

# ON CAMPUS WITH WOMEN

## LEADING THE CAMPUS

### Passing the Torch

*The rewards of mentoring*

Many women who have achieved success in academe or in the corporate world have the satisfaction of knowing that they "made it" largely because of what they know, not who they know. With a belief in the promise offered by the women's movement and their own intelligence and skills to serve as clout, women have been claiming—although many argue at much too slow a rate—once exclusively male domains as their own stomping grounds.

Increasingly, women have been trying to remedy for the next generation of young women the problems they themselves faced in climbing to the tops of their professions. One way women have been trying to make a difference is by becoming mentors to the next generation of women achievers. In becoming mentors, says Carol Reichert, director of the Women's Studies Internship Program at the State University of New York-Albany, "women are passing the torch... providing a link between feminist theory and real-world experience."

Women traditionally have not been



Biologist and author Jewel Plummer Cobb is one of twenty-three women featured in the National Women's History Project's new photograph display set, Outstanding Women in Mathematics and Science. See page 6.

able to rely on a social network of high-powered colleagues, friends, old school buddies, golf partners, and fellow club members—the so-called "old boys network"—for contacts and recommendations and have suffered for it. In the business world particularly, women still are not faring well. According to a recent Feminist Majority Foundation report, women have made only incremental gains at the higher levels of corporate management over the past two decades. In fact, women still comprise only 2.6 percent of the top executive officers (vice president and up) at Fortune 500 companies: among those same

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## TRANSFORMING KNOWLEDGE

### Setting the Record Straight

*Historian Gerda Lerner's project on the origins of the modern women's movement*

At the time of the founding of the National Organization for Women (NOW) and the National Women's Political Caucus (NWPC), there were so many women from Wisconsin involved with both endeavors that they were nicknamed the "Wisconsin Mafia." In fact, one-third of the membership at the founding NOW convention came from the Midwest.

For that reason in particular, Gerda Lerner, Robinson-Edwards Professor of History at the University of Wisconsin-Madison, has decided to trace the origins of the modern women's movement. In doing so she is challenging the notion that it was primarily a white, middle-class movement generated by women from the East and West coasts.

Says Lerner, "If you ask almost anyone, 'How did the modern women's movement start?' They will say, 'Betty

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### LEADING THE CAMPUS

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## Mentoring

companies, only five women are chief executive officers. In addition, women often find themselves locked out of the top levels of business management and academic administration alike.

Through mentoring, however, women have found that they can attempt to provide younger counterparts with the advantages that men have enjoyed. As many women have moved up, they have gained power and are using that power to effect change for those who follow them. University of Pennsylvania alumnae, for example, have established the Trustees' Council of Penn Women to help new graduates make contacts in the business world. The council aims to provide a vital link between young women starting out and those who have been successful in their fields by sponsoring a mentoring program that pairs juniors and seniors with successful women working in the fields the young women themselves want to enter. The council has about seventy members and one hundred junior members.

Academe has a similar "old girls network" in the American Council on Education's National Identification Program. Through this program, promising women academic leaders are identified and promoted for their leadership abilities at national- and state-level forums. Since 1977, the program has helped qualified women in mid- and senior-level administrative positions move into even higher positions—particularly presidencies.

At the State University of New York-Albany, the Women's Studies Department offers students the opportunity to work with and learn from successful women in the community. The program—actually a re-

quired part of the women's studies major—is a good example of how mentoring can make a difference in empowering both mentors and "apprentices."

Carol Reichert, director of the SUNY-Albany program for the past three years, says that it became apparent six years ago that a mentoring program in combination with an upper-level seminar "was absolutely essential for young undergraduate women" in women's studies. Though not limited to women's studies majors or even to women, most of the apprentices are juniors and seniors in the women's studies program.

Students are paired with women mentors in the community or on campus and are assigned to a specific ongoing project—from traditional office settings to nontraditional placements (one mentor even operates a sheep farm). Students work with their mentors for a minimum of nine hours each week. By working in business, in a law office, or with an advocacy group, students get a chance to experience what working in a particular field is like; more importantly, they have the opportunity to decide early on whether or not it is for them. Reichert says that students can save themselves both time and money—a year of law school tuition, for example—by participating in the program. One of her hopes for the program is to involve more nontraditional students as well as more women of color.

Has it been difficult to recruit mentors? Reichert says that even though the mentors are busy women who may be stretched in many directions, they are individuals who, because of their feminist beliefs, are committed to the idea of mentoring: "They see the value of [mentoring] or have felt the lack of it in their own lives. They want to be part of helping other women out."

