

WOMEN'S STUDIES

PROJECT ON BLACK WOMEN'S STUDIES

The Ford Foundation has funded the second phase of a two-year project by SPELMAN COLLEGE (GA) to incorporate Black women's studies into the curricula of selected Southern colleges. Spelman will provide the base for the coordination of the program involving Spelman, MOREHOUSE COLLEGE (GA), MORRIS BROWN COLLEGE (GA), EMORY UNIVERSITY (GA), and GEORGIA STATE UNIVERSITY. The purposes of the project are to continue to address the regional and racial biases in women's studies as well as in the total curriculum, to stimulate interest in Black women's studies in the South, to train an interdisciplinary faculty team in Black women's studies, and to encourage research on Black women. Project activities will include reviews of curricula with respect to their inclusion of women's concerns (especially those of Black women), seminars and workshops, compilation of data relating to Black women's studies, and an invitational conference. For further information, contact Beverly Guy-Sheftall, Director of the Women's Center and the curriculum development project, Spelman College, Atlanta, GA 30314; 404/681-3643, ext. 359. □

NEW MAJOR IN WOMEN AND MINORITIES STUDIES

Starting with the spring 1988 semester, XAVIER UNIVERSITY (OH) is offering "The Women and Minorities Studies Concentration." This interdisciplinary curriculum is designed to give students the opportunity to understand the part



On Campus With Women is a newsletter containing information prepared by AAC's Project on the Status and Education of Women. Published quarterly, it also appears four times each year in *Liberal Education*.

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Above: Ethiopian Woman and Child, courtesy Philda Ragland-Njau, Jeanne Moutoussamy-Ashe, and Spelman College.

women and minorities can and do play in the history of cultures. Lynda Hart, one of the coordinators of the program, said "Since minorities include women as well as men, and many women are also minorities, the Women and Minority Studies Concentration will be an integrated course of study, not a wedding of two diverse disciplines. Thus, care will be taken to advise students not to focus exclusively on either women's studies or minority studies." Among the courses currently approved for credit are "Feminism and Literature," "Afro-American Literature," and "The Black Church and Society." □

WOMEN'S STUDIES INCREASING IN JAPANESE COLLEGES

Since 1983, Japan's National Women's Education Centre has been conducting annual surveys about the status of women's studies courses at the 1,003 junior colleges, colleges, and universities in Japan. In 1983, only twenty-five coeducational colleges offered women's studies courses; by 1987, that number had more than doubled to fifty-six. Fifty women's colleges offered women's studies courses in 1983; in 1987 that number had risen to seventy-two.

The number of male and female students enrolled in women's studies courses in Japan continues to rise. In 1984, 10,236 students were enrolled in women's studies courses; this number increased 90 percent to 19,347 in 1987. Male enrollment in these courses increased from 1,059 in 1983 to 3,470 in 1987, an increase of 230 percent.

Information about the "Survey on Women's Studies Courses at Institutes of Higher Education" appears in the December 1987 issue of *NWEC*, the

newsletter of the National Women's Education Centre. For further information write to NWECE Newsletter, c/o Ms. Hiroko Hashimoto, National Women's Education Centre, 728 Sugaya, Ranzan-machi, Hiki-gun, Saitama 355-02, Japan. □

COURT UPHOLDS WOMEN'S STUDIES COURSES

The U.S. Supreme Court has declined to review a suit by several California women challenging women's studies courses at CALIFORNIA STATE UNIVERSITY-LONG BEACH (CSLB). In their suit, *Allen v. Board of Trustees of California State University and Colleges*, the women argued, "The state, through CSLB's women's studies faculty urged students and the public alike to support the feminist political agenda." They further claimed that the women's studies curriculum is "politically biased in favor of . . . feminism and lesbianism." The California Court of Appeals for the 2d Appellate District in the case noted, "If taxpayers were allowed to monitor and censor course content at universities, it is unlikely that many existing courses could be taught." It ruled that such actions would violate free speech guarantees under the First Amendment. It also noted that women's studies courses make up a small percentage of the hundreds of courses offered at the university and that students are not required to enroll in them. □

AWARDS FOR GENDER RESEARCH

UTAH STATE UNIVERSITY has established the Women and Gender Research Institute (WGRI) to help the university attract, retain, and support women researchers and their work; and to make the university a nationally and internationally recognized model for excellence in gender-related research. As part of the effort to promote gender research (and also as a way to retain women faculty members), WGRI offers several different awards for faculty members at the university. The Gender Awards Program provides small grants for faculty members to prepare proposals, begin pilot projects, or complete research. The

Travel Awards Program supports presentation of research findings at national conferences. The Earl A. and Carmen D. Fredrickson Assistantship is awarded to an incoming graduate student interested in gender research. The awards program could be a model for other centers. For further information, contact Helen Berry or Pamela J. Riley, Co-directors, Women and Gender Research Institute, Utah State University, Logan, UT 84322. □

INTERNATIONAL APPROACH TO WOMEN'S STUDIES

"Teaching Women's Studies from an International Perspective" is a three-year faculty development project at the Southwest Institute for Research on Women (SIROW). The project is designed to revise and create courses in women's studies that will include information on the study of women in other countries and on the connection between women's lives and international issues. As part of the project, teams of faculty members from institutions in the SIROW region (southwestern U.S.) will participate in intensive summer institutes. Two different teams of twenty-five faculty members each will attend the institutes in 1988 and 1989. Following the institutes, faculty participants will revise or create courses on their own campuses with support from the SIROW project staff. During the third year, the project will hold a mini-conference in conjunction with the National Women's Studies Association annual meeting. SIROW also plans to publish a resource publication containing sample syllabi and essays. The precursor of this project—"Integrating Women into International Studies," also run by SIROW—was featured in the September/October 1987 *Liberal Education*. For further information, contact Anne Betteridge, SIROW, 265 Modern Languages, University of Arizona, Tucson, AZ 85721. □

FREEBIES FROM WISCONSIN

The UNIVERSITY OF WISCONSIN SYSTEM distributes forty-seven different free bibliographies in women's studies, many of which have been compiled by the

women's studies librarian at the University of Wisconsin. Topics include women and American technology; Black women's studies and Black feminist politics; women and power; new reference works in women's studies; and Asian women in America.

