

ASSOCIATION  
of AMERICAN  
COLLEGES

# ON CAMPUS WITH WOMEN

## MINORITY WOMEN

### BLACK WOMEN'S EDUCATIONAL HISTORY

New research confirms the double bias faced by Black women and girls in the American South since the Civil War. A set of four teaching modules, created by Elizabeth L. Ihle of JAMES MADISON UNIVERSITY (VA), describes the historical development of elementary, vocational, high school, and college education for Black girls and women.

In higher education, Ihle cites research that found that female students of either race became less assertive when educated with men. In Black colleges, Black women lose social assertiveness skills. This is not the case in predominantly white colleges, where few Black men are available; nevertheless, Black women in white colleges suffer from a variety of personal and social problems.

Ihle states that "educational equity between the races or between the sexes has not arrived. Poverty and inaccessibility of educational facilities deprived generations of Black women of educational opportunity and continue to do so today." She emphasizes the need for further research focusing on Black women's educational experiences and notes that the majority of research even today looks at racism as a cause of educational inequality but not at the effects of sexism too. Black women and girls have been invisible.

The educational modules provide an overview of the attitudes and trends that shaped Black women's education and offer many insights into their concerns today. The modules include historical texts with documentation; photographs; excerpts from diaries, interviews, and other sources; questions for classroom



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*Above: Detail, Kowaliga School, Alabama, 1909. (General Education Board 1054. Alabama 29. Rockefeller Archive Center. Reprinted with permission.)*

discussion; suggested activities; and bibliographies. They are available, while supplies last, from Elizabeth L. Ihle, Affirmative Action Officer, James Madison University, Harrisonburg, VA 22807. □

### HISPANIC WOMEN IN PSYCHOLOGY

The Committee on Hispanic Women of the American Psychological Association (APA) has started work on a project to survey the publication experiences of Latinas in psychology. This project was chosen as a result of concerns voiced at the most recent annual APA convention and in response to suggestions by new members of the committee. A questionnaire will be sent out that focuses not only on the experiences Latinas have had in getting something published but also on the barriers and encouragements they have encountered. For more information on the survey, contact Angela B. Ginorio, Women's Information Center AJ-50, University of Washington, Seattle, WA, 98195. □

### RACE AND SEX AFFECT WAGES

A study of U.S. Census Bureau data states that workers in occupations with significant numbers of women or minority employees are consistently underpaid compared to those in other jobs requiring equal education and experience. Sex and race discrimination have placed minorities in lower wage brackets than whites despite passage of the 1963 Equal Pay Act and the 1964 Civil Rights Act, concludes the study by the National Committee on Pay Equity (NCPE).

Although it has been shown through job evaluation studies that employees in female-dominated jobs are paid less than those in male-dominated jobs, NCPE said this is the first study to use job evaluation to show similar undercompensation occurs in jobs dominated by minorities. NCPE undertook the study, which was funded by the Ford Foundation, primarily to show that minority workers, as well as white women, would benefit from pay equity. Overall, Black, Native American, and Hispanic women stand to gain the most—35 percent more salary—from pay equity, NCPE concludes. White and Asian women would gain about 30 percent and minority men would realize smaller gains. Copies of the study, *Pay Equity: An Issue of Race, Ethnicity And Sex*, are available for \$14.95 (or \$4 for the 12-page executive summary) from NCPE, 1201 16th St., NW, Washington, DC 20036. □

#### BIBLIOGRAPHY ON BLACK WOMEN

A 15-page bibliography prepared for a conference on "Common Differences Between Black and White Women, Changing the Ways We Think About and Teach Women's Experiences and the Humanities" is available for \$1 (prepaid) from the Duke-UNC Women's Studies Research Center, 207 East Duke Bldg., Duke University, Durham, NC 27708. In addition to articles and books, the bibliography lists fiction, juvenile literature, and films describing Black women. □

#### OVERCOMING BARRIERS

The autumn 1986 issue of *Heritage*, the newsletter of the Illinois Ethnic Consultation (IEC), is devoted to ethnic women. Articles revolve around the struggle of ethnic women to balance traditional family and sex roles with new values and goals such as higher education and employment outside the home. Greek, Asian, Italian, Jewish, Black, Polish, and Hispanic women write about their experiences and their conceptions of themselves and other ethnic women. The autumn 1986 issue of *Heritage* is

available free from IEC, 55 E. Jackson, Suite 1880, Chicago, IL 60604. □

## ON THE CAMPUS

### TOO MANY WOMEN? OR NOT ENOUGH?

Two U.S. universities are currently struggling with the issue of women's enrollment levels. Is there an "optimum" number of women students on a campus? According to an article in the *Chronicle of Higher Education* (January 28, 1987), some trustees at the UNIVERSITY OF NORTH CAROLINA think so and believe their school is overpopulated with women students. Given current enrollment trends (since 1983 almost 60 percent of the students have been women) the trustees say they fear a decline in alumni contributions as well as a decline in the university's political influence. One trustee speculated that because men often make higher salaries than women, women graduates would not be able to contribute as much money to the university. He was also concerned that women have less influence in government. Another trustee told the *Chronicle*, "So many of the girls from Chapel Hill marry men from other schools, and statistically the big money tends to go to the school with the husband."

Current admissions policy to the highly selective institution is based more on students' academic and leadership records in high school (where the average female applicant is stronger) than on their Scholastic Aptitude Test scores (where the average male applicant is stronger). The board is considering the possibility of basing admissions more on those scores. University administrators have not endorsed the trustees' ideas, nor are all the trustees concerned about the numbers of women at Chapel Hill, and not all want to consider changes in admissions. They feel an emphasis on testing would ignore all other areas where a student might excel. [Editor's note: If the "problem" is truly a potential decline in alumni contributions, a more equitable solution would be to admit only students (regardless of sex) who plan to major in fields that lead to oc-

cupations in high-paying and influential jobs, and to reject students planning careers as teachers, social workers, ministers, and government employees.]