The only frustration for many of the mentors, she says, is that they simply can't give as much time as they would like. "Mentoring has become a way of recharging their feminist batteries," says Reichert. "At the

same time that these young women are learning about feminist theory and seeing if it applies in the working world, the mentors are getting back in touch with some of that feminist theory."

*For more information about SUNY-Albany's internship program, contact Carol Reichert, Director of Women's Studies Internship Program, at 518/436-8408.*

*See page 11 to order Academic Mentoring for Women Students and Faculty.*

### TRANSFORMING KNOWLEDGE

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## Lerner

Friedan' or 'Gloria Steinem,' and they might mention a few others. They will say it was started by college-age, white, middle-class women. All of these [beliefs] are being challenged by what we're doing here."

Lerner, an early advocate of the study of women's history, has undertaken an extensive oral history project, "Documenting the Midwestern Origins of the Twentieth Century Women's Movement." According to Lerner, the project will show that many women of color, working-class women, older women, women who were married and had children, women in business, and women in religious vocations—especially those from the Midwest—made enormous contributions to the movement and have been neglected by the media and by history textbooks. She is interviewing approximately twenty-five leaders—many of whom are now in their sixties and seventies—who were present at the founding convention of NOW and who, by all accounts, were essential to the movement. Among those she has already interviewed are:

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□ Kathryn Clarenbach, co-founder of NOW, whose skill at organizing women's disparate interests and building grass roots networks made her, according to many women who are part of the project, one of the most important—if not the most important—figure in launching a national organization for women

□ Mildred Jeffrey, first director of the United Auto Workers' (UAW) Women's Bureau and co-founder/president of the National Women's Political Caucus

□ Dorothy Haener, education director of the UAW Women's Bureau, a member of the Michigan State Commission on the Status of Women, and chair of the Michigan Human Rights Commission.

In coming months, Lerner will be interviewing—among others—former NOW President Judith Goldsmith and American Association of University Women President Sarah Harder.

The project, Lerner hopes, will document these women leaders' views about how the modern women's movement started; it also will "give weight to these women's lives for posterity" so that they will serve as role models for women who follow them. She says, "They're the most impressive group of women that you'd ever meet."

Most importantly, Lerner comments, people need to know that the women's movement was built by more than just "one or two celebrities that the media picks out." Through the project she hopes people will realize that there were other kinds of women who made equal—though not as widely publicized—contributions and that the national movement begun in the early 1960s actually drew its base from already existing grassroots organizations. When NOW was formed, according to Lerner, it relied on women working locally in labor unions, for political and civil rights, for peace organizations—women who were experienced organizers—to get off the ground. She says the purpose



Gerda Lerner

of the oral history project is, quite simply, "to correct the record for future generations."

Another goal of the project, Lerner says, is to revise the widely held notion that women only have been seriously active on political and social issues around 1920 and since the 1960s. Lerner says, "What you're taught in courses, what the media thinks, is that after 1920 when women got the right to vote, they gave up on women's issues until out of the blue this group of young women gave us the modern women's movement. Nothing could be further from the truth. There was a continuity of women's activity all over the nation."

Women, Lerner says, were active in the labor unions, working for maternity leave clauses and for equal pay. After World War II, many women were pushed out of their jobs and developed an understanding of the obstacles women encountered as a result of sex discrimination; these women, she says, were working locally for women's rights almost ten years before the contemporary national women's movement sprang to life.

The continuity of women's work on their own behalf is an important issue that Lerner feels history has neglected. In addition to the oral history project, she currently is writing a book that documents the existence of feminist consciousness throughout history.

Lerner is working to let people know how important women's history is to both women and men. She believes history itself has great significance for humanity because without it, "we have no reason to project anything into the future." Lerner says that unless we know what those in the past have accomplished—particularly the women in our past—we don't know what we ourselves can accomplish.

For more information about "Documenting the Midwestern Origins of the Twentieth Century Women's Movement," contact the UW-Madison News Service at 608/262-3571 or Gerda Lerner at 608/271-7447.