The university also distributes other materials on women's studies free of charge. For a listing of current "Materials in Stock," write to UW System Women's Studies Librarian, 112A Memorial Library, 728 State St., Madison, WI 53706. □

WHERE TO GO FOR WOMEN'S STUDIES INFO

Building Women's Studies Collections lists up-to-date information on sources of women's studies materials. These materials include print, audiovisual, and electronic media. The forty-eight-page guide lists, for example, feminist publishers; organizations that publish materials on women and women's issues, data bases, curriculum and program materials; and book distributors and dealers in the United States and abroad. Edited by Joan Ariel, women's studies librarian at the UNIVERSITY OF CALIFORNIA-IRVINE, the guide is available for \$12 prepaid from *Choice Magazine*, 100 Riverview Center, Middletown, CT 06457. □

WHO'S DOING WHAT IN WOMEN'S STUDIES

The *Directory of Research on Women and Gender* lists all individuals at COLUMBIA UNIVERSITY (NY) who are doing research on women. Compiled by Columbia's Institute for Research on Women and Gender, the directory contains 165 entries, including graduate students and faculty members. It is arranged alphabetically and indexed by department and subject. Each entry includes the researcher's name, address, field of interest, description of research, and publications. Single copies are available free from the Institute for Research on Women and Gender, Columbia University, 763 Schermerhorn Extension, New York, NY 10027; 212/280-3277.

The Committee on Institutional Cooperation, representing eleven universities, has published the 1987 edition of *Women Scholars in Women's Studies*, a listing of women scholars active in women's studies at those institutions. The list includes nearly 330 scholars representing more than fifty fields of study. Each entry includes the scholar's name, address, degrees earned, academic and professional employment, community involvement, areas of research and teaching, and up to eight publication references. The list is indexed by institution, field, and subject.

Women Scholars in Women's Studies could be a model for consortia or regional associations of colleges and universities. It is available for \$10 prepaid from the Committee on Institutional Cooperation, 302 East John St., Suite 1705, Champaign, IL 61820. □

FACULTY SEMINAR ON WOMEN'S STUDIES

Fifteen faculty members from various colleges in the CITY UNIVERSITY OF NEW YORK (CUNY) SYSTEM meet every Wednesday evening for a seminar on balancing the curriculum for gender, race, ethnicity, and class. The object of the faculty-development seminar is to acquaint faculty with scholarship on gender from the past two decades as well as the latest issues being discussed. Some of the topics include the meaning of sex and gender, the emergence of Black women's studies and ethnic women's studies, and gender and teaching. □

WOMEN'S STUDIES AT THE MOVIES

Women in literature is the theme of fourteen videocassettes and films about women as seen through the eyes of misogynists and satirists, sympathizers and admirers, and through self-portraits from literary works by women. The films, all from the "Women's Studies on Video" collection, range from portrayals of ancient masterpieces (*Medea*) to a dramatic reading of Sylvia Plath's letters. Some of the films have been shown in movie theaters (for example, "The Trojan Women," starring Katherine Hepburn);

others have not ("Lorraine Hansberry: The Black Experience in the Creation of Drama").

Films for the Humanities, the company that compiled the video materials on women in literature, has also prepared a group of videotapes on contemporary issues. Some of these issues include rape, sexual harassment on the job, and women in "men's" sports. For information about price and availability of "Women's Studies on Video" (the company's description of both groups of materials), write to Films for the Humanities, P.O. Box 2053, Princeton, NJ 08543. □

MINORITY WOMEN

NEED INFORMATION ABOUT BLACK AND SOUTHERN WOMEN?

The Research Clearinghouse on Women of Color and Southern Women maintains a computer-based information retrieval service that provides access to complete citations of social science and historical works on Black and southern women. Located in the Center for Research on Women at MEMPHIS STATE UNIVERSITY (TN), the data base includes almost three thousand citations of books, articles, chapters in books, unpublished works, and nonprint media.

The center has also compiled a reference bank of scholars who study southern women and women of color that includes their location, citations to their work, and key words to describe their areas of research. The reference bank is computerized but the staff is currently compiling a printed version.

For further information, contact the Research Clearinghouse of the Center for Research on Women, Memphis State University, Memphis, TN 38152; 901/454-2770.

Selected Bibliography of Social Science Readings on Women of Color, one of a variety of publications available from the center, was originally compiled for the center's June 1983 Summer Institute on Teaching, Researching, and Writing About Women of Color. Since then, the bibliography has been expanded and updated annually. It is available for \$5 from

the center at the address above. Make checks payable to Memphis State University. □

ECONOMIC STATUS OF BLACK WOMEN EXAMINED

Slipping Through the Cracks: The Status of Black Women covers a broad range of issues involving Black women. Edited by Margaret C. Simms and Julianne M. Malveaux, the book is divided into six sections: employment issues, education and training, single-parent families, health issues, development issues, and research and policy implications. It was developed as a written record of a 1985 symposium on the economic status of Black women, which was co-sponsored by *The Review of Black Political Economy* and the Congressional Black Caucus Foundation. The 302-page book is available for \$12.95 from Transaction Books, Rutgers-The State University, New Brunswick, NJ 08903. □

FOCUSING ON BLACK WOMEN WRITERS

The Schomburg Library of Nineteenth-Century Black Women Writers, a thirty-volume set of books from OXFORD UNIVERSITY Press, includes works of fiction, poetry, autobiography, biography, essays, and journalism by nineteenth-century Afro-American women. Edited by Henry Louis Gates, Jr., the volumes also feature specially written introductions by experts in the field. The books are available individually or as a set (for \$595). For further information, contact Oxford University Press, Humanities and Social Sciences Marketing Dept., 200 Madison Ave., New York, NY 10016. □

ON THE CAMPUS

NO MORE SUBSIDIZED MEMBERSHIPS IN ALL-MALE CLUBS

STANFORD UNIVERSITY (CA) will no longer subsidize faculty and staff membership in social clubs. This decision came after sixty-three women faculty

members protested Stanford's support of memberships in all-male clubs, including the Bohemian Club. Out of thirty subsidized memberships, one-third were at three clubs that did not allow women to join. President Donald Kennedy had asked the university's administrative council to review the issue of membership subsidies, and the new policy reflects the council's recommendation. □

COMPLAINT FILED AGAINST HARVARD ALL-MALE SOCIAL CLUB

A HARVARD UNIVERSITY (MA) senior has filed a complaint with the Massachusetts Commission Against Discrimination against the 150-year-old Fly Club because of its all-male status. Lisa J. Schkolnick randomly chose the Fly Club for her first suit and hopes that all nine final clubs will eventually accept women. According to Harvard's public information office, final clubs are nonresidential social clubs so named because gaining entrance to them was once the final step in a process of joining a series of clubs, each one more exclusive than the last. Current clubs, however, only retain the name; they are not part of any series of clubs.

