

We invite you to become an



Associate

OF

The Wellesley College
Center for Research on Women

Associates of the Center Program

The Associates Program of the Wellesley College Center for Research on Women was created in the Spring of 1982 in response to requests from a number of individuals for a formal method of cooperating in and contributing to the work of the Center. Now well-established, the program provides an opportunity for supporters of the Center to become more knowledgeable about and involved in the issues and concerns that are central to the Center's program.



The Wellesley College Center for Research

Founded in 1974, the Wellesley College Center for Research on Women is one of the oldest, largest, and most frequently consulted women's research centers in the United States. Our purpose is to expand the body of knowledge about women and to disseminate information derived from such study in order to improve the range and quality of life opportunities for women and men alike.

As an Associate of the Center, you will receive:

- Invitation to a special series of Discussion Seminars designed expressly for Associates;
- Twenty percent discount on the cost of all papers in the Center's popular Working Papers Series;
- Twenty percent discount on the cost of special Center programs such as the annual Daughters and Mothers Colloquium;
- Annual *Update on Women's Issues* written by the Director of the Center;
- Acknowledgement of your gift in the Center's Annual Report.



on Women

The Center is located in Cheever House at Wellesley College. The 50 women and men on our staff are currently engaged in work on 40 different research and action projects in six major program areas: Family, Education, Minority Women, Employment, Male Roles, and Stress and Adult Development. Ten Visiting Research Scholars are also in residence, and 18 undergraduate students regularly work at the Center.

Along with others interested in the work of the Center, Associates also regularly receive our *Research Report*, Working Papers List, Luncheon Seminar Series announcement, and the Center's Annual Report.



The Center is supported by a number of foundations, corporations, government agencies, and private individuals. Funds received from Center Associates are especially important as they allow us to develop some of our most innovative work. All outside funds used by the Center are received as grants or gifts to Wellesley College.

DISCUSSION SEMINARS 1985-1986

Fall Seminar and Open House

AN EVENING WITH THE NEW DIRECTOR

This special fall seminar will present an opportunity for Center Associates and their friends to meet the new Director of the Center, to tour Cheever House, to learn more about new and ongoing projects at the Center, and to hear the new Director discuss her own research and priorities for the Center.



Spring Seminar:

LEGACIES: WOMEN AND FAMILIES THROUGHOUT AMERICAN HISTORY

Ellen K. Rothman, Director of the Center's "Legacies. Family History in Sound" project, will demonstrate the way radio—an old medium—can be used to present new research into the history of women and the family in America. The seminar will include excerpts from programs on colonial New England, the westward migration, and women in the anti-slavery movement.

To become an Associate of the Center, please return the enclosed membership envelope with your check in the appropriate amount to:

*Associates of the Center Program
Wellesley College
Center for Research on Women
Wellesley, MA 02181*

MEMBERSHIP FORM

Please enroll me as a member of the Associates of the Center Program.

- \$35 Regular Associate \$100 Sponsor \$70 Institutional Associate
 \$60 Sustaining Associate \$500 Donor

Name _____

Address _____

I also enclose \$35 for a gift membership in the Center. *We will acknowledge your gift with a letter to the person named below.*

Name of Gift Member _____

Address _____

Make checks payable to **Wellesley College Center for Research on Women.**

All gifts are tax deductible as allowed by law.



Laura Lein, retiring director of the Wellesley College Center for Research on Women, outlines the growth of the center in her eight years there. GLOBE
GLOBE STAFF PHOTO BY JOE DENNEHY

Wellesley research aims to make a difference

Women's center is affecting policy, programming

By Elizabeth New Weld
Globe Staff

In 1983, Ellen R. Levine, editor of *Woman's Day* magazine and a Wellesley alumna, was thinking that a lot of American women had not expressed themselves on public policy. She called up the Wellesley College Center for Research on Women with a suggestion.

The result was a survey that elicited the largest number of responses to a magazine ever: more than 115,000. The questionnaire on women's political opinions, published in the Feb. 7, 1984, issue, was designed by the center and the magazine's editors.

"People are beginning to listen to us," said Laura Lein, director of the center. "Our mission is to present research that can make a difference — in policy, programming and action — in the way men and women make decisions." The staff of the center has grown, in 10 years, from "two or three" to 50, with 40 projects under way. The newest is the Women's Re-

view of Books, started to help readers keep up with the publications on women's issues.

"We started out as the Center for Research on Women in Higher Education and the Professions," Lein said, "and, six or seven years ago, decided that wasn't an appropriate dividing line. The theme that emerged from the first research was that child care is the most powerful way to make a difference." The center's research now focuses on education, employment, family, male roles, minority women and stress and adult development.

The center is in a rambling, four-story house near the Wellesley campus. Lein, interviewed in her sunny office with original wood panels and a Persian rug, is a slender, energetic woman with a catching enthusiasm for the center's projects.

"There is no vocabulary," Lein said, for the political portrait of women revealed by the *Woman's Day* survey. "It is so different from the stereo-

■ WELLESLEY

Continued from Page A34

type of women as politically apathetic, conservative and not strong." When Lein, O'Donnell and the magazine's editors analyzed the responses to the questionnaire, they found "that women have strong pronounced opinions not matched by any political rubric." Lein explained that their viewpoint could best be described as centered around strengthening and protecting their homes, families and communities, anything that invests in the future. Therefore, they wanted to see more federal spending on issues like health and education and less on defense.

Lein said the responding group was conservative on law-and-order issues: 83 percent said there were situations in which the death penalty should be used, and 85 percent believed that juveniles with criminal records should be tried as adults. "I saw this profile as springing from women's fear for the safety of the family and the community - and that desire to invest in the future," Lein said.

Seventy-nine percent of those responding were in favor of abortion as a choice. Most of them said they themselves would not opt for abortion, but they felt other women should be able to choose. "They saw abortion as a matter of conscience, not of law," Lein said.

The research has centered on men's lives as well. In studying the changing roles of males, staff member Joseph Pleck found the issue of family violence to be so important that he is developing a curriculum for men and young boys on strategies to avert violence, or what to do in situations where one result might have been violent.

Margaret McIntosh, director of the center's faculty development programs, and six Wellesley undergraduates examined the curricula for 19th-century American novels taught across the country. "They found that the novels taught were all by and about men - 'Moby Dick,' 'Huck Finn,' 'The Pathfinder' - depicting the central character as a hero, an individual

alone against the environment, prevailing through his individual strength," said Lein. But they further found that 19th-century women had been prolific, although unpublished, and wrote about their neighborhoods, families, households, churches, communities - people together, she said.

"Ergo, a whole vision of the world is missing. Women reflect a different reality, and that reality is lost if we don't include it in the curricula taught across the country." It turns out, Lein said, "that much of what women wrote was private in many periods of history, so unless we look at household papers, we can't see that reality. There are 600 novels upstairs in this center, written mainly in the 19th and early 20th centuries, and discovered in attics and basements. Now they will be looked at, and the project team is hoping to publish selections." McIntosh estimates that about 19,000 novels were written by women in English between 1981 and 1920.

Phyllis Cole, formerly of the Wellesley faculty, investigated the support systems of those male authors who wrote about individuality and self-reliance, notably Ralph Waldo Emerson. He readily acknowledged the importance of his aunt, Mary Moody Emerson, to his life. The researchers found, when allowed to look through Emerson family papers, under the laundry lists, the journal kept by Mary Moody. "It became clear that she had been a major sounding board for Emerson's ideas," said Lein. Cole will be a visiting scholar at the center next year, continuing her research on Moody.

The United States Commission on Civil Rights contracted with the center to produce the report, "Child Care and Equal Opportunity for Women," a booklet published by the commission in June 1981.

The staff of the "School-Age Child Care Project" has provided testimony at congressional hearings, has helped develop federal programs and legislation on the

subject and provides technical assistance to businesses and schools across the country in setting up programs. The program also supported the development of eight demonstration sites across the country to explore the range of ways to run such programs. Michelle Seligson, director of the project, said, "We helped raise the national awareness of the 'latchkey' problem, or the lack of after-school care available for school-age children."

A study, done with the NAACP Legal Defense Fund, of minority women working fulltime showed that women with inferior child care were not able to advance in their careers and, therefore, did not make more money. "So it seems," Lein said, "that with segregation and sexism still in the workplace, hard work and full-time employment without good child care are not necessarily the way out of poverty."

"I think the center is able to make a difference," Lein said of her five-year tenure as director. She has been at the center for eight years and has resigned to accompany her husband, Benjamin Kuipers, a computer scientist, to his new job in Austin, Texas. "We have an agreement that every five years, one of us can take advantage of a career opportunity. I've had my five years - and more. It's his turn."

A graduate of Swarthmore, she received her PhD in social anthropology from Harvard and has written two books about the pressures on the modern family. She concludes that "the family is still very strong and in existence. It's just going through some changes right now." They have two children, Anna, 8, and Rebecca, 4.

Wellesley College

Center for Research on Women

Wellesley, Massachusetts 02181

(617) 235-0320 EXT. 2500; (617) 431-1453

April 22, 1985

Dear Associates,

This year circumstances have caused us to reflect in some depth on the Center's history, accomplishments, and plans for the future. First, 1985 is the Center's Tenth Anniversary, and, indeed, you should have already received your invitation to our Birthday Celebration May 23 and 24. Second, the Center is currently selecting its third director. I have resigned my position here to relocate with my family to Austin, Texas, and we will be moving in early July. My personal reflections on these two circumstances lead me to shape this annual letter to you somewhat differently this year. As I leave the Center, it seems imperative to turn our discussion to a topic of urgent importance: the implications of current funding and support, not only for research on women, but for programs leading to improvements in women's opportunities and lives.