On the other side of the coin is PRINCETON UNIVERSITY (NJ). Like many formerly all-male institutions, Princeton is trying to counteract a lingering "male" image and attract more women students. About 37 percent of the undergraduates are women, the lowest percentage in the Ivy League, and the number of academically qualified women applying has been dropping. Administrators believe the school suffers from a number of misperceptions about its social atmosphere being male-dominated, and about its academic strengths being in fields that traditionally draw more men such as science, mathematics, and engineering. Recruitment and admissions officers are making an effort to improve admissions literature and recruitment policy by developing more materials on the humanities, by involving women juniors and seniors in recruiting efforts, and by showcasing women faculty and women campus leaders in brochures and pamphlets. Apparently no extra recruiting to draw women into the sciences and engineering is being considered. □

### SEX ROLE CONFUSION?

Surveys conducted over the last several months to test attitudes about sex roles have found mixed results:

■ A national survey by the American Council on Education shows only one-tenth of 1 percent of first-semester college women planned to make full-time homemaking a lifetime pursuit. At the same time, slightly more first-year women than men—5.2 percent compared to 5 percent—say they are interested in a law career.

■ A two-year survey conducted by the Women's Resource Center at the UNIVERSITY OF CALIFORNIA-BERKELEY suggests that most students still believe in a traditional marriage, where the husband brings home the bacon and the wife stays home with the children. Two-thirds of the men and half of the women interviewed said the husband's career comes first and most men said they were

unwilling to do laundry or cook dinner. Only 2 of the 120 men interviewed said they would be willing to relocate for their wife's job.

■ An analysis of 740 questionnaires administered to a random sample of male college seniors in 1980 and 1985 indicates that men in 1985 have reemphasized the importance of work roles for themselves and the priority of the mother role for their mate. At the same time, they show greater support for women's career objectives and more active fathering roles for men. Beth Willinger of the Newcomb College Center for Research on Women at TULANE UNIVERSITY (LA), the author of the study, sees trends emerging that stress both family *and* career roles for both sexes rather than family *or* career roles.

■ UNIVERSITY OF MICHIGAN researchers report that, contrary to speculation about a growing backlash to feminism, support for the women's movement has grown steadily in nearly every demographic group since 1977. The only population group whose support has not increased substantially in the last eight years was college graduate women who, the study notes, were already twice as likely to be pro-feminist in 1977 than other women.

The researchers, Karen Oppenheim Mason and Yu-Hsia Lu, found that the percentage of women who believed men should be the achievers and women should take care of the home and family dropped from 62 percent in 1977 to 46 percent in 1985. The percentage of men who believed women should stay home dropped from 68 percent to 50 percent in the same period. In 1977, 59 percent of the women and 50 percent of the men said the man's career was more important than the woman's. Only 36 percent of each sex thought so in 1985.

The number of women who believed that a working mother can have as warm a relationship with her children as a nonworking mother rose from 54 percent in 1977 to 67 percent in 1985. The percentage of men who agreed rose from 41 percent to 53 percent in the same period. Men were much more concerned than women, however, about the effects of a working mother on a preschool child. Only 46 percent of the women interviewed in 1985 said they

thought preschoolers were likely to suffer, compared to 61 percent of the men. Mason and Lu caution that, although support for feminist goals continues to grow, the portion of the population that still endorses traditional sex roles is a substantial minority. □

#### SEX SKITS GENERATE SERIOUS TALKS

Students in a Health Science health training class at SAN DIEGO STATE UNIVERSITY (CA) were asked to write brief scripts on issues such as how to say "no" to sex, how to deal with a friend or roommate who drinks too much, and how to avoid sexually transmitted diseases. The result of that assignment is a program called "Sex Acts," a series of skits that can be used as the basis for group discussion.

Anyone in the university who wishes to use the program contacts the Student Health Services Office. They receive the scripts and then arrange for actors (usually themselves) to play the parts. One or two health educators, trained students, or a combination facilitate the program. The skits have been performed in front of groups as small as fifty and as large as two hundred. They allow students to laugh a little and then ask questions. For more information, contact Judy Berman Silbert, Student Health Services, Student Affairs, San Diego State University, San Diego, CA 92182. □

#### HIGHER EDUCATION FACTS AND FIGURES

A recent publication from the American Council on Education (ACE) profiles the state of the academy. Among its findings concerning women and minorities are:

■ Today 286 colleges and universities have a woman as chief executive officer. This represents about 9 percent of all institutions, up from 5 percent in 1975, when 148 women held such positions.

■ Overall, full-time women faculty continue to be less likely to hold tenure than their male counterparts. This is because men are disproportionately in the upper ranks of faculty, while women are over-represented in the lower ranks. In

1984-85, 49 percent of women faculty were tenured, compared to 71 percent of men.

■ Total minority enrollment in higher education increased 6 percent between 1980 and 1984, because of increases in Hispanic and Asian enrollments. Unfortunately, the data on minorities are not broken down by sex.

■ In 1984, minorities represented 15 percent of all four-year students and 21 percent of all two-year students.

In addition to information on the status of women and minorities, *Higher Education Today: Facts in Brief*, published by ACE's Division of Policy Analysis and Research, offers up-to-date information on demographic and economic trends, campus and institutional trends, student majors, and student financial aid. The 58-page booklet, filled with charts and statistics, is available for \$5 (ACE members) and \$8 (non-ACE members) from the Division of Policy Analysis and Research, ACE, One Dupont Circle, NW, Ste. 800, Washington, DC 20036. Only prepaid orders will be accepted. □

#### THE GAME OF SEX

Students and staff at STANFORD UNIVERSITY (CA) have developed a board game called "Sexploration" to help young men and women make better decisions about sex and personal relationships in general. The copyrighted game is intended to be used in student residence halls but could be adapted to other settings. The game involves trivia questions, role playing, and discussions and is designed to teach sexual information and help young people examine and sharpen their own values. Stanford is not currently planning to market the game but would consider doing so if there were sufficient interest. For more information, contact Alice Supton or Paula Warner at 415/725-2800. □

#### RAISING FACULTY AWARENESS

"OREGON STATE UNIVERSITY recognizes its responsibility to be aware of racial and sexual prejudice in order to eliminate it from the classroom." So begins a booklet, published by OSU's

Department of Women's Studies, the College of Liberal Arts, and the Office of the President, to help faculty become more aware of sexism and its effect on academic excellence. *Eliminating Sexism in the Classroom* discusses the importance of achieving educational equity through needed changes in language, behavior, and expectations. It discusses the economic realities male and female students will face upon graduation, and the social outcomes of sexism both on campus and in the employment world.