In 1984, Harvard severed its ties with the clubs because of their discriminatory admission policies. □

HELP FOR WOMEN RETURNING TO CAMPUS

CHATHAM COLLEGE (PA), a liberal arts college for women, has opened a dormitory designed especially for single women returning to school after having been absent for seven years or more. The dormitory was designed with the help of architecture students from nearby CARNEGIE MELLON UNIVERSITY (PA) who submitted designs to refurbish an existing dormitory to meet the needs of older women. The dormitory, which combines the best ideas from the architecture students, contains facilities for single women and single mothers with a small child.

Re-entry students are automatically enrolled in a special scholarship program in which the cost of taking courses is discounted.

For further information, contact M.

Constance Sherin, Director of the Gateway Program, Chatham College, Woodland Rd., Pittsburgh, PA 15232; 412/365-1165. □

TIPS ON BEING A SINGLE PARENT AT COLLEGE

How to be a Successful Single Parent Student at the University of Utah is a publication of the Women's Resource Center at the UNIVERSITY OF UTAH. Updated annually, the seventy-six-page booklet describes admissions procedures, financial aid sources, university services, child-care options, low-cost community services, and strategies for success. It is available for \$2 from the Women's Resource Center, 293 Olpin Union, University of Utah, Salt Lake City, UT 84112. □

MILLION-DOLLAR DAY CARE AT SUNY

In fall 1987, officials of the STATE UNIVERSITY OF NEW YORK (SUNY) announced grants totalling \$1.065 million to improve and enlarge child-care operations at twenty-eight community colleges. The grants are part of a total SUNY child-care commitment of \$2.3 million, which also includes grants of \$1.246 million to go to twenty centers of the state-operated campuses later in the year. State funding and funds from student fees are major revenue sources for the centers. Other sources of funds include student governments, faculty-student associations, federal funds, U.S. Department of Agriculture nutrition funds, and the United Way. □

MBA STUDENTS APPROVE WOMEN LEADERS

Male business school students in the 1980s are more comfortable working in groups with their female classmates and accepting them in leadership roles than were their counterparts of the 1970s, according to a study of MBA students by a professor of management at the UNIVERSITY OF PENNSYLVANIA's WHARTON SCHOOL. Ross Arkell Webber also found that female MBA students

of the 1980s are more likely to contend for and achieve leadership positions in group projects, whether the group is predominantly male or female. Women are also happier working in groups of women than they were in the 1970s.

One possible explanation for the change, according to Webber, is that the percentage of female graduate students at the schools studied has approximately doubled from 1970 to 1985. Also, more MBA students in the 1980s have worked in places where men and women hold positions of equal status. Students participating in the study had worked an average of two years before entering graduate school.

The study, "Changes in Perception and Behavior in Mixed Gender Teams," appears in *Human Resources Management*, Vol. 26, No. 4, Winter 1987. Single copies of the journal are available for \$14.50 from John Wiley and Sons, Subscription Dept., 605 3d Ave., New York, NY 10148. □

FIRST LESBIAN SORORITY FORMED

The UNIVERSITY OF CALIFORNIA-LOS ANGELES (UCLA) has given official approval to a sorority formed by nine lesbian students. University officials and gay-rights activists believe that the sorority, Lambda Delta Lambda, is the first gay-oriented society participating in the Greek system at an American college or university. The women said that they formed the sorority because they felt excluded from other sororities on campus. Lambda Delta Lambda can now meet on campus, apply for money from student activity funds, and use UCLA's name. According to university rules, they must also allow heterosexual women to join. The sorority is not affiliated with any national Greek organization. □

JOINT STATEMENT ON COUNSELING EQUITY

The Association of University and College Counseling Center Directors and the International Association of Counseling Services-University Counseling Centers Board have issued a joint *Equity Statement on Counseling Center Services*.

The two-page, fourteen-point statement advocates, for example, "promoting fair and equal treatment of all individuals through services, programs, theories, practices, and treatment of colleagues and clients which recognize the full potential of each"; "knowing the issues pertaining to sexual and any other kind of harassment and its impact on human development . . ."; and "knowing the effects of sexism, racism, and oppression of all kinds and working to counter those systems and their effects." Copies of the statement are available free by sending a stamped, self-addressed envelope to Bette Soldwedel, c/o UNF Leadership Development Program for Sex Equity, University of North Florida, Jacksonville, FL 32216. □

NO MORE ABORTION COUNSELING IF FEDERAL FUNDS INVOLVED

The U.S. Department of Health and Human Services issued rules, effective March 3, 1988, that bar recipients of federal aid under Title X of the Public Health Service Act from providing abortion referrals or counseling. Many campus-based health clinics and hospitals receive Title X aid. Those who do not can continue to provide abortion counseling. Previously, recipients of Title X aid could provide abortion counseling and referrals but could not perform abortions. Two states and several public-interest groups have filed lawsuits challenging the rules, claiming they violate the First Amendment's guarantee of free speech. □

ADVERTISING AGAINST SEXISM AND RACISM

In May 1987, the Commission on the Status of Women and the Minority Affairs Board at the UNIVERSITY OF DELAWARE cosponsored an ad in the student newspaper, *The Review*, that listed various examples of racism and sexism in the classroom (for example, using sexist language or racial stereotypes in jokes). The ad also urged students to use course evaluations to compliment or challenge the ways in which professors deal with these and similar issues. □

CALL FOR MATERIALS ON WOMEN'S STUDIES

The Project on the Status and Education of Women is collecting materials and information on women's studies programs, courses, and resources for display and/or dissemination at the Association of American Colleges' annual meeting in Washington, DC. Scheduled for January 5-7, 1989, the meeting will feature a special exhibit on women's studies.