The work of the Center has been formulated in line with our mission to undertake research on women that will make a difference in women's and men's lives through new policies, the development of new programs and the availability of information affecting individual women's and men's life decisions. The Center for Research on Women is thus distinguished from organizations concentrating on either pure or basic research and from organizations responsible for developing legislation and policy. The Center's strength has been the success it has demonstrated in isolating pivotal issues affecting women's lives; undertaking the mobilizing research which identifies both the problem and alternatives for solving it; and developing model programs to evaluate the probabilities of success of possible ways of meeting social needs.

However, as our Center and other centers for research on women across the country are developing new programs to enrich the lives of women—as well as the lives of men and children—the support for such research, policy initiatives, action programs, and information dissemination is decreasing. The Center's well-established Associates Program and our two-year-old Corporate Associates Program are increasingly important for the reliable support they offer for innovative research and programs on new topics. In order to support work of a greater magnitude, the Wellesley College Center for Research on Women now seeks an expanded endowment. Currently, we are developing new projects on women in previously male-dominated professions, on poor employed women, on child care, on new education strategies for incorporating women into the main liberal arts curriculum, on women's mental health, on supports for Black family life, and on changing male roles and responsibilities. These projects each have grown out of past Center work reported to you in our working papers, *Research Report*, and other publications. They have the potential to make a major difference for women's and men's lives. The Wellesley Center is in a unique position to undertake this valuable work. Your support both as an Associate and as a contributor to our endowment drive can make a real difference.

Now in its tenth anniversary year, the Center has grown to include a staff of over fifty and a budget of more than \$1,200,000 a year, most of which is raised from outside sources in support of individual projects. At this time Center staff are working on 40 projects in six program areas: (1) Family, (2) Employment, (3) Education, (4) Minority Women, (5) Stress and Adult Development, and (6) Changing Male Roles. In each of our program areas we have been in the forefront providing research and programs that have enabled policy-makers, community and neighborhood organizations, and individual women and men to make informed decisions about the future.

The summaries which follow, along with our Annual Report and a recent Boston Globe retrospective on the Center, give only a taste of the wealth of research and program activities carried out at the Center in the last ten years. In particular, they provide examples of projects with significant impact on women's and men's life opportunities. The picture of our accomplishments to date, and the directions in which our past research is leading us, provide one powerful example of the influence new research on women can have on the society we know today.

Family

The Center was invited by the United States Commission on Civil Rights to author its statement on child care and equal opportunity for women. The resulting report offers a synthesis of research on this topic and includes documentation appropriate for use as legal evidence in court cases on equal opportunity. The School-Age Child Care Project was among the first organizations in the United States to identify and document the increasing need for services for young school age children of employed parents. The project has offered technical assistance to thousands of communities and institutions across the country, has assisted in the establishment of eight model after-school programs in different regions of the country, and has published two important resources used by parents, community groups and school systems nationally: *School-Age Child Care: An Action Manual* and *School-Age Child Care: A Policy Report*. The next essential phase of work for our Family Program is the development of new strategies for parents and community groups to collaborate with city and town governments, as well as with the public schools, to assure the establishment of widely available, quality school-age and preschool child care.

Employment

The Center has concentrated on research concerning the entry of women into occupations previously dominated by men; and the conditions of employment for women in occupations traditionally dominated by women. An early ground-breaking study identified barriers to women's advancement in management. Later work has concentrated on the development of strategies and programs for use in the corporate sector to promote the advancement of women. Over the last four years, the Center has successfully brought together corporate human resources managers from all over the country to work in partnership with us to develop new management strategies for dealing with an increasingly diverse labor force. Recent Center work has documented the pervasiveness of poverty among employed Black women, indicating that employment alone is not the full answer to "the feminization of poverty"—particularly among minority women who suffer from double discrimination due to race and sex. An essential next step for the Employment Program, and one for which it is increasingly difficult to find funding, is the development of policy alternatives and strategies for improving the life conditions of unemployed and low-income employed women while we also continue to expand our work on women in corporate management.

Minority Women

Research undertaken at the Center for Research on Women has documented both the strength inherent in Black family life and the kinds of services and social supports that enhance them. In collaboration with Black communities and helping organizations, we seek to design model services and policies to strengthen and support Black family life in the United States. In addition, the Center is active in developing networks among minority women researchers and assuring that new research on Black women and families becomes part of our educational curriculum. The Minority Women's Program at the Center seeks to further develop its research on Black families and to devote resources to the encouragement of a growing group of Black, Hispanic and Asian women scholars.

Education

The Center has been a pioneer in the development of curriculum materials that include women. For eight years we have run faculty development programs to support scholars undertaking new research on women and using information and perspectives from such research to change the existing academic disciplines. We have offered technical assistance to institutions of higher education all over the country by means of a large and knowledgeable panel of consultants in Women's Studies and we have assembled panels of educators and program specialists to review curriculum materials designed to increase sex and race equity in the classroom. Recently, the Center has begun to work with secondary schools to encourage a reexamination of high school curricula and to reeducate faculty to teach about women. We now want to extend the work of our Education Program to assure the integration of this new scholarship into the main liberal arts curriculum of more schools and colleges, and to increase the general public's consciousness of women's existence and valid experience throughout world history.

Stress and Adult Development

Until recently, studies of stress and the consequences of stress have concentrated on the experience of men. Little attention has been paid to the stresses inherent in occupations typically dominated by women and in the family role responsibilities of both employed and non-employed women. Our new Program on Stress and Adult Development is designed to fill this gap. Current projects include a state-of-the-art report on the interrelationship of gender and stress, a longitudinal study of workplace and family stress affecting the physical and mental well-being of women in two health professions, and a longitudinal study of early adolescence in girls. A critical next step in following up on the findings of these projects is obtaining support for the development of programs and policies designed to mitigate the sources and impact of stress.

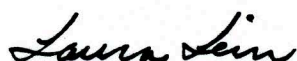
Male Roles

Recent changes in women's roles have had great impact on men—in the family, on the job, and elsewhere. Men's increasing involvement as fathers is perhaps the single most important change under way in the male role today. The recently completed Fatherhood Project focused on the study of new workplace policies and on institutional barriers to men's full participation as fathers. This work resulted in the publication of *Fatherhood USA*, a comprehensive reference book on programs, policies and resources for fathers. The agenda for the Male Roles Program includes the examination of adolescent boys' development in preparation for new male roles and the stresses on men—as well as women—as they assume multiple roles and responsibilities for the future.

At a time when support for research in general is reduced, it is now particularly difficult to secure funds for research and program development related either to poor women and their families or to women seeking opportunities to change their lives. The Center is committed to the continuation of a research and program agenda that includes emphases on women in previously male-dominated professions, on poor employed women, on child care, on new educational strategies, on women's mental health, on supports for Black family life, and on changing male roles and responsibilities. The Center has had an eventful ten year life but its work has just begun. We ask you to continue to support us in the future, as you have so generously in the past, so that we can continue our work in the areas outlined above.

I hope to see many of you at the Spring Associates Discussion Seminar and at our gala 10th Anniversary Celebration. Finally, in this, my last Director's Update, I want to express my own personal gratitude for your support and for the lively exchange of ideas I have had with so many of you.

Sincerely yours,

A handwritten signature in cursive script that reads "Laura Lein".

Laura Lein
Director

ASSOCIATES OF THE CENTER
Center for Research on Women
Wellesley College

DISCUSSION SEMINAR SERIES
1984-1985

As a member of the Center, you are cordially invited to participate in the 1984-85 Associates Discussion Seminar Series. The events described below are designed expressly for Associates of the Center and are open only to Associates and their guests. We encourage you to return the enclosed reservation card for the Fall Seminar as soon as possible—but *certainly by no later than October 10, 1984*. The reservation card for the Spring Seminar will be mailed to you in early April.

WOMEN AND THE GENDER GAP

FALL SEMINAR

Laura Lein, Director
Wellesley College Center for Research on Women

Thursday, October 25th
5:00 p.m. and 7:15 p.m.

Center for Research on Women
Cheever House - 828 Washington Street
Wellesley, MA 02181

Women and the Gender Gap will be a discussion of the new political profile of mainstream American women generated by a major survey of the readership of *Woman's Day Magazine* in collaboration with the Wellesley College Center for Research on Women. Laura Lein, who co-directed the survey, will present information on women's attitudes on elections, foreign policy, health, crime and justice, and other aspects of national policy in light of the upcoming elections. She will also give an overview of current Center research and action programs.

Due to an anticipated large turnout for this event, there will be two identical presentations of the material with an opportunity for socializing and informal conversation between sessions. Will you please indicate on the enclosed reservation card which one of the two sessions you intend to attend? Session One will run from 5:00 p.m. to 6:30 p.m. Light refreshments will be served from 6:30 p.m. to 7:15 p.m. Session Two will run from 7:15 p.m. to 8:45 p.m.

FEELING LIKE A FRAUD

SPRING SEMINAR

Peggy McIntosh, Director
Faculty Development Program
Wellesley College Center for Research on Women

Thursday, May 9th
4:00 p.m.