**Available  
in Spring 1992**

**TEACHING  
FACULTY MEMBERS  
TO BE  
BETTER TEACHERS  
A Guide to Equitable  
and Effective  
Classroom Techniques**

by Bernice R. Sandler  
and Ellen Hoffman

Watch for more details in the next  
issue of *On Campus With Women!*

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IN FOCUS

## Women at "Thirtysomething"

*U.S. Department of Education issues new report on women's educational achievements*

Does education provide a better return on investment for men than for women? Yes, according to *Women at Thirtysomething: Paradoxes of Attainment*, a recent report issued by the Office of Educational Research and Improvement of the U.S. Department of Education. For many women, more education has not necessarily meant more money. "Women's educational achievements," says the new report, "were superior to those of men [in the study], but... their rewards in the labor market were thin by comparison."

*Women at Thirtysomething* is to be a chapter in a collection of studies entitled "Archives of A Generation," which is based on the National Longitudinal Study of the High School Class of 1972 (NLS-72). The study includes information on the educational careers and job experiences of women in the NLS-72 sample through the age of thirty-two.

Clifford Adelman is director of the Division of Higher Education at the U.S. Department of Education and author of the report. He sets the study in the context of national economic development, arguing that women are an underutilized and valuable resource to a U.S. economy that needs their skills, efficiency, and creativity. By using more numerous and more descriptive occupational and college major groups from which he draws information, Adelman paints a picture of how women succeed and why they encounter problems in translating educational achievement into economic success.

To examine the educational achievements of women, the report draws information from a series of surveys, high school records, test scores, and, where possible, postsecondary transcripts. The NLS-72 Postsecondary Transcript Sample (PETS)—from which the report's information on women's and men's postsecondary educational attainment is taken—is made up of those high school students in the original study who went on to college.

To study women's occupational achievements, Adelman narrowed the NLS-72 sample to those individuals who qualified as "consistent labor market participants" and evaluated

women's career success (as measured by earnings), taking into account the role for men and women of math and science credits taken in college, occupation, marital status, parental status, and years of job experience.

### Women's academic performance and educational investment

What Adelman found through studying this array of resources was that women in the NLS-72 for the most part made greater investments in their educations than men, investments that should have paid off for them in the labor market but did not—or at least by age thirty-two. The study shows, with regard to academic performance—"one of the principal elements of the quality of human capital investment" in the labor market—that women from the NLS-72 study consistently outperformed or equaled their male counterparts:

- the women's mean high school class rank exceeded that of men by a minimum of ten points
- contrary to findings about women's mathematical achievement on standardized tests, women who took a college preparatory curriculum in high school that included a solid background in math or science did just as well on the SAT as men who had the same curricular background
- women were more likely than men to have won scholarships during the first two years following high school
- unlike the men, women's actual educational attainments exceeded their aspirations and plans even though they were less confident than men about their abilities to achieve their goals
- no matter what field they studied in college—even science and math—women had higher GPAs than men (see figure 1)

FIGURE 1.

Major	Comparative mean undergraduate GPAs for bachelor's degree recipients	
	Women	Men
All	3.07 (.44)	2.92 (.46)
Engineering and computer science	3.17 (.34)	2.96 (.49)
Science and math	3.18 (.45)	2.98 (.49)
Business	2.96 (.47)	2.79 (.44)
Education	3.05 (.41)	2.89 (.39)
Humanities	3.16 (.45)	3.10 (.50)
Arts	3.13 (.42)	3.08 (.41)
Social sciences	3.08 (.46)	2.95 (.48)

NOTE: Standard deviations are in parentheses.

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- a higher percentage of the women than the men continued their education between the ages of thirty and thirty-two
- more of the women than men believed that they benefited from higher education and were happier with their opportunities to use their education in their careers.

These findings, according to Adelman, indicate that "women's aspirations are less inflated than men's, their plans more realistic, their focus on goals more intense... to varying extents, they transcend the expectations of parents and communities and develop their own destiny in ways that men do not." As for women's educational achievement and its implications for the economy, Adelman concludes that "further education and training—along with realistic plans and determination—are the basic currency of the world economy of the twenty-first century."

#### "Women's" curriculum and "men's" curriculum

*Thirtysomething* also points out differences in men's and women's course-taking patterns in college. As the study anticipated, there exists a "men's" curriculum and a "women's" curriculum at the college level: the women's curriculum is dominated by human services and humanities courses, the men's by business and core science and engineering courses. Even when women take math and science courses, they tend to take different types of math and science courses than men (see figure 2).

The report uses the study of statistics as an example: women take psychological statistics because they make up the majority of psychology majors while men take economic statistics because they make up the majority of economics majors. Men and women even study different types of foreign languages: women prefer "analytic" languages, those more recognizable to English speakers because of the subject-verb-object structure (such

FIGURE 2.