Copies of the booklet were distributed to all OSU faculty and graduate teaching assistants. Sponsors of the booklet are currently revising and updating it. Single copies are available free, while supplies last, from Jean Dost, Director, Women's Studies Dept., OSU, Corvallis, OR 97331. □

#### CHALLENGES, CHANGES IN COLLEGE 'PRESIDENTIAL PARTNERSHIP'

American college and university presidents depend on their spouses as committed partners in achieving the goals of their institutions, according to *The Partnership Model: A Family Perspective on College Presidency*, from the American Association of State Colleges and Universities (AASCU). Traditionally, spouses of college presidents serve as coordinator and host for the numerous functions held in the president's house and elsewhere. Today, given the changing lifestyles of these spouses, they require more formal support from their universities to fulfill these obligations, support which universities customarily hire for single presidents.

As reported in *The Partnership Model*, spouses of college leaders experience the greatest stress in attempting to balance family time with college demands. Many now have their own careers and professional identities; some are male and thus charting new waters for their role; and some want compensation or other recognition for the time they give the institution.

Among the firsts in *The Partnership Model*, the third volume in AASCU's ongoing series on the college president-spouse partnership, are essays from the perspectives of male presidential spouses,

presidents' children, and single presidents. The book also reports AASCU's third survey on presidential spouses, incorporating responses and experiences of several hundred association-member college spouses.

*The Partnership Model: A Family Perspective on College Presidency* is available for \$14 (AASCU members) or \$17.50 (nonmembers) from AASCU, Office of Publications, One Dupont Circle, NW, Suite 700, Washington, DC 20036. □

#### HELP FOR STUDENTS WHO ARE SINGLE PARENTS

The Women's Resource Center at the UNIVERSITY OF UTAH (UT) provides educational programs and services for women and men who are students, prospective students, faculty, or staff, with special emphasis on serving the needs of nontraditional students, including single parents. Activities specifically for single parents include workshops on financial aid, controlling stress, and forming support networks; and drop-in, free counseling services. The center has also published *How To Be A Successful Single Parent Student*. Possibly the first of its kind, this how-to booklet is for UT single-parent students and for those who would like to attend the university. Included are descriptions of how to get into the university, how much it will cost, how to receive financial aid and state social services, and how to find support services at the university. It also includes tips from successful single-parent students. The 72-page booklet could serve as a model for other institutions planning similar materials, and is available for \$3 from the Women's Resource Center, 293 Union, University of Utah, Salt Lake City, UT 84112. □

#### FINANCIAL AID

##### IN HOCK FOR LIFE?

A third to a half of all undergraduates graduate from school in debt for their education, considerably more than a decade ago. They have also borrowed higher amounts. *Student Loans: Are They*

*Overburdening A Generation?* examines heavy dependence on student loans and notes that heavy emphasis on borrowing may discourage traditionally under-enrolled groups from participating in higher education and hinder the nation's progress toward equal educational opportunity. Janet S. Hansen, director for policy analysis at the Washington office of the College Board points out, "... [I]t is clear that loans, unlike grants, are not neutral in their effects on different groups. Because of continuing disparities in income between white males, on the one hand, and women and minorities on the other, the latter will find loans more burdensome to repay." *Student Loans: Are They Overburdening A Generation?* was prepared under contract with the Joint Economic Committee of the U.S. Congress. Copies are available for \$6 from College Board Publications, Box 886, New York, NY 10101. □

#### WOMEN FACE UPHILL FIGHT FOR STUDENT AID

Student financial aid officers and policy makers should pay particular attention to the needs of women because enrollment trends since 1960 show that female participation in higher education is "directly related to cost," reports Mary Moran in *Student Financial Aid and Women: Equity Dilemma?* Specifically, women face 1) proportionately greater loan burdens due to lower anticipated lifetime earnings; 2) cultural factors that discourage many from science and engineering careers; and 3) biases in favor of men in awarding fellowships and assistantships. The statistical evidence in this report raises serious questions about the equality of student aid. It demonstrates the clear need for aid guidelines that consider differences in male and female living conditions in order to distribute student aid more equitably.

Data confirm that women are losing out in the increasingly mad scramble for student loans. Even institutions with traditionally high female enrollments are not meeting their enrollment capacity, indicating that "women are perhaps being priced out of postsecondary education," warns Moran, program officer in the Office of Elementary and Secondary

Education in the U.S. Department of Education. In fact, under current policies, single women with children have the most critical unmet financial need. Independent students with children are more than twice as likely to be female and nearly five times as likely to be 24 years of age or older. Women are twice as likely as men to be classified as independent students (66 percent versus 34 percent) at the freshman level and pay a greater portion of their own college costs than dependent students.

Current student-aid policy often works against women. For example, veterans' benefits are not counted as income in student eligibility rules, but food stamps and Aid to Families with Dependent Children often are. Individuals eligible for public assistance programs—three-fourths of whom are women—must report *all* student aid as income, with no differentiation between a need-based scholarship, a grant, or a loan.

"More than half of all women with four years of college had incomes in 1981 that were only slightly higher than the median income for men who had... completed [only] the eighth grade," notes Moran. For every dollar a man earns, a woman gets 68 cents; for every dollar he gets in grants she gets 73 cents; and for every dollar he gets in loans, she gets 84 cents. In fact, "the single largest scholarship foundation for women is the Miss America Beauty Pageant."

*Student Financial Aid and Women: Equity Dilemma?* (135+ pp.), sponsored by the ERIC Clearinghouse on Higher Education at George Washington University, is available for \$10 from the Association for the Study of Higher Education (ASHE), Dept. P5, One Dupont Circle, NW, Suite 630, Washington, DC 20036. □

## PRIZES AND AWARDS

### UCLA AFFILIATED SCHOLARS

The Center for the Study of Women at the UNIVERSITY OF CALIFORNIA-LOS ANGELES has begun a program to attract local scholars conducting gender-related research. The Affiliated Scholars Program will begin with five scholars

who will receive affiliation with the UCLA center, library privileges, stationery, faculty sponsorship, assistance in developing funding proposals, and an opportunity to participate in a colloquium for exchanging and presenting ideas. They will not, however, receive any stipends.