We welcome single or bulk (up to 200) copies of flyers, posters, newsletters, or brochures. Please do not send copies of course syllabi. Materials cannot be returned. Please send all items to Women's Studies Exhibit, AAC/PSEW, 1818 R St., NW, Washington, DC 20009, from now until December 9, 1988.

SEXUAL HARASSMENT

SEXISM COMPLAINT COSTS AD AGENCY \$10 MILLION

Executives at a Minneapolis advertising agency have apologized for their rude response to charges of sexism leveled by Neala Schleuning, the director of the women's center at MANKATO STATE UNIVERSITY (MN). Neala Schleuning had written a letter complaining of sexism in a presentation to the State University System that was sponsored by a subsidiary of the Fallon McElligott advertising agency. Company executives responded with a photo of an African native boy kissing the back end of a cow and a letter suggesting that Schleuning direct her energies toward ending such practices and offering to pay for a one-way plane trip to Africa. The letter and photo received considerable media attention and generated complaints from women's groups and the public, especially after the Minnesota Women's Consortium sent copies of the correspondence to agency clients, forcing the

embarrassed executives to reconsider their position. A company spokesperson said that the agency will be a "little more sensitive" to women's issues and will handle complaints about sexism differently in the future. The agency lost a \$10-million contract when U.S. West, a regional telephone company, cancelled its account because of the incident. □

SEXUAL HARASSMENT AND THE LAW

In the summer of 1987, the California state legislature passed a law that prohibits defense attorneys from asking plaintiffs in sexual harassment cases about their sex lives or about past harassment allegations. Defense attorneys may ask only questions designed to show that the plaintiff has made a habit of accusing employers of harassment. Some federal courts have used the California law as a model. Experts believe that sexual harassment law will continue to develop as attorneys test the limits of the Supreme Court's ruling in *Meritor v. Vinson*, a case which established that "pervasive unwelcome sexual advances" by a supervisor are in violation of Title VII of the Civil Rights Act of 1964. The California law was patterned after "rape shield" laws that prohibit attorneys from asking questions about a rape survivor's past sexual history at a rape trial. □

UW-MADISON DEVELOPS STATEMENT ON CONSENSUAL RELATIONSHIPS

The UNIVERSITY OF WISCONSIN-MADISON has joined the growing number of institutions that have developed a statement or policy dealing with consensual relationships between people of unequal status. The Wisconsin statement advises that "amorous, romantic, or sexual relationships in which both parties appear to have consented, but where there is a definite power differential between the two parties . . . have the potential for extremely serious consequences and ought to be avoided. . . . An instructor's or supervisor's liability protection under Wisconsin statutes may not apply . . . in subsequent litigation. . . ." Copies of the five-paragraph

statement, which may be used as a model by institutions developing their own policies, are available from Betty Barnes, Department of Physiology, 127 SMI, 470 N. Charter St., UW-Madison, Madison, WI 53706.

The UNIVERSITY OF IOWA, HARVARD UNIVERSITY (MA), UNIVERSITY OF MINNESOTA, and HAMPSHIRE COLLEGE (MA) are among other institutions with policies concerning consensual relationships. □

SEXUAL HARASSMENT SENSITIVITY PROGRAM AVAILABLE

OKLAHOMA STATE UNIVERSITY has developed a comprehensive student-training program related to sexual harassment, featuring a fifteen-minute videotape that illustrates the sexual harassment of students and related issues through a series of vignettes. The package contains an instructor's manual that describes sexual harassment, whom it affects, the university's liability, and includes a series of questions designed to trigger discussion of the issues raised by each vignette. The package is available for \$35 (rental) or \$75 (purchase) from Oklahoma State University, 101 Whitehurst Hall, Attn: C.S. Ross, Stillwater, OK 74078. Please specify format: VHS 3/4", VHS 1/2" or BETA. □

GETTING THE WORD OUT

The UNIVERSITY OF MARYLAND Law School catalogue specifically addresses the issue of sexual harassment of students by other students, faculty, or staff. It lists appropriate persons to contact if a student is harassed and adds, "The dean strongly disapproves of dating between students and faculty." □

CAMPUS VIOLENCE

"DATE RAPE" AND MALE ATTITUDES TOWARD WOMEN

A recent study of INDIANA UNIVERSITY students concludes that the treatment of sexually aggressive males, the

category of people who are most likely to become "date rapists," should focus on improving their attitudes toward women rather than on improving their social skills.

The study of three hundred male students was conducted by psychologists Mary A. Koralewski and Judith C. Conger of PURDUE UNIVERSITY (IN). They found that, unlike incarcerated rapists—who often have serious deficiencies in assertiveness and social perception—sexually aggressive college males are not usually lacking in social skills or the ability to find dates. Instead, the study reveals, the college male most likely to become a date rapist has "callous sexual attitudes," is more accepting of violence in his relationships than the average student, and believes that some women enjoy being raped.

In a preliminary study, 10 percent of the men surveyed had engaged in forced sexual intercourse; 50 percent had indulged in some level of coerced sexual behavior; and only 40 percent had not used any force to obtain sexual favors.

A similar study of 635 students conducted by Charlene L. Muehlenhard, assistant professor at TEXAS A&M UNIVERSITY, found that miscommunication plays a major role in situations involving sexual aggression, and that, contrary to popular belief, most date rapes do not occur on the first date, but rather on the fourth or fifth date. □

GREEKS AGAINST RAPE

The UNIVERSITY OF CALIFORNIA-SANTA BARBARA chapter of Phi Sigma Kappa fraternity sponsored a "Greeks Against Date Rape" program that was attended by 80 percent of the campus Greek system and 10 percent of the entire undergraduate class. The program, organized by fraternity members Matt Murphy and James Keating, addressed the issue of sexual assault and sought to educate students about the myths and misconceptions surrounding date rape. The success of the program was due, in large part, to strong support from the campus's Greek community: as a sign of support, many chapters required program attendance from all active brothers

and sisters as well as pledges.