Grades in key mathematics courses	All earning > 10 credits		All bachelor's degree recipients	
	Men	Women	Men	Women
Statistics				
A or A-	26.2%	33.5%	28.8%	35.2%
B or B-	35.0	26.2	35.8	35.8
C or C-	30.1	24.2	27.9	23.9
D or F	8.7	6.2	7.5	5.1
Calculus				
A or A-	21.1	31.8	23.6	36.3
B or B-	35.8	31.0	37.5	32.0
C or C-	35.9	28.9	33.0	26.5
D or F	8.2	8.3	5.9	5.1

as French and Spanish); men outnumber women in taking "synthetic" foreign languages, those that have many more phonetic elements that determine the status of words and meaning (such as German, Russian, and Latin).

#### Men and women at work

Despite the fact that women's investment in their education generally did not pay off as it did for men, women said that they were more satisfied with their opportunities to use their education on the job. Women—in general—were also slightly more satisfied with certain aspects of their jobs than men. They were not, however, as satisfied as men were with their opportunities for career advancement (see back page).

Adelman points out that women may be more inclined to focus on and derive satisfaction from the "productive" aspects of their jobs—what they actually do at work and how they do it—than men. Men, on the other hand, tend to thrive in a more "political" model, in which their economic and career success is "based far more on a social network than on the stuff of learning in higher education."

The fact that women report they are using their education in the work-

place is an important one, says Adelman, because "the chances are that people who use their education in their work are controlling and changing the nature of their work—hence are more efficient—more than people who do not use their education in their work." Women, in using their knowledge at work, are "human capital" within the economy. Given the chance, they can transform the workplace with innovative ideas, Adelman believes, and make a great difference in the U.S. economy, now and in the twenty-first century. He concludes *Women at Thirtysomething* by saying: "Our national rhetoric has... come to hold that education is also an economic investment on behalf of the whole society. The history of the high school class of 1972 strongly suggests that women can prove the case. The coming century is theirs to do so; but if the market ensures women's attainments through just rewards, the benefits surely will belong to all of us. That is playing it right—and just."

*Copies of the report are available for \$4.25 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20405-9325. Please cite stock number 065-000-00451-8 when ordering.*

## FOR YOUR BOOKSHELF

## Audiovisual Materials

**Outstanding Women in Mathematics and Science** distributed by the National Women's History Project. Twenty-three famous women in the fields of mathematics and science are featured in this display set of photographs designed especially for classroom bulletin boards. Each full-page, black-and-white, captioned photograph is accompanied by a half-page biography. \$12 plus \$4.50 shipping and handling. To order, contact the National Women's History Project at 707/838-6000.

**Portrait of Imogen** distributed by Pacific Arts Entertainment. Nominated for an Academy Award in Documentary in 1989, this twenty-eight minute interview of photographer Imogen Cunningham includes shots of more than 250 of her photographs. A sixty-four page study guide accompanies all orders. 16mm film: to purchase, \$495; to rent, \$75. 1/2" or 3/4" video: to purchase, \$295; to rent, \$75. VHS preview tape: \$15. To order, contact Pacific Pictures at 415/566-4751.

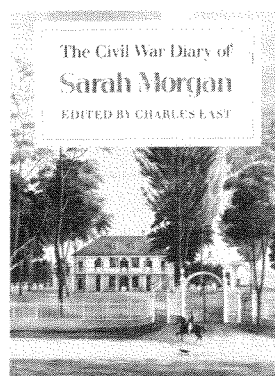
**Dear Lisa: A Letter to My Sister** distributed by New Day Films. This forty-five minute color film contains interviews with thirteen women and girls from different backgrounds and compares their experiences with childhood play, sports, careers, motherhood, body image, and sexual assault, among other topics. A study guide is included. 16 mm: to purchase, \$690; to rent, \$80. Video: to purchase, \$375; to rent, \$80. To order, contact New Day Films at 212/645-8210.

**Date Rape Prevention: A Videotape for 18-24 year-olds** distributed by Planned Parenthood Association of Cincinnati, Inc. This twenty-minute videotape presents four episodes left open-ended to facilitate discussion on date rape prevention. Areas addressed are: decision-making concerning sexuality; misconceptions surrounding dating and sexual activity; identifying potentially dangerous situations; and trusting and acting on one's feelings. An instructor's manual accompanies the tape. \$150; preview copy is \$10. To order, contact Planned Parenthood Association of Cincinnati at 513/721-8932.