The affiliated scholars will not only conduct research on women or gender-related issues, but will also be involved in planning for the future of the program. For more information on the program, contact the Affiliated Scholars Program, UCLA Center for the Study of Women, 236A Kinsey Hall, 405 Hilgard Ave., Los Angeles, CA 90024. □

### WOMEN'S STUDIES BOOK AWARD

The National Women's Studies Association (NWSA), in conjunction with the University of Illinois Press, has created an annual Illinois-NWSA Book Award, for the best book-length manuscript in women's studies. The winning manuscript will be published by the University of Illinois Press and the author will receive \$1,000. Applicants should submit two-page abstracts of their manuscripts by January 1, 1988. For more information and guidelines, contact Caryn McTighe Musil, NWSA National Coordinator, LaSalle University, Philadelphia, PA 19141; 215/248-3075. □

### RUTH STRANG RESEARCH AWARD

The Ruth Strang Research Award was created by the National Association for Women Deans, Administrators and Counselors (NAWDAC) to encourage continued excellence in research, particularly among individuals early in their careers. Participants must submit a manuscript (not to exceed fifty typed pages) on any subject deemed timely and of professional importance to the members of NAWDAC. The manuscripts, which must be original and must not have been previously published or be in press, may be historical, philosophical, experimental, evaluative, or descriptive. They must be submitted by November 1, 1987. The competition is open to all interested individuals; the winner will

receive \$500. For more information, contact the Ruth Strang Research Award Committee, Marilyn McEwen, Counseling and Personnel Services Department, College of Education, University of Maryland-College Park, College Park, MD 20742. □

### FELLOWSHIP FOR LATINA RESEARCH

The Business and Professional Women's Foundation offers a fellowship for research on economic and employment issues of concern to Latinas. The Sally Butler Memorial Fund for Latina Research is open to postdoctoral scholars or doctoral candidates whose research proposals have been approved by their institutions. Fellowship amounts will depend on budgets submitted, up to a maximum of \$3,000. Applicants must be Latin American women by descent or citizenship, including women in the Caribbean and North, South, and Central American regions. For more information, contact the Business and Professional Women's Foundation, 2012 Massachusetts Ave., NW, Washington, DC 20036. □

## WORKING IN ACADEME

### WOMEN AND MINORITIES NEEDED ON ACCREDITING BOARDS

More women and members of minority groups should be involved in the accrediting process, says a new study. Of the thirty-five accrediting agencies surveyed, twelve had no minority group members on their boards, and three had no women. Of the 628 board members reported by the agencies, 1 in 11 was a minority group member, 1 in 4 was a woman. Women fared better than minorities in gaining professional positions with regional accrediting agencies and at such specialized agencies as the National League for Nursing. Of the twenty-three specialized agencies surveyed, five had no female professionals, eighteen had no minority group members, and four had neither female nor minority professionals.

The report, sponsored by the State and Regional Higher Education Center

of FLORIDA STATE UNIVERSITY, is based on analyses of surveys sent to members of the Council on Postsecondary Accreditation. Recommendations in the report include suggestions to keep better records on the participation of women and minorities and assure that they are represented as consultants, evaluators, and on visiting teams.

Copies of the report, *Involvement and Empowerment of Minorities and Women in the Accrediting Process: Report of a National Study*, are available for \$5 prepaid from the State and Regional Higher Education Center, Florida State University, Tallahassee, FL 32306. □

#### PROFESSOR WINS TENURE AND \$156,000

A professor of community studies at the UNIVERSITY OF CALIFORNIA-SANTA CRUZ, who earlier this year had been awarded \$156,000 in a settlement of a sex discrimination claim, has received tenure. Despite the recommendations of her department and other faculty groups, Nancy Shaw had been denied tenure in 1982 by the chancellor, Robert L. Sinsheimer. She sued, charging sex discrimination and other irregularities in her review. As part of the settlement of the case in January 1987, the judge ordered the university to give Shaw a new tenure decision; three University of California scholars, none of them from the Santa Cruz campus, awarded her tenure in late February. □

#### KEEPING TRACK OF WOMEN FACULTY

The Utah System of Higher Education (USHE) publishes an annual study of the status of women faculty in its postsecondary institutions and presents it to its board of regents. The 1986-87 study notes that the number of women occupying faculty positions has increased every year since the study began in 1980-81. Women currently represent 22.6 percent of the faculty (compared to a national average of 25 percent). The largest number of faculty women continue to be located in the rank of assistant professor. Only 6.8 percent of

USHE full professors are female, compared to 10 percent nationwide.

William Rolfe Kerr, commissioner of higher education, in his memo to the board states that as these [female assistant professors] persist in their academic careers, normal institutional promotional and tenure policies may be expected to shift greater numbers of women to the higher faculty ranks in future years. He also points out that the report is a systemwide progress report and should not in any way be viewed as a substitute for the affirmative action efforts and reviews at each individual institution. Other state systems of higher education may want to consider conducting similar annual studies. For more information on *Women in Faculty Positions in Utah System of Higher Education*, contact researcher Lou Jean Flint, State Board of Regents, USHE, 355 West North Temple, 3 Triad Center, Suite 550, Salt Lake City, UT 84180. □

#### ACADEMIC WOMEN IN SCIENCE

Recently released data show that women in science have improved their position slightly, but that they are still employed more often than men in a part-time capacity, and that many fields employ relatively few women in a full-time capacity. According to Lois Weiss, author of "Academic Women in Science 1977-1984" (*Academe*, January-February, 1987), women still constitute only a small proportion of university professionals in science. Even in 1984, women were only 20 percent of professionals (that is, full-time personnel with faculty status, postdoctoral scholars, and other professional employees) and tended to be clustered in social sciences, psychology, and life sciences.

The situation is especially problematic in engineering and some other traditionally male fields. In 1984, women constituted only 4 percent of engineering professionals and only 2 percent of mechanical, aeronautical and astronautical engineering personnel, respectively. Five percent of physicists were women and 8 percent of astronomers were women. Areas of improvement include mathematics and computer sci-

ence, in which 18 and 19 percent of personnel, respectively, were women in 1984.

In fields in which women have fared relatively well historically, the change since 1977 has been small. There were only 239 more female psychologists in 1984 than in 1977, while in computer science there were more than 1,500 more females in the same time period. In sociology, there were 332 fewer females in 1984 than in 1977. Weiss hypothesizes that this situation may suggest a "ceiling" for female faculty in largely male areas. "Perhaps academia will only 'tolerate' approximately 25 percent of its ranks to be women, fearing the feminization of the field, particularly fields in which a large number of current students are female," notes Weiss.