Keating and Murphy plan to organize smaller date-rape education programs for individual fraternities and sororities. For further information, contact Matt Murphy, 6547 Cardoba Rd., Goleta, CA 93117; 805/968-3056. □

PEER COUNSELING PROGRAM FOR SURVIVORS OF SEXUAL ABUSE

Six years ago, a student at HAMPSHIRE COLLEGE (MA) established a peer-counseling program on campus for survivors of sexual abuse. Since then, the program has evolved into an active community education and outreach center with a large staff that includes a paid coordinator.

The program can be used as a model for other campuses. Counselor/Advocates Against Sexual Abuse provides peer counseling and support for survivors of sexual abuse, including rape, battering, incest, harassment, and assault, on a twenty-four-hour basis, with an emphasis on empowering the client by encouraging her to make decisions and regain control of her life. Program staff members also organize campus activities and maintain a collection of articles, books, and periodicals, and an extensive list of resources and referrals related to sexual abuse.

Jane Lerner, the student who organized Counselor/Advocates, works as a consultant to institutions considering such programs. For more information, contact Counselor Advocacy Associates, Box 660, Amherst, MA 01059. □

ROCHESTER FRATERNITY BANNED FROM CAMPUS

As of March 1988, the UNIVERSITY OF ROCHESTER (NY) has banned Theta Delta Chi fraternity from its campus for ten years. The ban was prompted by a complaint from a visiting woman student who said that eight men had sex with her during a party at the fraternity house last February. The woman declined to file criminal charges.

University officials, angered by fraternity members' refusal to assist in an in-

**Women Chief Executive Officers
in U.S. Colleges and Universities as of December 31, 1987**

Type of Institution	1975	1978	1981	1984	1987
<u>Private</u>	132	146	159	182	184
4-year	98	114	135	134	156
2-year	34	32	24	48	28
<u>Public</u>	16	31	72	104	112
4-year	5	9	25	32	39
2-year	<u>11</u>	<u>22</u>	<u>47</u>	<u>72</u>	<u>73</u>
Total	148	177	231	286	296

NOTE: Only institutions accredited by, or candidates for accreditation by, the six major regional accrediting associations in the U.S. and outlying areas are included.

SOURCE: Office of Women in Higher Education, American Council on Education, March 14, 1988.

vestigation of the incident, based their decision in part on the fraternity's lack of cooperation and on past activities. The Theta Delta Chi house, which was closed because of fights in 1978 and 1986, will not reopen before 1998. □

CAMPUS DATE VIOLENCE: STRATEGIES FOR CHANGE

Violence in dating on campus is documented and analyzed in "Curbing Date Violence: Campus-Wide Strategies," an article appearing in the Fall 1987 issue of the *Journal of the National Association for Women Deans, Administrators, and Counselors*. Authors Sally Shideler Torrey and Ruth Mikkelson Lee examine the subject, noting the incidence and forms of violence and the characteristics of violent relationships. They also isolate a list of contributing factors to and precipitators of violent incidents. The article discusses strategies for educating students and campus leaders, and intervention techniques.

Copies of the Fall 1987 issue of the journal are available for \$6.50 from NAWDAC, 1325 18th St., NW, Suite 210, Washington, DC 20036. □

WORKING IN ACADEME

WOMEN SLOWER TO GAIN COLLEGE PRESIDENCIES

Although the number of women college presidents has doubled since 1975, the rate of growth has slowed considerably since 1984, according to 1988 data from the American Council on Education's (ACE) Office of Women in Higher Education (OWHE). The appointment of only ten women presidents in three years (1984-1987), reports OWHE, may indicate that women's access to senior administrative positions is declining.

As of December 1987, women headed 296 higher education institutions—approximately 10 percent of the 2,880 accredited institutions in the U.S. Twenty-nine percent (86) of these women presidents were members of religious orders and 14 percent (40) were members of a minority group. Of these forty, twenty-two were Black women, thirteen were Hispanic women, four were American Indian Women; and one was an Asian-American woman; altogether they represented an increase of 54 percent from 1984. Other changes that occurred from 1984 to 1987 include:

■ The number of women heading four-year institutions grew from 32 to 39, an increase of 22 percent. Several of the women in these positions were serving in their second presidency.

■ The number of women heading independent two-year institutions declined from 48 to 28, a decrease of 42 percent. Although some of the decrease was due to men replacing women as presidents, some of the change was also due to institutions either closing or becoming four-year colleges.

■ Black women have gained seven presidencies, American Indian women have gained four presidencies of tribally controlled colleges, and Hispanic women have gained three presidencies. Minority women presidents were concentrated in public institutions.

For further information, contact Donna Shavlik or Judith Touchton at ACE, OWHE, One Dupont Circle, Washington, DC 20036. □

COMPARABLE WORTH

Comparable worth is an explosive subject outside academe; it is a complicated one within academe. In "Implications of

Comparable Worth for Academe," appearing in the November/December 1987 *Journal of Higher Education*, authors Barbara Lee, David W. Leslie, and Steven G. Olswang discuss some of the wide-ranging issues of comparable worth in higher education. The authors describe the differences between equal pay and comparable worth and note that while equal pay litigation has had some success on campus, comparable worth litigation has not. Other issues discussed are the extent to which availability of employment outside of academe should influence salary; how to separate job content from job performance; and how to compare fields that require differing levels of skills, abilities, and academic preparation.

The authors conclude with suggestions for resolving comparable worth issues: They suggest voluntary adjustments of salary, wage, benefit, and classification systems; establishment of a policy on comparable worth; and a "consent decree" approach (for example, including the particulars of a settlement concerning comparable worth within a collective bargaining agreement).

Single copies of the journal (Vol. 58, No. 6) are available for \$5 prepaid from Ohio State University Press, 175 Mount Hall, 1050 Carmack Rd., Columbus, OH 43210. Make checks payable to Ohio State University. □

MALE AND FEMALE FACULTY DIFFER IN CAREER GOALS

A recent study of male and female faculty members found differences in the way they describe their career goals. Researchers Mary D. Sorcinelli and Patricia H. Andrews of INDIANA UNIVERSITY found that although both sexes identified goals focusing primarily on research followed by teaching and service, women expressed more uncertainty about their future, more concern with collegiality, and less satisfaction with their career choice.

In contrast, men expressed greater confidence, greater career and performance satisfaction, and more interest in going into administration.