## Humanities

**Reflecting on the Bell Jar** by Pat McPherson (Routledge, 1991). Drawing upon the Cold War context of Sylvia Plath's novel, McPherson argues that Esther Greenwood is the first heroine of "our own era of popularized therapeutic culture." \$11.95, paper. (212/244-3336)

**The Civil War Diary of Sarah Morgan** ed. by Charles East (University of Georgia Press, 1991). Praised as one of the best personal records of the Civil War and best known as *A Confederate Girl's Diary*, this edition of Sarah Morgan's diary represents the first time it has been published in its full form. \$34.95, cloth. (404/542-2830)

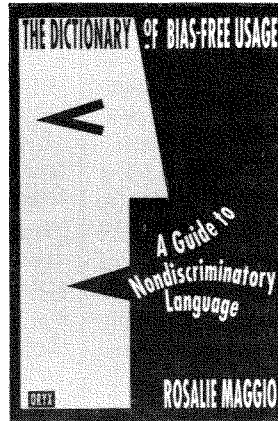


**Creative Characters** by Elisabeth Young-Bruehl (Routledge, 1991). Young-Bruehl offers a new analysis of creativity based on the notion that there are three broad character and creative types. An artist's type affects how he or she formulates personal theories and an "ideal character" and projects these into his or her works. Includes a chapter on "Gender Questions," which examines how the masculine/feminine duality impinges upon the formation of this "ideal" character. \$25, cloth. (212/244-3336)

**A Road Well Traveled: Three Generations of Cuban American Women** ed. by Terry Doran, Janet Satterfield, and Chris Stade (WEEA Publishing Center, 1991). The results of a year-long research project of the Latin American Educational Center, these interviews detail the lives of twelve Cuban women who have immigrated since the early 1950s. \$13.50, cloth. (1/800/225-3088; in MA, 617/969-7100.)

**The Female Body: Forms, Styles, Speculations** ed. by Laurence Goldstein (University of Michigan Press, 1991). Drawing upon two volumes of the *Michigan Quarterly Review* devoted to the female body, this collection brings together essays by Carol Gilligan, Ruth Behar, and Andrea Dworkin, among others; includes essays on the presence of the female body in fiction, poetry, and ballroom dancing; discusses transsexuality and cross-dressing in society and in film; and presents a portfolio of women artists' representations of female bodies accompanied by an essay by art historian Darcy Grimaldo Grigsby. \$39.50, cloth; \$13.95, paper. (313/764-4392)

**Double Stitch: Black Women Write About Mothers and Daughters** ed. by Patricia Bell-Scott, et al. Foreword by Maya Angelou (Beacon Press, 1991). Maya Angelou, Alice Walker, Audre Lorde, bell hooks, and Sonia Sanchez are among the contributors to this collection of personal essays, stories, and poems about motherhood and daughterhood. \$19.95, cloth. (1/800/631-8571)



**Getting Personal** by Nancy K. Miller (Routledge, 1991). This collection of papers, essays, and personal anecdotes portrays the rewards—and the trials—of teaching, speaking, writing, and living as a feminist teacher of literature. \$39.95, cloth; \$13.95, paper. (212/244-3336)

#### Social Sciences

**Toward a Feminist Theory of the State** by Catharine A. MacKinnon (Harvard University Press, 1991). Now in paperback, these highly acclaimed lectures and essays reveal patriarchal values that have shaped nationalism and the justice system and offers an alternate framework based upon gender equity. \$12.95, paper. (617/495-2480 or 2577)

**The Outer Circle: Women in the Scientific Community** ed. by Harriet Zuckerman et al. (W.W. Norton & Company, 1991). Research collected from a series of symposia on the underrepresentation of women in the sciences. Included is a rare public disclosure of the politics behind one woman's unsuccessful bid for tenure. \$24.95, cloth. (1/800/233-4830)

**Women, Work, and School: Occupational Segregation and the Role of Education** ed. by Leslie R. Wolfe (Westview Press, 1991). These essays show the connection between sexual stereotyping in education and occupational inequities in the workplace. Special attention is paid to the role that higher education can play in fostering self-sufficiency in low-income women and women on welfare. \$32.50, cloth. (303/444-3541)

NOTE: *How To Get Money for Research* (The Feminist Press), listed in the Summer 1991 issue of *On Campus With Women*, is out of print.