Center for Research on Women
and
Wellesley College President's House

In this seminar, Peggy McIntosh will describe and analyze the feelings of fraudulence which many people—especially women—face when they are singled out for praise, press, publicity, or promotion. She will suggest that, while feelings of fraudulence are deplorable if and when they trouble women more than men, these same feelings also serve as a valid critique of absolute hierarchies of rank, privilege, and authority.

The program will begin at the Center for Research on Women (Cheever House — 828 Washington Street, Wellesley) and conclude with a reception at the home of Wellesley College President, Nannerl O. Keohane. The program will run from 4:00 p.m. to 5:30 p.m.



Wellesley College
Center for Research on Women

Tenth Anniversary Annual Report

January 1985

ANNUAL REPORT
January 1985

<i>Editor</i>	Jan Putnam
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Report from the DIRECTOR



Laura Lein, Director

The Wellesley College Center for Research on Women was established in 1974. The founding Director, Carolyn M. Elliott, arrived in the fall of that year and, with two other staff people launched the effort described in this tenth anniversary report. The Center was founded in the belief that research on and new understanding of women's lives would lead to new possibilities for both women and men. The Center is one of the largest, as well as one of the oldest, centers for research on women in the country. It is distinguished from organizations concentrating on either pure and basic research or on the development of specific legislation, although the Center does some of both. Over the years, the Center's outstanding strength has been the success it has demonstrated in isolating pivotal issues affecting women's lives; undertaking the mobilizing research which identifies both the problem and alternatives for solving it; and developing model programs to evaluate the probabilities of success of possible ways of meeting social needs.

Now in its tenth anniversary year, the Center has grown to include a staff of over fifty and a budget of more than a million dollars a year. At any given time Center staff are working on as many as 40 projects in six program areas: (1) Family, (2) Employment, (3) Education, (4) Minority Women, (5) Stress and Adult Development, and (6) Changing Male Roles. Staff in each program area focus on one or two critical issues where the Center has the capability to undertake research that will offer significant benefits to women, inspire new visions and create new opportunities for women's and men's lives. The Center's research has had far-reaching effects. In each of our program areas we have been in the forefront providing research and programs that have enabled policy-makers, community and neighborhood organizations, and individual women and men to make informed decisions about the future. The summaries included below can give only a taste of the wealth of research and program activities carried out at the Center in the last ten years.

Family

The Center was invited by the United States Commission on Civil Rights to author its statement on child care and equal opportunity for women. The resulting report not only offers a synthesis of research on this topic, it also includes documentation appropriate for use as legal evidence in court cases on equal opportunity. The School-Age Child Care Project was among the first organizations in the United States to identify and document the increasing need for services for young school age children of employed parents. The project has offered technical assistance to thousands of communities and institutions across the country, has assisted in the establishment of eight model after-school programs in different regions of the country, and has published two invaluable resources used by parents, community groups and school systems nationally: **School-Age Child Care: An Action Manual** and **School-Age Child Care: A Policy Report**. The next essential phase of work for our Family Program is the development of new strategies for parents and community groups to collaborate with city and town governments, as well as with the public schools, to assure the establishment of widely available, quality school-age and preschool child care.

Employment

The Center has concentrated on research concerning the entry of women into occupations previously dominated by men; and the conditions of employment for women in occupations traditionally dominated by women. An early ground-breaking study identified barriers to women in management. Later work has concentrated on the development of strategies and programs for use in the corporate sector to promote the advancement of women. Over the last four years, the Center has successfully brought together corporate human resources managers from all over the country to work in partnership with us to develop new management strategies for dealing with an increasingly diverse labor force. Recent Center work has documented the pervasiveness of poverty among employed Black women, indicating that employment alone is not the full answer to "the feminization of poverty"—particularly among minority women who suffer from double discrimination due to race and sex. An essential next step for the Employment Program, and one for which is increasingly difficult to find funding, is the development of policy alternatives and strategies for improving the life conditions of unemployed and low-income employed women while we also continue to expand our work on women in corporate management.

Minority Women

Research undertaken at the Center for Research on Women has documented both the strength inherent in Black family life and the kinds of services and social supports that enhance them. In collaboration with Black communities and helping organizations, we seek to design model services and policies to strengthen and support Black family life in the United States. In addition, the Center is active in developing networks among minority women researchers, and assuring that new research on Black women and families becomes part of our educational curriculum. The Minority Women's Program at the Center seeks to further develop its research on Black families and to devote resources to the encouragement and development of a growing group of Black, Hispanic and Asian women scholars.

Education

The Center was a pioneer in the development of curriculum materials which include women as half the world's population. For eight years we have supported scholars undertaking new research on women. We have offered technical assistance to higher education institutions all over the country by means of a large and knowledgeable panel of consultants and we have assembled panels of educators and program specialists to review curriculum materials designed to increase sex and race equity in the classroom. More recently, the Center has begun to work with secondary schools to encourage a reexamination of the curriculum offered at the high school level in light of the new scholarship on women. We need now to consolidate the work of our Education Program to assure the integration of this new scholarship into the main liberal arts curriculum, and to increase the general public's consciousness of women's contribution to American life.

Stress and Adult Development

Until recently, studies of stress and the implications of stress have concentrated on the experience of men. Thus, only recently has there been much attention paid to the stresses inherent in those occupations typically dominated by women and in the multiple role responsibilities of employed women with young children or with responsibility for older relatives. With little past research on the implications of stressful circumstances on women's lives, our new Program on Stress and Adult Development focuses on the development of programs and policies such as those designed to reduce workplace stress. It also concentrates on research which can facilitate difficult developmental transitions faced by girls and women at various stages of their lives.

Male Roles

Recent changes in women's roles have had great impact on men—in the family, on the job, and elsewhere. Men's increasing involvement as fathers is perhaps the single most important change under way in the male role today. The recently completed Fatherhood Project focused on the study of new workplace policies and on institutional barriers to men's full participation as fathers. This work resulted in the publication of **Fatherhood USA**, a comprehensive reference book on programs, policies and resources for fathers. The agenda for the Male Roles Program requires the examination of adolescent boys' development in preparation for new male roles, and the stresses on men—as well as women—as they assume multiple roles and responsibilities for the future.

Conclusion

At a time when support for research in general is reduced, it is now particularly difficult to secure funds for research and program development related either to poor women and their children or to women seeking opportunities to change their lives. The Center is committed to the continuation of a research and program agenda that includes emphases on child care, on poor employed women, on women in previously male-dominated professions, on new educational strategies, on women's mental health, on supports for Black family life, and on changing male roles and responsibilities. The Center has had an eventful ten year life, but its work has just begun.



Cheever House, site of the Wellesley College Center for Research on Women

Introduction to the Center

BACKGROUND

The Wellesley College Center for Research on Women was founded in 1974 to carry out research on social issues relevant to the changing roles of women, and to broadly disseminate information derived from such study in order to improve the range and quality of work and education open to women. Over the years, the Center has continued its commitment to these original goals while growing and expanding its areas of expertise and of influence.

STAFF AND PROGRAM

Beginning with a small pioneering staff of three, the Center now includes more than 50 staff people working on 39 different projects in six major program areas. The Center conducts research and disseminates information to enhance understanding of the changing roles of women and men. It initiates action and outreach projects to put this understanding to work in creating a richer intellectual, social, and economic environment for all people. The six programs currently designated as areas of focus are: Education, Employment, Family, Male Roles, Minority Women, and Stress and Adult Development. Work in each of these program areas is described in detail under individual program headings later in this Annual Report.

FUNDING

Originally established under a substantial grant from the Carnegie Corporation of New York and with additional major funding from The Ford Foundation, the Center is currently supported by a number of foundations, corporations, government agencies, and private individuals, as well as by Wellesley College. The Center's operating budget for 1983-84 was over \$1,300,000. All outside funds utilized by the Center are received as grants to Wellesley College.

DISSEMINATION AND OUTREACH

The Center actively seeks ways to ensure that the results of its research will reach those who are in a position to act upon them. A central concern is effective communication through conferences and publications with educators and policy-makers in many different arenas, and with individuals making choices in their own lives. We constantly work to expand and develop our outreach activities along with our research.

PUBLICATIONS AND THE MEDIA. Center authors publish many books and regularly contribute articles to existing academic journals with established readership. Proceedings of our conferences and seminars are published in academic journals, and articles by Center authors also appear in popular magazines and books. Work from Center projects is often reported in newspapers and national news magazines, and Center researchers frequently appear on radio and television.

WORKING PAPER SERIES. The Center's Working Paper Series is an important element of our dissemination effort. Since it began, over 225 papers have been offered as part of the series. The current list contains 67 titles by Center authors and affiliates on a wide range of topics directly related to the work of the Center. The papers are described in the Working Papers List which is circulated twice yearly to an extensive mailing list of interested individuals and institutions.

RESEARCH REPORT. In 1980, the Center began publication of a newsletter designed to allow Center researchers to share preliminary findings and research directions with colleagues throughout the United States and abroad. The newsletter, entitled *Research Report*, is sent, along with the Working Papers List, to all those on the Center's 8,000-name mailing list twice each year. Issues to date have focused on "Women in the Labor Force," "Corporate Planning for Human Resources in a Changing Society," "Research on Minority Women," "Educating for a More Inclusive Society," "American Women and Public Policy," and "Men's Lives: Changes and Choices." *Research Report* is available free of charge to anyone requesting it.