"Articulating Career Goals: A Com-

parison of Male and Female University Faculty" appears in the Spring 1987 *Journal of the National Association for Women Deans, Administrators, and Counselors*. Single copies of the journal are available for \$7.50 from NAWDAC, 1325 18th St., NW, Suite 210, Washington, DC 20036. □

EMPLOYMENT

WOMEN DISENCHANTED WITH CORPORATE WORLD

Dissatisfaction is a way of life for many women in the corporate world. For some, changing careers is the only way out.

In their research for *Success and Betrayal: The Crisis of Women in Corporate America*, authors Sarah Hardesty and Nehama Jacobs interviewed hundreds of women in corporate America to try to learn the reasons for their negative feelings. They conclude that "the origins of discontent lie in the carefully nurtured myths and extravagant expectations that women bring to life today in corporate America."

Three of the thirteen myths and their contrasting realities are:

- Merit is the principal quality corporations reward. In reality, corporations reward success.

- People are irreplaceable. Some women become emotionally involved in their work and hope to become indispensable. In reality, corporations, by their very nature, must be managed to prevent anyone from becoming irreplaceable.

- Corporations offer unlimited potential for individual recognition. Many women feel that they will be recognized appropriately if they just perform their best and do a good job. In reality, extra overtime and hard work are expected.

Although the authors offer advice for corporations on how to attract and retain women executives, Hardesty and Jacobs emphasize how women can realign their own expectations and succeed in the corporate environment. *Success and Betrayal: The Crisis of Women in Corporate America* is available for \$8.95 (softcover) at bookstores and also from Simon and Schuster, Inc., 200 Old Tap-

pan Rd., Old Tappan, NJ 07675; Attn: Mail Order Department. □

THE REAL STORY OF THE SHRINKING WAGE GAP

The gap between men's and women's salaries is shrinking—not because women's wages are going up, but because men's wages are going down. According to Betty Parsons Dooley, executive director of the Women's Research and Education Institute of the Congressional Caucus for Women's Issues, the wage difference is "largely the result of the decline in high-wage, male-dominated manufacturing employment, rather than any real progress for women. The recession has pushed men into lower-paying jobs." She adds, "Real progress [for women] will be measured in the extent women find equal employment opportunity with men in the high-wage jobs." According to the Department of Labor, women currently earn about \$.70 for every dollar earned by men. □

RESOURCE CENTER FOR AND ABOUT WORKING WOMEN

The Marguerite Rawalt Resource Center of the Business and Professional Women's Foundation offers reference and referral services for and about working women. The center collects statistics, resources, and referrals on such issues as pay equity, dependent care, balancing work and family, and women's business ownership. Services of the center include a public reading room; reference and referral assistance; automated library catalogue; interlibrary loans; bibliographic searching of selected data bases; and information packets. For further information, contact the center at 2012 Massachusetts Ave., NW, Washington, DC 20036. □

WOMEN IN SCIENCE

PROGRAM ENCOURAGES WOMEN TO MAJOR IN MATH AND SCIENCE

The Douglass Project for Rutgers Women in Math and Science provides a variety of activities to encourage

women students at RUTGERS-THE STATE UNIVERSITY (NJ) to major in mathematics and science. These activities include an orientation session for students entering Rutgers, a "Big Sister" program, "hands-on" laboratory visits, a Faculty Talks series, career options sessions, peer study groups, and information about research opportunities on and off campus. A student advisory board meets each semester to help plan activities. In addition, Douglass College also offers a Science-Management Certificate Program. For more information, contact the director of the project, Ellen F. Mappen, Douglass College, Rutgers-The State University, New Brunswick, NJ 08903; 201/932-9197. □

PROS AND CONS OF BEING A WOMAN IN SCIENCE

Voices: Writings by and for Women in Science details some of the successes and difficulties experienced by women in science at the UNIVERSITY OF CALIFORNIA-SANTA CRUZ (UCSC). The fifty-six-page booklet offers specific advice to women who are interested in majoring in science and includes general discussions of reentering scientific fields, getting internships, and applying to graduate school. The booklet is available free from Women in Science, Division of Natural Sciences, 391 Applied Sciences, University of California-Santa Cruz, Santa Cruz, CA 95064. □

A FEMINIST APPROACH TO TEACHING SCIENCE AND HEALTH

Teaching Science and Health From a Feminist Perspective, by Sue V. Rosser of the UNIVERSITY OF SOUTH CAROLINA, outlines a variety of sample courses in biology, health, women's studies, and science education. The guide also includes a general discussion of the content of each course, methods for presenting material, a model syllabus and reading list, supplementary readings and videotapes, and a chapter on adapting courses for use outside of the traditional classroom setting. Rosser states in the introduction that the impetus for the book "arises from a desire to unite the newfound enthusiasm of scientists and fem-

inists with work produced over the last ten years by feminist scientists, in the hope that this union will provide the support each group needs." The book is available prepaid for \$27.50 (hardcover) or \$16.50 (softcover) from Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523; Attn: Order Department. □

DAYCARE NEEDED FOR WOMEN IN SCIENCE

Carl Djerassi, a STANFORD UNIVERSITY (CA) chemist, suggests that talented women scientists should be given child-care grants of \$20,000 to \$25,000 for a five-year period in order to attract and retain women in male-dominated science disciplines. According to Djerassi, child care is a major problem for academic women because of the long work weeks and irregular laboratory hours required of those who seek tenure in science fields. Funding to cover child-care grants would come from private foundations or the government. Djerassi's comments appeared in a letter he wrote to *Science* magazine. [Editor's note: Such grants might be illegal if they are made available to women only.] □

LAWS AND LITIGATION

TITLE IX IS BACK IN ACTION

When Congress overrode President Reagan's veto of the Civil Rights Restoration Act on March 22, 1988, it reversed the effects of the U.S. Supreme Court decision in *Grove City College v. Bell*. Thus, once again Title IX (which prohibits sex discrimination in federally funded education programs) applies to an entire institution, not just the specific program or activity receiving federal funds. Almost immediately after the Congressional vote, the U.S. Department of Education announced that its Office for Civil Rights (OCR) will review approximately eight hundred civil rights cases to determine if they should be reopened under the new law. Legree Daniels, the assistant secretary for civil rights, issued a statement that OCR "will

reexamine all the cases closed or narrowed because of the *Grove City* decision to determine if there may be continuing actions which would now constitute a violation of the civil rights statutes enforced by the department." OCR officials estimate that slightly more than half of those eight hundred or so cases involve Title IX. The *Grove City* decision affected the scope of similar civil rights statutes that covered discrimination based on race, color, national origin, age, and handicap. Officials say that in recent years Title IX cases have accounted for approximately ten percent of OCR cases filed. □