#### Campus and Classroom

**The Dictionary of Bias Free Usage: A Guide to Nondiscriminatory Language** by Rosalie Maggio (Oryx, 1991). The opening section on writing guidelines establishes criteria for evaluating and recognizing language biased on race, gender, sexual orientation, ethnicity, Eurocentrism, religion, age, and class. The dictionary offers fifteen thousand bias-free alternatives to five thousand commonly used words and phrases. \$25, cloth. (1/800/279-6799)

**Talking Back to Sexual Pressure** by Elizabeth Powell (Comp-Care Publishers, 1991). Appropriate for both teens and adults, this guide offers rules, facts, and practical dialogues to help increase sexual assertiveness. Scenarios include how to say "no," how to speak up about using contraception, and what to do in potential cases of sexual harassment or acquaintance rape. \$9.95, paper. (1/800/328-3330)

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**CAMPUS UPDATE**

► The **Iowa Coordinating Council for Post-High School Education**, the **Iowa Commission on the Status of Women**, and the **Iowa American Council on Education-National Identification Program** are sponsoring the ninth "The Way Up" conference for women in higher education administration, November 7-8, in Des Moines, Iowa. The conference theme is "Women of the 90s: Our Many Voices." Shirley Chater, president of **Texas Woman's University**, will give the opening address on "Leadership: Women's Ways." Pamela Ferguson, president of **Grinnell College**, will give a presentation on "Women of the 90s: What Their Voices Say to Me"; Nelvia Brady, chancellor of the **City Colleges of Chicago**, will speak on "Real Life for Women in Higher Education"; and Betty Turner Asher, president of the **University of South Dakota**, will give the presentation "On the Way to the Presidency." For more information about the conference, call the Iowa Coordinating Council for Post-High School Education at 515/281-3934.

► The **University of Wisconsin System** sponsored a meeting October 10-12 between ten Soviet women scholars and leaders from U.S. women's studies programs to discuss the position of women in Soviet society. The conference was held at the Wingspread Conference Center in Racine, Wisconsin. The visiting scholars discussed the creation of research agendas and educational programs for women in the Soviet Union. The conference, "U.S.-U.S.S.R. Symposium on Women's Studies," is the first collaborative effort between the UW System, the Soviet Women's Committee, and the Institute of Philosophy of the Academy of Sciences in the U.S.S.R. in what the participants hope to be a long-range project to develop the field of women's studies within the Soviet Union. American

scholars shared their strategies for creating women's studies programs. After the meeting, the Soviet women visited nineteen of the UW campuses. For more information about the conference or the project, contact Jacqueline Ross, UW Women's Studies Consortium at 608/262-2001 or Rebecca Woosley of the Johnson Foundation at 414/681-3347.

► The Women's Studies program at the **University of South Florida** is celebrating its twentieth anniversary and hosting the Southeastern Women's Studies Association's Sixteenth Annual Regional Conference, March 12-15, 1992. The theme of the meeting will be "Celebrating Feminisms and the Diversity of Women." For further information, contact Laura D. Ellenburg, Director, Division of Conferences and Institutes, University of South Florida at 813/974-2403.

► The **Iowa State University Press** has begun a new publication series, "Women in Science and Technology: Studies and Reflections." The goal of the series is to produce monographs "by a diverse group of scholars and writers studying and reflecting on the intersection of women and science and technology." Iowa State University Press will consider for publication historical accounts, biographies, educational comparisons, and philosophical treatments about gender and science issues. Letters of inquiry, proposals, and manuscripts should be addressed to the series editor: Diane M. Calabrese, Coordinating Board for Higher Education, 101 Adams Street, Jefferson City, Missouri 65101.

► The Henry A. Murray Research Center of **Radcliffe College** announces the availability of visiting scholar opportunities and grant funds of up to \$5,000 for postdoctoral research drawing on the center's resources. Deadlines for grant applications are October 15 and April 15. Also, funds of up to \$2,500 are available for dissertation research that focuses either on issues in human development or personality, the development of sex or gender differences, or some developmental issues of particular concern to girls or women; the deadline for applications is April 1. For information about these and other center programs, contact the Henry A. Murray Research Center, 10 Garden Street, Cambridge, Massachusetts 02138; 617/495-8140.

► The Women's Studies Program at **Bowling Green State University** is sponsoring "Reassessing the Grounds for Our Struggle: Women's Lives in Theory, Practice, Performance," a conference to explore the common experiences of women and examine ways of coming to terms with differences among groups of women. The meeting will take place April 24-25, 1992, in Bowling Green, Ohio. For more information about the conference, contact Lynn Walkiewicz, Conference Coordinator, at 419/372-2620 (or 372-7133).