CONFERENCES AND SEMINARS. In the course of its ten year history, the Center has held a wide variety of conferences, seminars, and workshops. For example, this year the Center held its fourth annual colloquium for alumnae and other interested individuals on the relationships between daughters and mothers, another in its ongoing series of corporate conferences, and the fifth program—"A Networking Reception for Minority Women Researchers"—in its Minority Women's Seminar Series. Several Center projects collaborated with other groups on conferences for nationwide audiences. These include the School-Age Child Care Project's conference on latchkey children, The Fatherhood Project's fatherhood forums held in six cities across the U.S., and the Corporate Round Table, organized and presented by the Women and the Corporate Ladder—Corporate Linkage Project. Throughout the year, the Center sponsors other working seminars meeting on a regular basis. These include the Women and Stress Seminar Series, the Research Training Seminar on Sex Roles and Mental Health, and the Male Roles Seminar Series.

LUNCHEON SEMINAR SERIES. Each year the Center presents a Luncheon Seminar Series at which Center researchers have an opportunity to report on work in progress. The series is open free of charge to all interested individuals in the Greater Boston area. In 1983-84, the Center's Luncheon Seminar Series, "Celebrating Scholarship on Women," focused on the work of our Visiting Scholars. Fourteen seminars are scheduled for the 1984-85 academic year.

DAUGHTERS AND MOTHERS COLLOQUIUM. One of the most popular annual Center events is the Daughters and Mothers Colloquium, held each winter since 1981. In the academic year 1983-84, the one-day colloquium focused on daughters' and mothers' experiences across the life span—as adolescents, as women in the middle years, and as older women. The 1984-85 colloquium expands the previous frame of reference and looks at other important relationships in women's lives. In a program entitled "Others Than Mothers," researchers and friends of the Center examine women's experiences with neighbors, colleagues, aunts, teachers, and grandmothers.

TENTH ANNIVERSARY CELEBRATION. The Center celebrates its tenth anniversary during the 1984-85 academic year with a special program on May 23-24, 1985. Featured during the celebration will be Center researchers—past and present—and friends of the Center who have contributed so much towards making the Center what it is today. The celebration includes a review of past accomplishments and an attempt to visualize the future in a program which includes presentations on "Issues for Women and Families in the 1990's," "Love and Work in the Second Half of Life," "Changing the Liberal Arts Curriculum: Affirming Women's Lives," "Women as Occupational Pioneers," "A Salute to Black Women Trail-Blazers," "Men's Changing Roles: Commonalities and Diversities," "Women and Writing," and "Women in Advertising."

ASSOCIATES PROGRAMS

ASSOCIATES OF THE CENTER. In response to requests from a number of individuals for a formal method of cooperating in and contributing to the work of the Center, a new program entitled Associates of the Center was established in the spring of 1982. Since then, over 600 individuals and institutions have become Center Associates. Membership in the program entitles Associates to participate in a special Discussion Seminar Series as well as to receive discounts on registration fees for Center conferences and colloquia and on the purchase of working papers. The 1984-85 Associates Discussion Seminars address the issues of "Women and the Gender Gap" and "Feeling Like a Fraud."



Center Associates listen to presentation on husbands and wives in a changing world—part of the Associates of the Center Discussion Seminar Series

CORPORATE ASSOCIATES PROGRAM. The 1982-83 academic year also marked the development of a program to link corporations more directly to the research and program activities of the Center. Corporations which support the Center through the Corporate Associates Program receive up-to-date information and analysis of Center research results that can aid and inform policy-makers shaping institutional futures. The Program provides vital financial support for some of the Center's most exploratory and innovative work and is essential to the continuing development of Center research on a wide range of human issues affecting corporations and the individuals they employ.

CENTER COLLABORATION WITH OTHER DEPARTMENTS OF WELLESLEY COLLEGE

Several Center projects are designed to allow for particularly close cooperation with other departments and programs of Wellesley College. The Faculty Development Program, the Student Research Internship Program, the Biomedical Research Support Grant Program, the **Woman's Day** Survey, the Luncheon Seminar Series, the Daughters and Mothers Colloquium, the Women and Stress Seminar Series, the Minority Women's Seminar Series, the Research Training Program on Sex Roles and Mental Health, and the Visiting Research Scholars Program are some of the Center activities which involve Wellesley College students, faculty and administrators in collaboration with Center personnel. Center researchers have taught courses at the College and research staff often serve as guest lecturers in courses or programs presented by other College departments and offices. Center staff are also active on a number of College-wide committees.

Program on Education

The Center's Program on Education developed in response to concern over the differential impact of existing educational environments on women and men. While many barriers to education for women have been removed as a result of social and legal changes, problems persist both in the organization of knowledge and in the structure of the learning experience. The Program on Education seeks ways to promote change in learning settings which substantially improve women's experience of education in general and create more inclusive curricula in particular.

The development of new courses on women and revision of the existing curriculum to include the study of women is central to Center initiatives for change. This work has gone on primarily in faculty development seminars, workshops and consultancies which focus on Women's Studies scholarship together with its implications for curriculum change in secondary school and college courses. Over the last eight years, the Center's Faculty Development Program has funded more than 250 teachers, scholars, and consultants to do faculty development and curriculum change work in 170 schools and institutions of higher education. Five sponsoring foundations and individuals have supported this work in a series of multi-year grants.

Another long-term project in this program area, the Review of Programmatic Curriculum Materials for the Women's Educational Equity Act Program, was an integral part of the Center's Education Program from 1977 to 1984. The project staff assembled panelists to review materials intended to help teachers, students, administrators and counselors increase sex and race equity in many educational settings.

Recently a new type of educational project has joined the Center. Using sources such as diaries and letters, the Legacies: Family History in Sound Project produces radio programs which afford audiences an unusual opportunity to envision the family experience of ordinary women, men and children during two and a half centuries of American life.

The goal of the Center's Program on Education is to empower women of all races and classes in their experience as students, teachers, scholars, and administrators—a goal which ultimately will benefit the entire society. To achieve this goal, the Center seeks to alter curricula which now claim accuracy and completeness yet which continue to pass on the perceptions and values of a minority of predominantly white, middle-class men in our country. Making the base of knowledge and the structures of learning more inclusive will lead to profound changes in the way all people—especially women—are acknowledged, understood, and valued in our culture and as members of society.

FACULTY DEVELOPMENT PROGRAM

Peggy McIntosh, *Director*

The purpose of this program is to help make women visible in the content of American colleges' undergraduate liberal arts curricula. The current three-year phase, begun in 1982, has three program components: (1) matching support for college deans and presidents who enlist outside consultants to help with curricular transformation on their campuses, (2) support for New England area scholars to attend a nine-month series of interdisciplinary seminars to discuss how the new scholarship on women bears on and potentially transforms the academic disciplines, and (3) national fellowship support for individuals to work at the Center and write about changes in disciplinary paradigms which the new work on women is stimulating. The program is funded by the Andrew W. Mellon Foundation. It focuses in successive years on the Humanities (1982-83), the Social Sciences (1983-84), and Science and Technology (1984-85). Scholars from Black Studies and from interdisciplinary areas such as International, American, and Urban Studies are eligible to apply each year. Wellesley faculty also participate in the program through funds made available by the Anna Wilder Phelps Fund.

Since 1982, 45 faculty from the New England region have participated in the seminar program, 58 colleges and universities have applied for matching grants under the national consulting program, and the national fellowship program has supported ten scholars from institutions across the United States to do work at the Center. Mellon Scholars in 1983-84 included Nona Glazer, Portland State University; Susan Armitage, Washington State University; Mary Roth Walsh, University of Lowell; Gloria Hull, University of Delaware; Judith Wittner, Loyola University; and Joanne Braxton, College of William and Mary. Mellon Scholars for 1984-85 include Dorothy Buerk, Ithaca College; Sandra Harding, University of Delaware; Evelyn Fox Keller, Northeastern University; Helen Longino, Mills College; and Kathryn Quina, University of Rhode Island. Staff on the project include Research Assistant Barbara Kneubuhl, Administrative Assistant Irene Perry, and Secretary Marguerite Rupp.

IMPLICATIONS OF WOMEN'S STUDIES FOR THE HUMANITIES: A GUIDEBOOK FOR FACULTY AND CURRICULUM DEVELOPMENT

Peggy McIntosh and Elizabeth Minnich,
Co-Directors

The goal of this two-year project, funded by The Ford Foundation, is the publication of a guidebook for Humanities faculty which points out the significance of new thinking about and research on women for all of the Humanities disciplines. The guidebook, which includes a theoretical overview, is being written in consultation with Humanities faculty in many parts of the country. Seven chapters in manuscript form were discussed in faculty development workshops at St. Olaf College and the University of Delaware in the spring of 1984. Two additional workshops on the remaining six chapters are scheduled for the spring of 1985. The guidebook is written for faculty who are aware that new materials and perspectives coming out of Women's Studies potentially affect their fields, but who have not thought through the extent of the challenge or the need for transformation within disciplines and across disciplinary lines. Staff on the project include Research Assistant Barbara Kneubuhl, Secretary Marguerite Rupp and Administrative Assistant Irene Perry.



Participants in Faculty Development Seminar in Women's Studies for Secondary School Teachers share a light moment with program director, Peggy McIntosh (at left).