END OF THE LINE FOR OREGON DISCRIMINATION SUIT

The Supreme Court has declined to review a circuit court ruling that denied the discrimination claims of twenty-two women faculty members at eight colleges and universities in Oregon. The women claimed that they had been discriminated against in pay, rank, tenure, and administrative appointments. In *Penk v. Oregon State Board of Higher Education*, the women used statistical evidence to back their claim. The appeals court, however, agreed with the Oregon board that there was a "wholesale failure of proof" of discrimination in the statistics. In taking their case to the Supreme Court, the women had been backed by a friend-of-the-court brief from the American Association of University Professors. □

RESOURCES

REPORT OUTLINES WAYS TO IMPROVE STATUS OF WOMEN ON CAMPUS

The American Council on Education's Commission on Women in Higher Education has issued a special report urging colleges and universities to adopt fifteen guidelines that will improve the status of women on campus. The recommendations include correcting inequities in hiring, salaries, and tenure rates; developing personnel policies that support

children and families; giving special attention to sexual harassment; and encouraging and supporting new scholarship on women. The report, *The New Agenda of Women for Higher Education*, urges colleges to be aware of how their policies affect women from minority groups, and, noting higher education's significance in shaping cultural and social values, recommends that colleges address prevailing attitudes that may restrict the progress of women both in and out of the classroom.

The report will appear as the final chapter in a forthcoming book entitled "Educating the Majority: Women Challenge Tradition in Higher Education." The seventeen-page report, written by Donna L. Shavlik, Judith G. Touchton, and Carol R. Pearson, is available for \$2 from the Publications Department, American Council on Education, One Dupont Circle, NW, Washington, DC 20036. □

POSTER CELEBRATES WOMEN

"Celebrate Women," an oversized (37" × 24") poster produced by Margaret Zierdt, lists the names and achievements of more than seven hundred American women. The entries are arranged by birthdate, with two names listed for each day of the year. An alphabetical listing accompanies the poster for cross-referencing. Colorful illustrations based on the text form the border of the poster. The poster is available for \$8 (a 20 percent discount) for readers of *On Campus With Women* from Margaret Zierdt, 701 Roxboro Rd., Rockville, MD 20850. Make checks payable to Celebrate Women and be sure to mention reading about the poster in *On Campus With Women*. Bulk rates are available. □

HELP WITH MATH ANXIETY

In *Succeed with Math: Every Student's Guide to Conquering Math Anxiety*, author Sheila Tobias gives students practical and emotional help with overcoming fear of mathematics. The 252-page book offers techniques to solve a wide variety of math problems; explains basic

concepts of math, including pi and irrational numbers; explores new ways to think about math; discusses a variety of learning styles to suit individual readers; and includes guidelines for solving complicated problems. The final section of the book takes mathematics from the school into the "real world" and discusses mathematics in the social sciences, biology, economics, and business.

Tobias, who coined the phrase "math anxiety," has written extensively about the problems many women have with mathematics. In her article "Dealing With Math/Science Blocks," which appears in the March/April 1988 issue of *Liberal Education*, Tobias discusses specific techniques for teaching math and science to students who have difficulty in those areas.

Copies of *Succeed with Math* are available for \$12.95 from College Board Publications, Department H26, Box 886, New York, NY 10101. *Liberal Education* is available for \$7 prepaid from AAC, Publications Desk, 1818 R St., NW, Washington, D.C. 20009. □

GUIDE TO COLLECTIONS ON WOMEN IN NY

Library and Information Sources on Women: A Guide to Collections in the Greater New York Area describes 171 collections located in the New York area that contain information on women. The collections are housed in special libraries, libraries of historical societies and government agencies, public and academic libraries, and other organizations that hold resources on women.

The directory lists addresses, telephone numbers, and contact people for each collection. It also describes each collection's policy on access, hours, and borrowing privileges; availability of reading rooms, audiovisual facilities, or photocopying equipment; and whether the collection is accessible through a telephone reference service and interlibrary loan. Each entry includes a brief description of the women's materials that are found in the collection and breaks down the materials according to format (for example, books and monographs, serials, clip-pings, slides). The 254-page directory

could serve as a model for other groups interested in compiling a similar listing.

Library and Information Sources on Women was compiled by the Women's Resources Group (New York Area Chapter) of the Association of College and Research Libraries and the Center for the Study of Women and Society (City University of New York). It is available for \$12.95 from the Feminist Press at the City University of New York, 311 East 94th St., New York, NY 10128. □

STATISTICS ON GRADUATE SCHOOL

In December 1987, the Council of Graduate Schools and the Graduate Record Examinations Board issued their latest report on graduate enrollment for 1986. The report lists data on total enrollment and first-time full enrollment by race and sex (e.g., Black females). It also includes data broken down by sex on master and doctoral degree recipients. Single copies of the twenty-nine page *CGS/GRE Annual Survey of Graduate Enrollment: 1986 Report* are available free from the Council of Graduate Schools, One Dupont Circle, NW, Suite 430, Washington, DC 20036. □

PAMPHLETS ON EQUITY IN CANADA

Two publications in the Nellie Langford Rowell library pamphlet series offer information about pay equity and equality for women in sports in Canada. *Equality in Sports: Perspectives* includes excerpts from five papers presented at a 1986 colloquium on women in sports. The information ranges from legal issues to practical considerations of funding and everyday problems facing women who wish to participate in athletics on an equal basis with men.

Pay Equity: Perspectives also excerpts papers presented at another 1986 colloquium, with an additional paper on statistics included. Topics include the philosophical, economic, and political side of pay equity and its implications for women and the economy.