► The Pembroke Center for Teaching and Research on Women at **Brown University** is accepting applications from scholars interested in current debates about cultural pluralism and the ways in which difference (gender, race, ethnicity, class) defines and organizes knowledge. Applications also are being accepted for postdoctoral fellowships from scholars who are interested in the 1992-93 topic of "Art

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in the Age of 'Difference'"; research will focus on how categories of artistic production are defined in the U.S. and cross-culturally. For further information and application forms, write to the Pembroke Center for Teaching and Research on Women, Box 1958, Brown University, Providence, Rhode Island 02912.

► The Seventeenth Annual Conference of Research on Women and Education, a special interest group of the **American Educational Research Association**, takes place November 7-9 in San Jose, California. The conference, "Educating for Pluralism: Exploring Our Differences and Affirming Our Ties," will feature panel presentations and sessions on the major educational issues affecting different groups of women and will explore ways in which women can create unity among those different groups. For more information about conference happenings, contact Phyllis K. Abell, Family Research Laboratory, University of New Hampshire, at 603/742-6921 or Joanne Rossi Becker, Department of Mathematics and Computer Science, San Jose State University, at 408/924-5112.

► The **Chicago Area Women's Studies Association (CAWSA)** is sponsoring a one-day conference January 25, 1992, at **Northeastern Illinois University** for K-12 public school teachers. The conference is designed to help primary and secondary school teachers implement the state's mandate that women's studies be taught in all Illinois public schools. Illinois Governor James R. Thompson signed into law the mandate, which states that "every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the history of women in America." For more information about the conference, contact

Irene Campos Carr, coordinator of the Women's Studies Program, Northeastern Illinois University, at 312/583-4050.

► Brazilian women's rights activist, teacher, and social scientist Jacqueline Pitanguy has been appointed to the Blanche, Edith, and Irving Laurie Chair in Women's Studies at **Douglas College**, the women's college within Rutgers-The State University of New Jersey, for 1991-92. Molaria Ogundipe-Leslie, a Nigerian writer and scholar, will succeed Pitanguy in 1992-93. The appointments, in conjunction with the founding of Douglas's Center for Women's Global Leadership, are part of the college's effort to examine women's issues in a global context. Pitanguy will write, do research, and work with faculty members and students involved with the center in addition to conducting a seminar entitled "Women, Power, and Social Change." The center currently is collecting information pertinent to dealing with violence against women within a human rights framework. For more information about the appointment, contact Ferris Olin, Executive Officer, Laurie New Jersey Chair in Women's Studies, at 908/932-6948.

► Due to reduced state funding, the Emily Taylor Women's Resource Center of the **University of Kansas** has had to discontinue publication of the center's newsletter, *Herscope in Kansas*, for 1991-92. The center is not yet certain that it will be able to continue publishing the newsletter in September 1992. The center will continue to keep an up-to-date listing of events of interest to women across the state. Contact the center at 913/864-3552 for more details.

► The **University of North Dakota-Grand Forks** hosted the Fifteenth Annual Charlotte Danstrom Series conference, October 4-5. This year's meeting theme was "Women and Work." The Charlotte Danstrom Series is an annual conference about women and their personal and career development. Sessions explored topics such as women in nontraditional careers, making career decisions, and dealing with transition. For information about conference happenings, contact Peg O'Leary, Program Coordinator, at 701/777-4274.

► **Wilson College**-in partnership with the Pennsylvania Re-employment Assistance Center-is training nine unemployed women for new careers through Wilson's Continuing Studies Division. The women were permanently laid off in August from their jobs in a local garment factory. Among their career goals are: accountant, information systems manager, social worker, and veterinary medical technologist.

► **Spelman College** recently announced that it has established its first endowed chair in women's studies: the Anna Julia Cooper Professorship in Women's Studies. The endowment was made possible through a 1988 challenge grant program from the Charles Stewart Mott Foundation and through the generosity of William Cosby and his wife, Camille Cosby. Anna Julia Cooper, for whom the chair is named, was a nineteenth-century educator, author, and advocate for the rights of black women. As the principal of a Washington, D.C., high school, she stressed the need for academic curricula for her students at a time when many educators favored industrial education for African Americans. For more information, contact Andrea Ashmore, Office of Public Relations, at 404/223-1482.