In nontraditional fields, women obtained a higher proportion of doctorates in 1981-82 than ten years earlier. Some areas, however, continue to exhibit extreme disparity by gender in 1981. In computer and information sciences, only 8 percent of doctorates were earned by women; 5 percent in engineering; 9 percent in law; 14 percent in mathematics; 14 percent in physical sciences; and 8 percent in theology.

Given the overall surge in enrollment and degrees granted to females, women have not done nearly as well in obtaining professional positions as they have in obtaining degrees. In 1981-82 alone, 29 percent of all doctorates in biological sciences were granted to women. Yet less than 24 percent of full-time professional positions in biological sciences were held by women in 1984. Women received 45 percent of doctorates granted in psychology in 1981-82, yet only 26 percent of professional positions were held by women in 1984. Even in engineering, which exhibits the lowest proportion of degrees granted to females, 5 percent of doctorates in 1981-82 alone went to women, yet less than 4 percent of professionals in 1984 were women.

Weiss's conclusion is that certainly a sufficient number of doctorates are being granted to women to belie claims that "there are no qualified women in this area," or "we tried to find a woman but no one was qualified." She calls for more serious efforts to be made in affirmative action hiring.

Copies of the January-February 1987

issue of *Academe*, which contains Weiss's article, are available for \$6.50, plus \$.69 shipping and handling from the American Association of University Professors, 1012 14th St., NW, Washington, DC 20005. □

#### SEX BIAS CHARGES AT MISSISSIPPI

A class-action sex discrimination lawsuit has been filed against the UNIVERSITY OF MISSISSIPPI. Anne D. Nolen, an associate professor of theater arts, claims in her suit that the university has engaged in a "pattern and practice" of sex discrimination since 1964. Nolen charges that the university paid higher salaries to male colleagues with the same education and responsibilities. □

#### FACULTY MEN STILL OUTEARN WOMEN

Faculty salaries are increasing but women continue to lag far behind men in pay and rank, according to the Center for Education Statistics, U.S. Department of Education. On average, men in academia earned almost 25 percent more than women in 1985-86, partly because women occupy more of the lower ranking and lower paying jobs such as lecturer and instructor, said the survey. Men earned an average of \$34,300 in 1985-86 compared to \$27,600 for women.

Of the 338,500 full-time faculty surveyed in 1986 at 2,952 institutions, nearly 72 percent were men. Almost 88 percent of all full professors were men, and more than 80 percent of male faculty were found in the top three academic ranks—professor, associate professor, and assistant professor—compared with just 66 percent of their female counterparts, the center reported. In contrast, men held just 46.8 percent of the instructor positions.

When comparing salaries within a rank, however, women fared somewhat better but still earned less than their male peers. The largest difference between salaries was at the lecturer rank, where men earned 13 percent more than women. Men, however, earned just 6.5

percent more than women at the associate professor level. Men received larger raises from 1984-85 to 1985-86 than women, earning an average 6.6 percent more, compared with 6.3 for women.

For more information on *Instructional Faculty Salaries for Academic Year 1985-86*, contact the U.S. Department of Education, Office of Educational Research and Improvement, Information Services and Media Systems, 555 New Jersey Ave., NW, Washington, DC 20808. □

#### THE IMPACT OF MARRIAGE AND MOTHERHOOD

According to a recent study, marriage and motherhood do not explain the disparity that exists in the publication rates of men and women scientists. In the February 1987 issue of *Scientific American*, Jonathan Cole and Harriet Zuckerman examine three groups of women scientists: those who received doctorates between 1920 and 1959, from 1960-1969, and from 1970-1979. The researchers found that married women scientists published slightly fewer papers than single women scientists, 1.1 per year compared with 1.7 per year. Married women with children published the same number of papers as married women without children, an average of one per year.

According to Cole and Zuckerman, variables other than marriage and motherhood merit further study. For instance, it was found that women scientists who have scientist husbands publish, on the average, 40 percent more than women who are married to men in other occupations. □

#### CAMPUS RAPE

##### VIDEO DEPICTS RELATIONSHIP VIOLENCE

"Valentines and Violence" is a 59-minute videotape that examines violence in dating relationships. Created by the Student Relationship Violence Committee at the STATE UNIVERSITY OF NEW YORK-COLLEGE AT BROCKPORT, the videotape begins with a dramatization of

a violent relationship that shows verbal abuse escalating into physical violence, followed by reconciliation. A panel discussion follows, focusing on such topics as what contributes to relationship violence; why couples stay together; how and when to intervene; and local and national data.

The videotape is appropriate for campus staff and faculty involved in student development, especially those working in residential life, public safety, and counseling services. It is available for \$35 (rental) or \$60 (purchase) in VHS, Beta, or U-Matic by writing to Videotape, Counseling Center, SUNY-College at Brockport, Brockport, NY 14420. □

#### PROTESTING RAPE

When three students who were accused of raping a woman in their dorm were allowed to attend class and continue living in the same dorm for several weeks, some students at the UNIVERSITY OF NEW HAMPSHIRE decided to protest both the rape and the way it was being handled. Three male effigies were found hanging next to a four-by-six foot banner that proclaimed "Beware Boys, Rape Will Not Be Tolerated." Graffiti on the sidewalk outside of President Gordon A. Haaland's office read "Gordon. Why do you allow rapists to stay on campus?" As of this writing, two of the students are facing criminal charges of rape; the third is charged with sexual assault. □

#### CHANCELLOR'S FIGHT AGAINST CAMPUS SEXUAL ASSAULT

"Acquaintance rape is a serious problem that affects women—and men—in painful and long-lasting ways." Thus begins a letter from Chancellor Ira Michael Heyman to all members of the UNIVERSITY OF CALIFORNIA-BERKELEY campus community—31,000 students and 1,600 faculty members, deans, and directors of campus departments. In his letter, Heyman warns that "strong disciplinary action" will be taken against anyone found to have violated the university regulations prohibiting sexual assault and lists actions both men and women can

take to "avoid circumstances which might lead to rape." He also lists campus resources available for rape victims.