FACULTY DEVELOPMENT PROGRAM IN WOMEN'S STUDIES FOR SECONDARY SCHOOL TEACHERS

Peggy McIntosh, *Director*

This three-year program brings secondary school teachers together in a year-long seminar series designed to help teachers become better acquainted with recent feminist scholarship and to develop high school curricula which reflect women's history, experiences, and perceptions. Modeled after the Center's Faculty Development Program for college and university faculty, it fosters the growth of regional secondary school networks of teachers engaged in establishing the study of women within traditional school curricula. The program encourages the participation of teachers from a variety of fields and includes readings and topics from the Humanities, Social Sciences, Life Sciences and Mathematics. The relationship between issues of sex, race, and economic

status is emphasized as crucial in studying the new scholarship on women; and there is strong minority group consultation to or representation in the seminar. Participants in the program are nominated by school heads and chosen on the basis of previous work in Women's Studies and curriculum innovation. The site of the seminar varies from year to year: in the first year it was held in New England, this year it is taking place in the New York area, and in 1985-86 it will be held in the Philadelphia-Baltimore area. The program is funded by a grant from the Geraldine R. Dodge Foundation. Staff on the project include Research Assistant Barbara Kneubuhl and Administrative Assistant Irene Perry.

**REVIEW OF PROGRAMMATIC
CURRICULUM MATERIALS FOR
THE WOMEN'S EDUCATIONAL
EQUITY ACT PROGRAM**

Jacqueline P. Fields, *Director*

From 1977 to 1984, this review and publishing project, carried out in conjunction with the Education Development Center (EDC) of Newton, Massachusetts, produced programmatic, curricular and direct use materials for eliminating sex discrimination in education. Funded by a grant from the Women's Educational Equity Act (WEEA) Program of the U.S. Department of Education, the Wellesley project staff convened panels of educators, researchers, and community representatives from all parts of the United States to review materials produced by WEEA grantees. The WEEA Publishing Center at EDC then published materials approved by the Department of Education. Materials were designed for use in higher education, teacher training and counselor education programs in colleges and universities, and in school systems and community agencies. Educational programs and informational materials were produced for and about specific minority groups, (handicapped, Asian, Black, Native American and Hispanic women). Materials also included guidelines for counseling displaced homemakers, ex-offenders, low income and rural women who wish to enter or reenter the paid labor force or postsecondary educational institutions. In addition to the Director, staff on the project were Research Associate Sumru Erkut and Administrative Assistant Deloris Glanton.

**LEGACIES: FAMILY
HISTORY IN SOUND**

Ellen K. Rothman, *Director*

This project brings together a team of historians and radio producers to develop an audiocourse on the history of women and the family in America from the settlement of Jamestown to the Civil War. In a series of 18 half-hour programs and a set of ancillary print materials, the course provides a college-level introduction to scholarship in the expanding areas of women's history and family history. The course is aimed at students enrolled in extension divisions, independent study programs, and community and junior colleges. The audio segments are designed for broadcast over non-commercial radio and for distribution by cassette to a broad general audience. Both the audio programs and the print materials allow students to take an active role in imagining and analyzing the experience of ordinary women, men, and children during the first 250 years of American history. This collaborative project with the Public Media Foundation, Inc. of Boston is funded by a grant from the Annenberg/Corporation for Public Broadcasting Project. Staff on the project includes Project Historian Elizabeth Pleck, Executive Producer Jay Allison, Producer Tina Egloff and Project Coordinator Gretchen Adams.

Program on Employment

During the 1960's, a commitment to ensuring equal economic opportunities for women became accepted as a legal and social obligation by a broad spectrum of American society. Many industries and educational institutions, some under government pressure and others voluntarily, instituted programs to expand the employment options open to women. Recent political events, however, have called into question the federal commitment to equal employment opportunity. As a result, research and programs to identify and overcome barriers to women's employment opportunity are needed now more than ever.

The Center's program of research on paid work is based on the belief that issues of women's employment must be examined at several levels. It is necessary to study characteristics of women workers at the individual level, organizational structures and internal labor markets of women's workplaces and occupations, and governmental and organizational policies as expressed in legislation and administrative practices. Studies of all three kinds are needed if we are to understand the issues which women face in seeking employment, and if we are to intervene effectively on women's behalf.

The Center's Program on Employment also recognizes the importance of studying nontraditional as well as traditional occupations among women. Fostering women's employment requires both removing barriers to nontraditional work and improving the conditions and enhancing the rewards of traditional female jobs. The problems unique to both kinds of occupations need to be investigated.

In addition to the projects described on the following pages, the project on Uncertainty and Risk in Low-Income Black Working Women (see Program on Minority Women) and the Occupational Stress and Health of Women Licensed Practical Nurses and Licensed Social Workers project (see Program on Stress and Adult Development) are also relevant to the Center's Program on Employment.

**EFFECTS OF EDUCATION AND-
TRAINING DIFFERENCES ON THE
EMPLOYMENT OPPORTUNITIES OF
WOMEN AND MEN**

Sharon L. Harlan, *Director*

This project studies the federally-supported employment and training system and its effects on the later job opportunities of women and men, using a nationally-representative sample of 3,420 adult CETA participants from the fiscal 1976 cohort of the Continuous Longitudinal Manpower Survey. Prior research has shown that there are substantial differences in the proportions of eligible women and men who participate in such programs, and in the types of program activities and occupations to which male and female participants are assigned. The results of the Center study show that women, especially minority women, are far less likely than white men to be enrolled in private sector on-the-job training and far more likely to be enrolled in classroom programs. Within each group of participants, classified by race and sex, on-the-job trainees are more likely than classroom enrollees to be employed immediately. White men are more likely than women or Black men to be employed regardless of program activity.

The results suggest that if the enrollment of women in on-the-job training programs were increased, a larger proportion of women might find jobs immediately. However, sex differences in background characteristics, occupational segregation in the training programs, and sex discrimination in the labor market mean that men are still more likely than women to be employed. The project staff concludes that there are important political and economic reasons to develop an equitable assignment process for women and men in federally-sponsored programs and to address the other aspects of training programs which contribute to labor market inequalities.

The multi-year study is funded by the National Science Foundation. In addition to the Director, staff on the project includes Research Associate Edward Hackett.

**WOMEN IN MANAGEMENT:
EXAMPLES OF SUCCESS**

Bette Woody, *Director*

Although significant gains have been made over the past decade in increasing the number of women in entry-level management positions in American business, many women managers find "invisible ceilings" exist on their advancement into senior management positions. Thus, while 15 percent of women currently work as managers, only one percent occupy senior positions or those at the level of vice president and above. This project examines policy and program measures which have proven most effective for advancing women into executive-level decision-making positions. Following interviews with 45 senior executive women and 20 senior human resource managers in Fortune 500 companies, the project staff is presently analyzing data to identify corporate policies and program initiatives and actions which have been most successful in advancing women from mid-management to senior levels in U.S. business. Results of the project will be disseminated to the broad corporate and research communities and will provide data and evidence for several publications. The project is supported by major funding from the William H. Donner Foundation. Additional grants to support the project have been made by the American Can Company, the Helena Rubinstein Foundation, the Xerox Company, the IBM Corporation, TRW Foundation, and the Atlantic Richfield Foundation. In addition to the Director, staff on the project includes Research Associates Anne Harlan and Phyllis Schlessinger, and Administrative Assistant Maria Collins.

CAREER TRANSITION OF WOMEN IN PROFESSIONS

Jacqueline P. Fields, *Director*

Recent employment trends such as occupational crowding, the demand for more specialized technically-oriented personnel, personal dissatisfaction in unrewarding and dead-end jobs, reexamination of work vs. family priorities, and longer life expectancies have contributed to an increase in the incidence of career change for women and men. To date career transitions have been more readily observed and amply described in the literature based on the experience of men. Little attention has been paid to the career transitions of women in professional occupations. This project attempts to fill this gap by identifying conditions under which job changes occur for professional women who are over 35 years of age and from various demographic backgrounds. It includes research on the present state-of-the-art of career transition and identification of patterns of job changes, as well as an investigation of established programs and practices that have assisted in the reduction of unemployment and enabled women to implement career transition. The project, funded by the Women's Bureau of the U.S. Department of Labor, offers practical solutions and policy recommendations on the effects of the changing labor market on career transition of women in professions. In addition to the Director, staff on the project includes Research Associate Sumru Erkut and Administrative Assistant Deloris Glanton.

WOMEN AND THE CORPORATE LADDER – CORPORATE LINKAGE

Jacqueline P. Fields, *Director*

Despite dramatic increases in the last decade, women's representation in management careers remains low and their presence in senior management levels even lower (less than two percent of executives are female). This project, an outgrowth of the Career Transition of Women in Professions project and also funded by the Women's Bureau of the U.S. Department of Labor, seeks to identify the determinants of the accession of women into senior corporate officer and director positions. Following interviews with key corporate officials at a number of major corporations, the project convened a Corporate Round Table on June 28, 1984 at Wellesley College. The Round Table brought together corporate representatives and government officials to discuss ways in which the two groups can cooperate to assure the promotion of women into upper management positions. A substantive report from the project provides an overview of current trends in women's employment in management positions, barriers to women's upward mobility, policies and practices which foster the advancement of women, and the outlook for the future. Additional staff on the project include Research Associates Sumru Erkut, Laura Lein, and Anne Harlan; and Administrative Assistant Deloris Glanton.



Corporate representatives and government officials participate in Corporate Round Table at Wellesley in June.