The pamphlets are available for \$3 each from the Nellie Langford Rowell

Library, 202C Founders College, York University, 4700 Keele St., North York, Ontario, M3J 1P3, Canada. □

ALL ABOUT WOMEN AT WORK

The *Economic Status of Women in the Labor Market and Prospects for Pay Equity Over the Life Cycle* analyzes the employment experience and earnings of women, both young and old, across all industries and occupations in the U.S. The report was written by Deborah Figart, an assistant professor of economics at AMERICAN UNIVERSITY (DC), for the Women's Initiative and Public Policy Institute of the American Association of Retired Persons (AARP). Figart reviews U.S. Bureau of Labor Statistics projections about industries, occupations, jobs, and workers. She includes twenty-two charts and tables to facilitate the readers' understanding of statistics and trends.

The report contains two main sections: The first describes women's employment patterns; the second describes women's earnings and sex-based wage differences. It concludes with a discussion of public policy implications.

The forty-eight-page report is available free from AARP Fulfillment, 1909 K St., NW, Washington, DC 20049. Specify stock no. D-13047. □

ATTEMPTING TO UNIONIZE AT DUKE MEDICAL CENTER

During the early 1970s, clerical, service, and technical workers attempted to unionize the DUKE UNIVERSITY (NC) Medical Center. Most of the workers involved were women; almost half were Black women. *Caring by the Hour: Women, Work, and Organizing at Duke Medical Center* tells the story of their ultimately unsuccessful efforts. Written by Karen Brodtkin Sacks, the 239-page book is a case study of the relationships between work life and unionization in the medical center. It highlights women's activism in general and Black women's leadership in particular.

Sacks cites family teachings as a key factor in the women's will to resist, while workplace networks and the informal work culture provided the organizational

PSEW SEEKS LEGAL INTERN

The Project on the Status and Education of Women (PSEW) of the Association of American Colleges is currently accepting applications for an internship in the fall 1988 or winter 1988/89 semester. Preference will be given to law students with strong research and writing skills who have displayed an interest in governmental or institutional policy regarding women in higher education. Job responsibilities include researching for and writing for PSEW publications and a limited amount of clerical/support work.

PSEW internships are unsalaried positions. Interns are reimbursed, however, for living expenses up to \$25 per week. In addition, interns may arrange to receive academic credit from their sponsoring institutions.

Individuals wishing to apply for the position should send a resume and two brief (non-returnable) writing samples to Mary DeMouy, Research Associate, PSEW, 1818 R St., NW, Washington, DC 20009.

strength and sustaining force behind the campaign. Although the workers were unable to attain their primary goal of unionization, they were able to achieve some improvements in their working conditions.

Caring by the Hour is available for \$29.95 (hardback) or \$11.95 (paperback) from the University of Illinois Press, 54 East Gregory Dr., Champaign, IL 61820. □

WELFARE WOMEN IN COLLEGE

Women, Welfare and Higher Education: Toward Comprehensive Policies, a compilation of papers developed for a SMITH

COLLEGE (MA) conference in spring 1985, examines federal, state, and institutional policies related to higher education for low-income women. The 148-page volume contains articles by conference participants describing a variety of college, community group, and state and local programs for expanding the educational opportunities available to low-income women. The conference participants offer suggestions and strategies for change with long-term and broad-based approaches.

Edited by Martha Ackelsberg, Randall Bartlett, and Robert Buchele, the book is available for \$1 from the Project on Women and Social Change, Smith College, 138 Elm St., Northampton, MA 01063, Attn: Kathleen Thayer. □

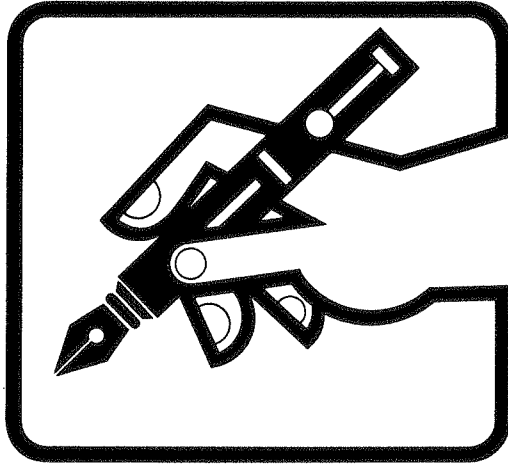
EMPLOYMENT EQUITY IN CANADIAN UNIVERSITIES

Employment Equity for Women: A University Handbook contains information about a wide range of issues for women working in Canadian universities. Produced by the Committee on the Status of Women of the Council of Ontario Universities, the handbook is geared toward Canada but would be of interest to administrators in American universities.

The handbook contains information on hiring, tenure, and salary. It also discusses issues relating to the university environment, such as nonsexist language, women in nontraditional fields, safety, and sexual harassment. Appendices include a list of women's journals, newsletters, women's groups, and associations; information about operating a campus childcare center; and criteria for establishing formal and informal procedures for resolving sexual harassment complaints. The handbook also contains a nine-page bibliography of Canadian and U.S. resources.

A limited number of copies of the 246-page handbook are available for the cost of postage and handling. This cost, which will be billed to the recipient, ranges from \$3-5 depending on where in the U.S. the handbook is shipped. For further information, contact Laura Selleck, Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4; 416/979-2165. □

TIPS ON WRITING FAIRLY



It's one thing to be aware of the need to avoid sexist language; it's quite another to come up with the perfect nonsexist alternative. The *Guide to Nonsexist Language* can help. It describes ways to write clearly and fairly, and includes reasonable alternatives to a wide range of pronouns, titles, adjectives, and expressions. For example, the guide suggests using "camera operator" or "photographer" instead of "cameraman"; substituting "poet" for "poetess"; and using "homeland" or "native land" instead of "fatherland." The four-page guide also includes a short bibliography.

Guide to Nonsexist Language is available for \$2 from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. Please make checks payable to AAC/PSEW. *All orders must be prepaid.* Bulk rates are available: fifteen to ninety-nine copies are \$1.40 each (30 percent discount); one hundred copies or more are \$1 each (50 percent discount). For a list of other PSEW publications, send a self-addressed, stamped envelope.

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The Project on the Status and Education of Women of the Association of American Colleges, the oldest national program for women's equity, promotes greater opportunities for women students, faculty, and administrators. Since 1971, it has served as an information clearinghouse and liaison among academic women, higher education institutions, federal and state policymakers, and women's organizations. Generous foundation grants, particularly from Carnegie Corporation of New York and The Ford Foundation, have supported PSEW's activities.

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