Heyman's letter was just the first part of a campaign against sexual assault at Berkeley. Two weeks after the letter was sent, the chancellor's office posted a calendar of events in the student newspaper listing activities scheduled during the spring semester concerning "sexual assault and related issues." Some of the events listed were a self-defense workshop, a rape survivor's group, and a Greek leadership conference session on sexual responsibility. □

#### ALSO AT BERKELEY: FRATERNITIES SPEAK OUT AGAINST RAPE

The Judicial Committee for the Interfraternity Council and the College Panhellenic Association at the University of California-Berkeley issued their own letter in support of Chancellor Heyman's letter condemning sexual assault at Berkeley. The Judicial Committee's letter focused on sexual harassment and stated in part, "J-Comm will not tolerate any form or degree of sexual harassment and will consider any such harassment by any member of the Greek system as a serious offense warranting severe punishment. We stress the fact that sexual harassment can take on many forms which before now may have been disguised as 'traditional' activities. Serenading sexually suggestive songs to houses of the opposite sex, sexual intimidation, or any form of sexual assault is sexual harassment and will be treated as such." It went on to encourage the leaders of the various Greek houses to "eliminate any form of sexual harassment in our chapter programming and our individual behavior" and to educate themselves about sexual harassment and sexual assault.

Sigma Phi Epsilon fraternity at Berkeley also responded to Chancellor Heyman's letter by writing its own letter to the student newspaper condemning acquaintance rape. Noting that "the Greek system is stereotyped as one of the biggest culprits in acquaintance rape" and that "the only way to stop something is to take a stand against it," the

#### PEER HARASSMENT ON CAMPUS: CALL FOR INFORMATION

■ A group of fraternity brothers enters the dining room of a women's residence hall, locks the doors, and proceeds to give the women a lecture on male sexuality, using a giant inflatable phallus.

■ A woman turns on her computer in class and finds that someone has left obscene messages on it.

■ Male students in a laboratory deliberately crowd out female students so they cannot see the experiment being performed.

■ A woman student finds that male peers intentionally try to disrupt her work by repeatedly decalibrating her lab equipment.

These are a few examples of peer harassment occurring on campuses today. PSEW is gathering information for an upcoming paper on peer harassment of women students. This harassment of women students by male students can take place in or outside of the classroom, on or off campus. We are interested in knowing about sexual remarks, as well as generally harassing activities and comments, made by individuals as well as various types of group harassment directed against individual women or groups of women.

We are also seeking examples of effective responses to this sort of harassment and other information about programs designed to increase awareness and promote change. Please send all information to Bernice R. Sandler, AAC/PSEW, 1818 R St., NW, Washington, DC 20009.

letter states, "We the members of Sigma Phi Epsilon encourage and challenge other fraternities and sororities and the Interfraternity Council and College Panhellenic Association to publicly denounce rape in any form and join together in solidarity with other campus organizations to put an end to it." □

## SEXUAL HARASSMENT

### SEXUAL HARASSMENT CURRICULUM GUIDE

*Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools, A Curriculum and Guide for School Personnel* defines sexual harassment, discusses legal issues involved, lists institutional ways of dealing with harassment, includes an extensive section on curriculum activities, and has a list of resources. Edited by Nan Stein of the Massachusetts State Department of Education, the 88-page manual includes various harassment scenarios and lists alternative ways of handling them. Although it is aimed at high schools, the material is useful for colleges and would be appropriate for teacher educators. To obtain a free copy of *Who's Hurt and Who's Liable*, contact your state's vocational education sex equity coordinator or the Title IV sex equity specialist in your state's department of education. □

### TIPS FOR HARASSMENT VICTIMS

*Help Yourself: A Manual for Dealing with Sexual Harassment* contains detailed information on all aspects of dealing with sexual harassment, including that which occurs in higher education. Edited by Mary T. Lebrato, the 229-page manual describes ways to use the legal system, alternatives to the legal system, miscellaneous issues; and it contains a selected list of resources. Although it is primarily aimed at California residents and includes a great deal of information specific to that state, it is useful for anyone involved in a sexual harassment situation. *Help Yourself* is available for \$10 from the California Commission on the Status of

Women, Attn: Cindy Yates, 926 J St., Room 1506, Sacramento, CA 95814. □

#### FOCUSING ON SEXUAL HARASSMENT

On March 4, 1987, BATES COLLEGE (ME) cancelled all classes and other activities so students could attend a series of workshops and seminars on sexual harassment. The faculty decided to do this after an incident in the fall in which two male students put an obscene note on the office door of a female faculty member. There have also been incidents in which male students harassed female students in their dormitories. Celeste Branham, acting dean of the college, said, "The faculty decided it was high time we turned inward and looked at issues related to sexual harassment." □

#### HARASSED LAW STUDENT REINSTATED

Charleen O'Neill Davis, a former student at the DETROIT COLLEGE OF LAW (MI) has been reinstated and will receive an undisclosed amount of money in a settlement of her sexual harassment suit against the college. Davis had been dismissed twice previously from the college for refusing the sexual advances of a faculty member. In 1979 she sued the college and dropped the charges when she was reinstated. At the time both parties agreed to keep the suit confidential. In her recent suit, Davis charged that the college broke its agreement and she was harassed and dismissed again because of her earlier suit. College officials denied the charges. □

#### HELP FOR ADMINISTRATORS HANDLING HARASSMENT

*Sexual Harassment Issues and Answers: A Guide for Education, Business, and Industry* includes general material on sexual harassment, as well as information specifically geared toward higher education. For example, it includes a detailed sample policy statement that administrators can use as a model for developing their own policies. It also contains a

sample complaint/grievance form, a sexual harassment investigation checklist for managers, and an extensive list of resources. Edited by Nancy H. Deane and published by the College and University Personnel Association (CUPA), the 39-page guide is available for \$14 (CUPA members) or \$22 (nonmembers) plus \$1.25 handling, from CUPA, 11 Dupont Circle, NW, Suite 120, Washington, DC 20036. □

### WOMEN'S STUDIES

#### UP-TO-DATE BIBLIOGRAPHY

Necessitated by the explosion of feminist scholarship over the past half decade, *Women's Studies: A Recommended Core Bibliography, 1980-1985* will be of interest to teachers, librarians, students, scholars, and others concerned with women's issues. The bibliography, edited by Catherine R. Loeb, Susan E. Searing, and Esther F. Stineman, is a supplement to Stineman's *Women's Studies: A Recommended Core Bibliography* (1979). It follows the format of the original volume, presenting a selected group of books and periodicals organized around academic disciplines and providing annotations that describe, evaluate, and compare the works. Author, title, and subject indices are included. Copies of *Women's Studies* (ca. 350 pp.) are available for \$55 from Libraries Unlimited, Inc., Attn: Dept. 15, P.O. Box 263, Littleton, CO 80160. □