RELOCATION RESEARCH

Sumru Erkut and Jacqueline P. Fields,
Co-Directors

This multifaceted project focuses on human factors in work-related moves. Project staff study relocation issues from the perspective of corporate relocation managers, transferred employees and their families. The relocation of two-earner families has been of particular interest. Staff have studied the relocation experiences of professional Black couples and white couples in three stages of the family life course (childless, with preschool children, and with school-aged children). Project staff write and lecture extensively on such topics as overcoming resistance to relocation, human factors in relocation, and spouse relocation assistance. In addition to research activities, the project provides technical assistance to corporations and other public and private institutions on developing relocation policies, training relocation specialists, evaluating relocation policies and programs, and program development.

CORPORATE CONFERENCE

Laura Lein, *Director*

For the past four years, the Center has presented a conference each spring for human resource people in corporations. This annual event affords an opportunity for researchers and representatives from industry to explore together the implications for corporations of a changing American workforce. In May of 1984 the conference focused on men's changing roles. Joseph H. Pleck of the Center staff outlined employment policies supporting fathers; Philip Sardella of Digital Equipment Corporation, discussed his experience in attempting to bring male consciousness to the workplace; and Center researchers Sumru Erkut and Jacqueline Fields challenged corporations to re-examine longstanding policies on the relocation of staff. Following lunch, Laura Lein focused on important husband-wife negotiations around issues of shared household responsibility and Mary Lou Roberts of Boston University's School of Management raised special issues for marketers in a presentation on men as consumers. The conference was brought to a close by Herb Shepard of the Portsmouth Consulting Group who noted the progress that has been made in the amelioration of sexual bias in the workplace. A summary of the conference proceedings appears in the Center's Fall 1984 *Research Report*.

Program on the Family

The family has long been recognized as one of the principal institutions in which women's roles are changing. Wives—especially mothers—are holding paid jobs outside the home in ever-increasing numbers. Women are having fewer children, and the single-parent family is emerging as a major new family form. While some view these changes as leading to the decline of the family and as unnecessarily polarizing women who hold different family values, others see new strengths in the emergence of a diversity of family types which meet different needs.

Previous work in this program area has been particularly concerned with exploring the division of labor in the family, relationships between women's and men's roles in the family and their paid work, and the timing of parenthood in adult lives. Other past work has explored relationships between families and their wider community environments. Despite the commonly held view that nuclear families are becoming increasingly isolated, most American families are intimately involved with, and affected by, a wide array of formal institutions and informal kinship, neighborhood and friendship ties. Through these connections, families arrange for child care, exchange resources, and give and get emotional support. Examining the linkages between families and their wider social worlds is essential to an understanding of family life. As the analysis of women's roles in families has progressed, it has become evident that many of the choices women make can be understood only in the social context in which families are located. Such social contexts also provide a major focal point for possible intervention programs aimed at helping women and men meet both the routine and unpredictable demands of family life.

The Center's Program on the Family continues to examine the family-community relationship through the work of the School-Age Child Care Project. Other current projects focus on family violence, and explore women's attitudes toward public policy issues which affect their families and their communities.

In addition to the projects detailed on the following pages, Center work conducted in both the Program on Male Roles and the Program on Minority Women also concern family issues.

SCHOOL-AGE CHILD CARE PROJECT

Michelle Seligson, *Director*

One of the longest-running Center projects, the School-Age Child Care Project was begun in 1979 to meet the increasing need for information and technical assistance on the design and implementation of child care programs for the young school-age child before school, after school, and during vacations and holidays. In addition to conducting research on program and policy issues, the project provides technical assistance to parents, community groups, schools, and social service agencies to improve the quality of existing programs, and maximize the use of community resources. Increasingly, the project is consulted by policymakers in government, industry and local communities. Project staff have written a series of public service announcements for television which will be made available nationally to groups and agencies interested in public awareness campaigns around the issue of school-age child care. Workshops for public school personnel and training events for school-age child care staff and administrators are important elements of project work. In May 1984, the project co-sponsored, along with the National Committee for Prevention of Child Abuse and Wheelock College, the first national conference on latchkey children entitled "When School's Out and Nobody's Home."

Project publications include: **School-Age Child Care: An Action Manual**; **School-Age Child Care: A Policy Report**; **School-Age Child Care: A Legal Manual for Public School Administrators**; and the **SACC Newsletter**.

Currently the project is developing a computer resource bank which will make available demographic and program data on model programs nationwide. A policy seminar for state legislators and municipal policymakers is planned for October of 1985.

The project is funded by the Carnegie Corporation of New York and The Ford Foundation. Staff on the project include Project Associates Ellen Gannett, Dale Fink, and Fern Marx; Administrative Assistant Judy Paquette; and Secretary Joan Johnson.

CENTER FOR THE PREVENTION AND INTERVENTION OF MISTREATMENT OF INFANTS AND YOUNG CHILDREN

Patricia Boyle, *Director*

Even loving, well-motivated parents acknowledge experiencing angry, unacceptable impulses toward a child during stressful times. In addition, some parents, because of their own impoverished or brutal experiences, are entrenched in modes which produce feelings of frustration, rage and loss. They may even reenact miserable scenes from their childhoods in which their own children become the victims. Because of the growing awareness that many infants and young children are at serious risk for a variety of maladaptations and mistreatments, private and social agencies have concentrated their intervention efforts in this area. Unhappily, analyses and follow-up studies of intervention programs are disheartening. The very negative and powerful effects of poverty and parental deprivation seem irreversible. Such conditions change slowly and are far too often politically determined. Yet there are now trained and experienced professionals who can provide the spirit, the energy, and the careful thought to intervene for infants and young children. The goals of the present project are to design and establish a center where infants, toddlers and parents may be evaluated, taught and treated; and to develop methods to study existing psychopathology (both individually and generationally) within families and to investigate the presence and dynamics of well-functioning siblings. The project is supported by funds made available by a private donor and by a grant from the Perini Memorial Foundation, Inc.

WOMAN'S DAY SURVEY

Laura Lein and Lydia O'Donnell, *Co-Directors*

With women currently representing slightly more than half of the voters in most elections, recent polls on a series of policy questions indicate that the opinions of women and men differ more now than in the past, resulting in the so-called "gender gap." This project, a collaboration between the editors of *Woman's Day* and the Center for Research on Women, surveys the *Woman's Day* readership to elicit the opinions of women readers on a range of public policy issues. The survey explores women's responses to issues both as they are discussed in the public arena and as women see them affecting their own communities, neighborhoods, families and homes. The survey, entitled 'A *Woman's Influence* includes questions on elections, jobs and the economy, schools, national domestic policies, and foreign policy. Work on the project began in May of 1983 and the survey appeared in *Woman's Day* in mid-January of 1984. More than 115,000 women responded to the questionnaire, recording the largest number of responses ever to a survey published in a single issue of a magazine. Results were released to the media by *Woman's Day* in the spring of 1984, followed by an article published in the magazine in September. A more comprehensive and detailed technical report prepared by the project co-directors is available as Center Working Paper No. 142, *The Mainstream Woman: A New Voice in American Politics*. In addition to the co-directors, staff on the project includes Secretary Jane Kett.

*Responses to
Woman's Day Survey
fill Center basement*





Joan Johnson, Ellen Gannett and Andi Genser, part of the staff of the School-Age Child Care Project, coordinate plans in weekly staff meeting.

Program on Minority Women

The Minority Women's Research Program, established in 1980, concentrates on the unique experiences of Black women in America. This includes Black women's historically high rates of labor force participation, their multi-faceted familial roles, the psychosocial consequences of being female and minority, and the increased entry of minority women into institutions such as universities, trade unions, and corporations. By using research findings to increase information about minority women, the program seeks to rectify stereotypes and misconceptions of minority women and their families, provide minority women with research and proposal writing skills, and disseminate information to scholars and public policy analysts.

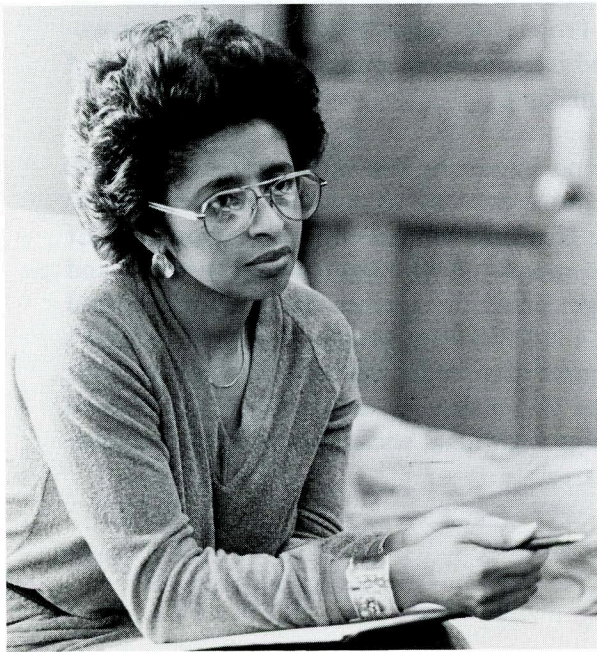
Current projects focus on issues of Black women's education, faculty development, roles in the family, and paid employment. Educational projects address Black women's equality by helping to establish networks of women working on Black women's education issues, designing curricula about Black women to assure their inclusion in courses in the liberal arts curriculum, and promoting the careers of Black women researchers and administrators by sponsoring forums for scholarly discussion and the exchange of ideas. Projects emphasizing women's multiple family roles explore conflict and integration of paid work and family work, the strength and self-reliance of Black families with diverse structural forms, and the role and function of Black families' social networks. The Risk and Uncertainty in Low-Income Black Working Women Project describes poor Black working women in low-paying and low-status occupations and is intended to inform a wide audience of academic researchers, social advocates and policy-makers.