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TRANSFORMING KNOWLEDGE

## Five Colleges, Inc. Launches New Women's Studies Research Center

The oldest college consortium in the country, Five Colleges, Inc., recently opened a multicampus research center for women. The center, according to its first director, Gail Hornstein, will allow women's studies faculty members and students to formalize previously informal connections among the women's studies programs at Mount Holyoke College, Smith College, Hampshire College, Amherst College, and the University of Massachusetts-Amherst. The Five College Women's Studies Research Center is situated on the Mount Holyoke campus.

Hornstein calls the center a milestone for the five colleges' women's studies programs. In a geographic area where there is a great concentration of women scholars and researchers (more than 250 of them, in fact), Hornstein says, the center will serve as a nexus for women's studies activities. She comments, "Although there are many informal connections, we felt that we really weren't taking advantage as fully as possible of all the resources that are here." The more formal structure provided by the center, she says, will allow scholars to comment on various topics and discuss issues in a more organized way.

The Five Colleges center is interdisciplinary and will support the post-doctoral work of several research associates who will work at the center for periods of two months to one year. The center's steering committee includes faculty members from each of the five campuses, including

Hornstein—who teaches at Mount Holyoke and is receiving part release-time to act as the center's director—Lee Edwards, UM-Amherst; Margaret Hunt, Amherst College; Joan Landes, Hampshire College; and Ruth Solie, Smith College.

The center will serve as an institutional home for visiting scholars, particularly scholars from other parts of the world. Hornstein says that in the past some of the women's studies programs have received requests from scholars who wanted to spend their sabbaticals at one of the five colleges and were asking for sponsorship. Hornstein says, "We had no way to sponsor these scholars—we literally had no office space, no place to put them."

Hornstein said that after the center was approved by the five presidents in April, the center announced research positions in May and by the fall of 1991 had its first group of research associates. This year the center is hosting fifteen research associates, five of whom are international scholars.

Hornstein sees the center as something midway between Radcliffe's Bunting Institute—where she recently spent two years—and the Wellesley

Center for Research on Women. Unlike the Bunting Institute, which has visiting scholars in a variety of fields of study, and the Wellesley Center, at which both men and women work on women's issues, the Five Colleges center is a research center for visiting women scholars with a specific focus—women's studies—although, says Hornstein, "we have construed 'women's studies' extremely broadly." At the heart of the center's activities will be a weekly seminar where research associates will get a chance to critique each other's work.

In creating the center, Hornstein and the other members of the steering committee (she emphasizes that the committee works collaboratively in making every decision) also hope to make the archival resources of the five colleges more accessible to scholars. Those resources include the Sophia Smith collection, the Stanton-Anthony papers, and the Dickinson papers.

For more information about the center and about applying for research associate positions, contact Five Colleges, Inc., P.O. Box 740, Amherst, Massachusetts 01004; 413/256-8316.

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The Association of American Colleges is the only institutional membership higher education association whose primary mission is improving undergraduate liberal education. AAC's goals—promoting lifelong humane and liberal learning, strengthening institutions of higher education as settings for liberal learning, and extending the benefits of liberal learning to all—are carried out through research, projects, publications, and workshops.

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Following are excerpts of data from *Women at Thirtysomething: Paradoxes of Attainment*, a new report issued by the U.S. Department of Education. The report is based on a longitudinal study of the educational achievements of a sample of women and men from high school through the age of thirty-two (see "Women at 'Thirtysomething'" inside).

□ □ □

More women than men believed that they benefited from higher education and were happier with their opportunities to use their education in their careers:

Highest degree earned	Percentage reporting high satisfaction with the opportunity to use their education on the job	
	Men	Women
Doctor's or first professional	52.7%	62.5%
Master's	29.9	40.2
Bachelor's	28.0	28.6
Associate's	21.0	27.2
None	17.3	22.2

□ □ □

Women were more satisfied with certain aspects of their jobs than men; however, women were less satisfied than men with their opportunities for career advancement:

Aspects of job satisfaction	Percentage "very satisfied"	
	Men	Women
Working conditions	20.5%	22.6%
Relationships on job	29.5	33.8
Developing new skills	19.5	22.3
Use of education on job	21.1	24.0
Opportunity for promotion in firm	16.5	13.4
Opportunity for career advancement	20.0	17.0

**W**omen's knowledge and their willingness to share that knowledge in the workplace are critical to the nation's future and should be rewarded so that all of us may benefit.

Clifford Adelman, *Women at Thirtysomething: Paradoxes of Attainment*, U.S. Department of Education, 1991