#### SEMINAR PROMOTES BALANCED CURRICULUM

The 1987-88 University Faculty Development Program at the CITY UNIVERSITY OF NEW YORK offers a new seminar designed to examine curricular issues related to gender, race, ethnicity, and class. The seminar, to be held in the fall and spring semesters, will be led by Dorothy O. Helly, history professor and coordinator of Women's Studies, at Hunter College. Participating faculty (male and female) will explore recent scholarship about women within diverse racial, ethnic, economic, and social

groups in order to integrate ideas derived from these new materials into the curricula of their disciplines. The seminar will be organized around the themes of language, creativity, family, work, sexuality, health, education, religion, and political power. There will be assigned readings for discussion. Seminar members may choose to work individually or together to develop an annotated bibliography for faculty and an annotated reading list for students on the application of these issues to their various fields. For more information, contact Barbara Martinsons, Office of Academic Affairs, CUNY, 535 E. 80th St., New York, NY 10021. □

#### REGIONAL NETWORK FOR PROGRAMS

The Duke-UNC Women's Studies Research Center and the South-Eastern Women's Studies Association (SEWSA) have launched a joint project to assist faculty and administrators attempting to create women's studies programs on campus. They are asking people who have set up programs to send information to the resource center, which will serve as a central depository and clearinghouse for others wanting to start their own programs. Proposals that provide a rationale for the creation of a women's studies program (for example, proposals submitted to the administration at a particular institution to gain approval for a program) are of particular interest, as are course outlines for introductory courses and descriptions of requirements for a major, minor, or certificate in women's studies. Send available materials to the Duke-UNC Women's Studies Research Center, 03 Caldwell Hall, UNC, Chapel Hill, NC 27514. □

#### 'FEMINIST ACADEMY' FORMED

In honor of its tenth anniversary, the Center for the Study of Women and Society of the CITY UNIVERSITY OF NEW YORK has formed a "Feminist Academy" to raise funds by providing recognition and benefits to center sponsors. The organization of an academy will enable members to be directly in-

involved in center events and provide recommendations about center activities. Members will receive a year's subscription to the *Women's Studies Quarterly*, published by the Feminist Press, a 10 percent discount on all Feminist Press publications, invitations to members-only functions such as conversation hours with feminist scholars, and the *CUNY Feminist Directory*. Memberships are tax-deductible. The dues rates are as follows: Member \$30; Student Member \$20; Supporter \$50; Sponsor \$100. For more information, contact the Center for the Study of Women and Society, CUNY, Graduate School and University Center, 33 West 42d St., New York, NY 10036. □

#### WOMEN'S STUDIES AT WISCONSIN

The UNIVERSITY OF WISCONSIN SYSTEM's Office of Academic Affairs publishes the annual *Women's Studies Directory of Institution Program Administrators, Contact Persons, Committees and Programs*. Part I of the directory lists women's studies program administrators and contact persons at each of the thirteen UW campuses and the System office. Part II describes the women's studies programs on each of the campuses. All UW campuses offer a minor in women's studies; both UW-Madison and UW-Milwaukee offer majors. Part III of the directory lists all women's studies courses offered in 1986-87 throughout the system. The directory can serve as a model for other state systems of higher education. Single copies of the directory are free from Cara Chell, Academic Planner, UW System Administration, 1632 Van Hise Hall, 1220 Linden Dr., Madison, WI 53706. □

#### RESOURCES

##### GENDER & SOCIETY LAUNCHED

In March 1987 Sociologists for Women in Society launched its official journal, *Gender & Society*. The quarterly journal,

focusing on the construction and influence of gender as a major building block in social institutions, will publish articles from anthropologists, economists, historians, political scientists, social psychologists, and sociologists. In future issues, *Gender & Society* will concentrate on the social and structural aspects of gender and will examine the role of gender in the division of labor and the production of knowledge, in the processes of social control and change, and in the stratification of race and class. Each issue of the journal will include scholarly articles, research notes, book reviews and review essays, and commentary on current feminist issues.

For more information on submitting manuscripts, contact Judith Lorber, Editor, *Gender & Society*, Dept. of Sociology, Graduate Center, CUNY, 33 West 42d St., New York, NY 10036.

Subscriptions are \$28 for individuals, \$58 for institutions from Sage Publications, Inc., 2111 W. Hillcrest Dr., Newbury Park, CA 93120. SWS members receive the journal as part of their membership if they choose the journal option when paying their dues. For more information on membership, contact Jane Hood, Dept. of Sociology, University of New Mexico, Albuquerque, NM 87131. □

#### STUDENT PSYCHOTHERAPY JOURNAL INAUGURATED

Fall 1986 marked the first issue of the *Journal of College Student Psychotherapy*. The quarterly journal's mission is to present a broad spectrum of viewpoints from those of leading professional practitioners to those of concerned students, faculty, and administrators. Volume 1, Number 1 includes several articles on gender issues. "Social Change and Dependency in University Men: The White Knight Complex Unresolved" by Leah J. Dickstein, for example, describes a common problem of young men born in the late fifties and early sixties: Intellectually they attempt to interact in equal ways with women yet find themselves in conflict with their stereotypic early sex-role socialization. They feel they must be superficial, emotionally controlled, and

in charge, which is often unacceptable behavior to the young women with whom they relate. Work in therapy consists of supporting these young men as they develop new self-esteem and new and more constructive coping mechanisms.

"A Feminist Commentary on Robert L. Arnstein's Article: Ethical and Value Issues in Psychotherapy," also by Leah J. Dickstein, points out that therapists must be more aware of their personal ethics, values, attitudes, and possibly unrecognized judgments about women's issues and women patients' problems, experiences, conflicts, and choices. For instance, issues such as incest, rape, abortion, careers in traditionally male fields, dual-career marriages, sexual lifestyles, divorce, and single parenting all contribute to the changing roles of women. Understanding the new psychology of women will enable therapists truly to assist the women who seek their professional expertise.