Future plans include broadening our scope and impacting the wider community both nationally and locally. We continue to expand our capability to conduct projects and to include minorities other than Blacks—particularly Hispanic women—in our networks. Last year our Minority Women's Research Seminar, co-sponsored with the Bunting Institute and the Murray Research Center of Radcliffe College, brought together Black, Hispanic and Asian researchers. We are currently developing a collaborative project on Black women's research with the Women's Research and Resource Center at Spelman College and the Center for Research on Women at Memphis State University. In addition we will expand our dissemination efforts and share project findings with local social service agencies, mental health groups, and corporations in the Boston area.

SUPPORT STRATEGIES OF BLACK SINGLE PARENTS

Michelene R. Malson, *Director*

Most of the research on Black single parent families has looked at this family form from the perspective of family pathology, identifying problems and negative consequences of families headed by Black women. This project, funded by the National Institute of Mental Health, departs from that perspective and views these female-headed families as a distinct but viable family form. The project has two goals: to develop an up-to-date socio-demographic profile of Black single parent families in the United States based on a thorough review of the literature and an analysis of current survey data; and to describe in detail the underlying circumstances, processes, and resulting adaptations made by single Black women who must parent alone and function as family heads. Special attention is paid to the use of formal and informal services and sources of support. One hundred semi-structured interviews are being conducted with Black single mothers who have at least one pre-school or elementary school child. Both quantitative (computer based) and qualitative (thematic) methods are being used to analyze the data. Susan Frazier of Boston University is assisting the Director on the project.



UNCERTAINTY AND RISK IN LOW-INCOME BLACK WORKING WOMEN

Bette Woody, *Director*

Black women's economic status has long been the lowest among U.S. workers both in terms of income and in terms of occupational status. At the same time, Black women's commitment to employment substantially exceeds that of white women. Black women constitute 12 percent of U.S. women who work, but are 28 percent of all low-income women workers. Approximately one-third of all Black women work part-time, and half of these earn wages well below the federal poverty line. Using data from a sub-sample of Black and white women in the workforce drawn from the U.S. Bureau of Census' 1982 Current Population Survey, this project examines the special position of low-income Black women workers and the ways in which work patterns in U.S. industry tend to continue to keep these women in low-paid, low-status occupations. The study examines the extent to which wage and non-wage compensation of Black women contribute to total family income, particularly as it is compared to other income such as public assistance and child support. Preliminary findings suggest that, while some changes in hiring have occurred in new and growing industry groups, they have not resulted in the expected gains for Black women in annual wages, workplace benefits, job security, or job mobility. In spite of gains in education and experience of Black women over the past decades, they remain "stuck" in marginal jobs at a time when demands for increased family support are accelerating. The project continues to evaluate workplace hiring practices and patterns and barriers to promotion in order to assess implications for social research and advocacy. Project staff includes Research Associate Michelene Malson and Research Assistants Karen Fulbright and Marta Wenger. It is funded by a grant from the NAACP Legal Defense and Educational Fund.

*Michelene Malson
listens to colleague
as they assess results
of interviews with Black
single mothers in
Support Strategies of Black
Single Parents Project*

**BLACK WOMEN'S STUDIES FACULTY
AND CURRICULUM DEVELOPMENT**

Patricia Bell-Scott, Gloria T. Hull, and
Barbara Smith, *Co-Directors*

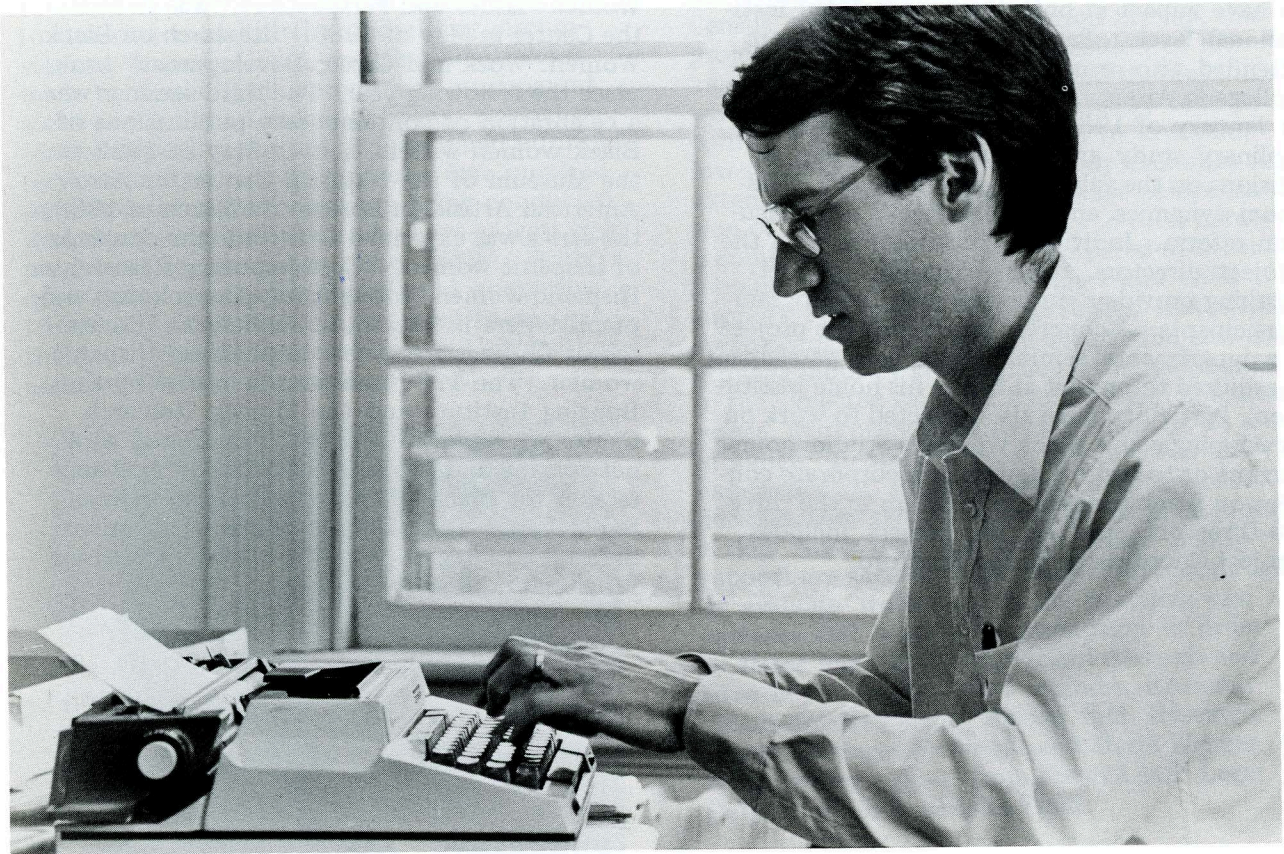
This project promotes the development of new courses on Black women in historically Black colleges and universities. Under a two-year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education, the project works to facilitate the redesign of existing humanities and social science courses to include content on Black women. Twenty faculty from institutions throughout the South and Southeast participate in the project which was designed to have impact at both the personal and institutional levels. Participants in the program attended two workshops held at Spelman College in Atlanta, Georgia in May of 1983 and in January of 1984. In these workshops, disciplinary study group clusters took part in sessions on the value base of knowledge, classroom dynamics, and the pragmatics of curriculum reform. Individual consultations with the project directors, resource-sharing and networking provide a support system for program participants. A concrete product of the project is a departmental seminar which each participant is required to present at her or his home institution. Participants are also expected to work on developing a new Black Women's Studies course outline or to revise a course to incorporate content on Black women. In addition to the three Co-Directors, staff on the project includes Project Coordinator Margo Bradford.

MINORITY WOMEN'S SEMINAR SERIES

Micheline R. Malson, *Director*

Once a year, the Wellesley College Center for Research on Women hosts a seminar focusing on minority women's issues. The seminar series was developed to provide a forum for discussion of research studies and research issues that are relevant to minority women, to foster a network and information exchange among women working on these activities, to provide an informal but professional arena for minority women to present their work, and to provide an opportunity to disseminate materials on minority women through the Center's Working Paper Series. The first seminar, "Research on Black Women: Issues and Perspectives," was held at the Center in May of 1980. "Research on Black Women: Work and Career Development" took place the following year. The third seminar was a celebration of contemporary publications of Black women writers, held in May of 1982 at the Museum of the National Center for Afro-American Artists in Boston. In March of 1983, the series was expanded to include the concerns of Hispanic women. "Contemporary Research on Hispanic Women" brought together scholars and practitioners in the social services to discuss recent findings from new research on Hispanic women. The 1984 seminar, co-hosted by the Bunting Institute and the Murray Research Center of Radcliffe College, functioned as a networking and research information exchange session for Black, Hispanic and Asian women researchers. The Minority Women's Seminar Series is an integral part of the Center's ongoing Program on Minority Women.