"Commentary on Values and College Women's Development," by Rona Klein, addresses the bias of current developmental theory, which measures the maturation of college students against the "standards" of separation, independence, autonomy, and competitive success. Therapists using this masculine model may misinterpret or devalue the healthy relational needs of women students. A new self-in-relation model is briefly described; it takes into account the centrality of relationships in a college woman's growth.

Subscriptions to the journal are on an academic year, per-volume basis only from the Haworth Press, Inc., 12 West 32d St., New York, NY 10001. Rates are \$24 for individuals, \$32 for institutions, and \$40 for libraries. Add \$2 for postage and handling. □

#### CREATED EQUAL

In 1972 the Ford Foundation began making grants aimed at enhancing the rights and opportunities of women. To date, more than \$70 million has been granted for efforts specifically on behalf of women. *Created Equal—A Report on Ford Foundation Women's Programs* chronicles the history of the foundation's women's pro-

grams, beginning with a brief discussion of the social and political context in which they evolved. Program development within the foundation in national affairs, education and research, and international programs is described; particular attention is given to a trustee-approved special appropriation that doubled grant making on behalf of women between 1980 and 1983. The last section presents future program directions in employment and income, education and public policy, and health and family. The 65-page report is available free from the Ford Foundation, Office of Reports, 320 East 43d St., New York, NY 10017. □

#### EQUITY RESOURCES FOR TEACHER EDUCATORS

Two publications have been developed by the Program for Assistance in Equity at the UNIVERSITY OF NEW MEXICO to help elementary and secondary students understand their rights to equitable education. The pamphlets would also be useful in teacher education programs at the college level to help illustrate effective ways of presenting equity issues to younger students. *Winning* covers aspects of equity and fairness in educational opportunity for high school students. Based on a racing car theme, the fold-out brochure features a racetrack with mile markers and checkpoints highlighting such student rights as athletic participation and equitable counseling. *Lift Off* is designed to provide similar information to mid-school students. The theme is a space journey to the future when equal education is a reality. A teaching strategies package suggesting classroom activities is available to accompany the brochures. These materials are available free from the Program for Assistance in Equity, Occupational/Vocational Education, Dept. of Technological and Occupational Education, University of New Mexico, Albuquerque, NM 87131. □

#### FEMINIST MEDIA DIRECTORY

The new 1987 *Index/Directory of Women's Media* is now available. This year's direc-

tory includes 525 women's periodicals, 112 women's presses and publishers, and 13 women's news services. In broadcasting, there are 46 regular programs listed, 11 radio-TV groups, and 22 women's video and cable groups. Other categories include women's film groups; music groups; speakers' bureaus; public relations groups; special library collections on women; and women's arts.

Also contained in the directory is a feminist network listing of 455 media women and the "Five Year Index of Women's Media Activities and Research" from *Media Report to Women* 1982-1986.

The 1987 directory is available for \$12 from the Women's Institute for Freedom of the Press, 3306 Ross Place, NW, Washington, DC 20008. Make checks payable to WIFP. □

#### WHO IS DOING WHAT AT UCLA?

*Research on Women and Gender: A Directory of UCLA Scholars* is a guide about researchers at the UNIVERSITY OF CALIFORNIA-LOS ANGELES who study women and gender-related issues. The directory serves to highlight nearly 100 scholars' current projects and selected publications in diverse fields in the social sciences, humanities, life sciences, health sciences, and professional schools. Two indices list scholars by organizational affiliations at UCLA and by their main areas of scholarship. The directory is compiled and published by the UCLA Center for the Study of Women, which plans to revise and update it periodically. For more information on the directory, contact the UCLA Center for the Study of Women, University of California, 236A Kinsey Hall, 405 Hilgard Ave., Los Angeles, CA 90024. □

#### WOMEN'S ORGANIZATIONS MADE EASY

*Women's Organizations: A National Directory* lists more than 2,000 women's groups including professional and trade associations, networking groups, commissions formed by governmental agencies, com-

munity- and college-based women's centers, guidance and other special resource centers serving women, and research centers focusing on issues of concern to women. Listings include a summary of activities or programs. An index permits identification by geographic area as well as by major function or type of membership. The directory is available for \$22.50 prepaid (individuals must prepay) and \$25 if billed to an institution from Garrett Park Press, P.O. Box 190 F, Garrett Park, MD 20896. □

#### THE HISTORY OF COEDUCATION

*Educating Men and Women Together: Coeducation in a Changing World* discusses the past, present, and future of coeducation in America. From a historical perspective, twelve scholars analyze several of the contemporary challenges to coeducation, suggesting innovations to combat the lingering inequalities that confront women today. Carol Lasser, a member of the history faculty at OBERLIN COLLEGE (OH) and editor of the volume, gathered these essays to chronicle the 150-year history of the movement to educate men and women students together. The degree of its success has been determined by such factors as the extent to which the entrance of women into coeducational institutions was motivated by feminist concerns, the impact of coeducation on the academic and career aspirations of women students, and the value to women of the content of the education to which they had gained access.

The contributors explore the meaning of collegiate coeducation—its value, its utility, its significance, and its successes and failures in supplying equal education for both sexes. They trace the evolution of American attitudes toward women's education, demonstrate the impact of the Oberlin model of coeducation on other colleges and universities, and discuss the place of coeducation in today's society.

*Educating Men and Women Together* is available for \$18.95 (cloth) from the University of Illinois Press, 54 East Gregory Dr., Champaign, IL 61820. □

**DON'T JUST SIT THERE, DO SOMETHING!**



It is one thing to talk about equity for women in academe, it is another to do something about it. In *Toward Equity: An Action Manual For Women in Academe*, developed under a grant from the Carnegie Corporation of New York, Karen Bogart describes more than 100 different campus programs that are doing something constructive about equity for women in academe. Each program entry features a description of program components, an overview of outcomes, a discussion of critical conditions for success, cost factors, and a contact person.

*Toward Equity* opens with a series of essays describing the "ABC's of Change," and then details selected programs that promote sex equity for students, faculty, administrators, professional and support staff, both in the social/educational climate and in the wider community. In her foreword to the book, Martha Church, president of Hood College, calls *Toward Equity* a basic reference tool for presidents, vice presidents for academic affairs, deans of students, trustees, and other concerned members of the administration, faculty, and staff.

Copies of *Toward Equity* (259 pp.) are available for \$17 from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. All orders must be prepaid. Make checks payable to AAC/PSEW.

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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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