*Joseph Pleck
works on one of the
many new projects
in the Male Roles Program*



Program on Male Roles

Recent changes in women's roles have had great impact on men—in the family, on the job, and elsewhere. Professional and popular analyses increasingly point out the relationship between issues in women's roles and in those of men. In particular, women's increased participation in employment often makes it necessary for men to become more involved in housework and child care. Upward mobility for women in organizations requires that men develop new attitudes toward women—as subordinates, as peers, and as supervisors. In recognition of the importance of men's roles for the changing roles of women, the Center for Research on Women established its Male Roles Program in 1982.

One major focus of the Center's work on male roles is fatherhood. Within the social sciences and among the lay public there has been growing recognition both of the impact fathers have on their children and of the significance of fatherhood in men's own lives. Men's increasing involvement as fathers is perhaps the single most important change underway in the male role today, paralleling the rising rate of women's participation in paid work. Funded projects in the Male Roles Program examine both the nature and correlates of father involvement, and social policy factors affecting fathering.

A second major focus is male roles and health. Current projects examine the ways in which husbands cope with infertility, and how hospital staff respond to AIDS patients. Male role concerns can be important aspects of male reproductive health difficulties. Cultural standards for appropriate male role behavior clearly influence the way in which both the public and health professionals view numerous specific illnesses or health problems.

Finally, an emerging area of interest is the educational curriculum and male roles in the schools.

In addition to the work described on the following pages, projects conducted by Visiting Research Scholars contribute to the Program. These include Albert Lott's work on male role strain in adult white and Black males, and Zick Rubin's work on relationships between fathers and adult sons.

THE FATHERHOOD PROJECT

Joseph H. Pleck, Michael Lamb, and
James Levine, *Co-Directors*

In collaboration with James Levine of the Bank Street College of Education and Michael Lamb of the University of Utah, Joseph H. Pleck examines institutional change strategies in employment, law, health, education, and social services which directly or indirectly enable men to become more involved in childrearing. The project surveys currently available programs and policies in each area in order to better understand how future institutional changes can be most effectively implemented. The investigators assess current knowledge about the history, nature, sources, and consequences of father involvement. Work on the project at the Center focuses on employment policies (especially paternity leave), the history of father involvement, and a comprehensive review of research on the extent and nature of father involvement.

The project sponsored the Fatherhood Forum in New York City in 1983, and in six other major U.S. cities—Boston, Chicago, Houston, Minneapolis, San Francisco, and Los Angeles—in 1984. These events were designed to catalyze community resources for fathers.

Results from the project are being disseminated through the book, *Fatherhood U.S.A.*, and through articles in professional publications. The Fatherhood Project is supported by grants from The Ford Foundation, Levi Strauss Foundation, Rockefeller Family Fund, and Ittleson Foundation.

JEWISH FATHERS RECONSIDERED

Grace Baruch, *Director*

This project, funded by the American Jewish Committee, focuses on Jewish fathers who were part of a larger interview study of the patterns, antecedents, and consequences of fathers' participation in family work (child care and home chores). The interview study focused on how such participation articulates with the fathers' work roles, and with the family and work-role patterns of their wives. Data for the 33 Jewish fathers in the study are examined in order to better understand their patterns and to compare them with those of non-Jewish fathers. Jewish fathers are found to be similar overall to non-Jewish fathers in the extent, determinants, and effects of their participation. A summary of the results of the study will be available in 1985.

CONSEQUENCES OF FATHERS' PARTICIPATION IN CHILDREARING: A LONGITUDINAL STUDY

John Snarey and Joseph H. Pleck,
Co-Directors

This project is a longitudinal study of approximately 300 fathers who were part of a four-decade follow-up conducted by Sheldon and Eleanor Glueck and George Vaillant. The resulting report will describe variations in the fathers' styles and the level of their participation in the lives of their children during preschool, elementary school, and high school. The analysis will attempt to predict the subsequent personal and career outcomes of the men and their children based on the father's participation in childrearing. The thesis to be explored is that there are both costs (e.g., lower social mobility) and benefits (e.g., greater psychosocial maturity) for fathers resulting from high levels of participation. The consequences for their children are hypothesized to be less mixed and primarily positive. The research is supported by the National Institute of Mental Health through a grant to Wellesley College for its Research Training Program in Sex Roles and Mental Health.

EDUCATING FOR NEW MALE ROLES

Cooper Thompson and Joseph H. Pleck,
Co-Directors

Current concern about sex-role stereotyping and sex equity in educational programs has largely focused on the female role. This emphasis has been both necessary and legitimate in light of mounting evidence of discrimination against women in education. Too often, however, sex-role stereotyping and sex equity have been overlooked as issues for men as well. Today, schools are beginning to recognize the importance of male roles in education. The limitations imposed by the male stereotype on boys' ability to explore their potential as human beings are increasingly being acknowledged as issues which the educational system can and should address. This project provides information, resources, publications, consultation, teacher training, and educational workshops on topics such as male role stereotypes, aggressiveness, homophobia, and men's studies. Current activities of the project include a series of presentations and workshops at the 1985 annual meeting of the National Association of Independent Schools.



MALE ROLES SEMINAR

Joseph H. Pleck, *Director*

The Male Roles Seminar involves Boston-area researchers, writers, and clinicians concerned with issues of the male role in a series of presentations and discussions on completed projects and work in progress. The seminar, which meets monthly during the academic year, focuses on social scientific analyses as well as on intervention programs and humanistic perspectives.

Presenters and topics for the seminar in the 1983-84 year included: Lester Holtzblatt (University of Lowell) and Karen Holtzblatt (Endicott College), *Peer Relationships Among Seventh and Eighth Grade Jewish Suburban Boys*; Robert Weiss (Harvard Medical School and University of Massachusetts), *Men and the Family: Observations from a Study of Occupationally Successful Men*; Kelvin Seifert (University of Manitoba), *The Achievement of Care: Men Who Teach Young Children*; Norm Ephraim (Boston University), *Sex-Role Consciousness in Male Psychologists with Male Therapists*; Sam Osherson (Simmons College), *Working for Love: Men's Conflictual Relationships with Fathers, Mothers, and Wives*; Abraham Sagi (University of Haifa), *Israeli and American Fathers*; and Jack Sternback (Vineyard Haven, MA), *Some Common Issues of Men in Therapy, As Seen By a Male Therapist*.

Fall 1984 presentations include: Patricia Perri Rieker (Dana Farber Cancer Institute), *Men and Illness*; Bernard Yadoff (Nahant, MA), *Male Issues in Couples' Counseling*; and David Giveans (San Francisco, CA), *Men in Early Childhood Education*.

In addition to Joseph H. Pleck, the planning committee for the seminar includes Grace Baruch and Zick Rubin.

John Snarey follows through on his commitment to fathers' participation in childrearing

**HOW HUSBANDS COPE
WHEN PREGNANCY FAILS:
A LONGITUDINAL STUDY**

John Snarey and Joseph H. Pleck,
Co-Directors

This project analyzes longitudinal data on 52 husbands who experienced the problem of infertility in order to determine which coping strategies are more likely than others to result in mature adult psychosocial development. The subjects were part of a four-decade follow-up of adult men, conducted by Sheldon and Eleanor Glueck and George Vailant. The Center project examines the variations in how the men coped shortly after discovering their fertility problem, their later parenting resolutions, subsequent marital outcomes, and the level of the men's psychosocial development at the time of the final interview. Prior background variables and earlier phases in the coping process are used to predict both later coping phases and the achievement of generativity, as defined by Erik Erikson. The research is supported by the National Institute of Mental Health through a grant to Wellesley College for its Research Training Program in Sex Roles and Mental Health.

**RESPONSES OF HOSPITAL STAFF
TO AIDS PATIENTS, THEIR FAMILY
AND FRIENDS**

Joseph H. Pleck, *Director*
Lydia O'Donnell, *Project Manager*

This study examines the responses of staff in a Boston-area hospital to patients with Acquired Immune Deficiency Syndrome (AIDS). Its purpose is to assess staff's knowledge and attitudes about AIDS and the AIDS patient, as well as the extent of psychosocial difficulties and stresses which staff experience when interacting with and treating AIDS patients, their family and friends. All hospital staff directly involved in the care of AIDS inpatients will be surveyed to determine their (a) frequency and extent of contact with AIDS patients, their family and friends; (b) sources of information about AIDS; (c) objective knowledge about medical and psychosocial aspects of AIDS; (d) attitudes about AIDS; and (e) personal difficulties and stresses in treating or interacting with AIDS patients, their family and friends. The research will also examine the background and attitudinal factors associated with variations among hospital staff in each of these five areas. The results of the research will contribute to the development of education and training programs for staff who work with AIDS patients. The study is funded by the Commonwealth of Massachusetts Department of Public Health.

Program on Stress and Adult Development

The Center's Program on Stress and Adult Development seeks to integrate the study of stress and coping with the study of women's lives as adults. In the past, many areas of social science have omitted women from theory building and early empirical work, making more difficult the task of generating findings relevant to women as well as men. To date, the study of women and of gender roles has not been in the mainstream of social science research on stress. Many notions about which aspects of women's lives are stressful lack empirical support and are in fact stereotypic in their assumptions. For example, the role of paid worker—particularly in combination with the roles of wife and of mother—is assumed to be a major source of stress. Yet recent research suggests that of all the roles women occupy, that of paid worker may be the most benign. Further, gender differences have been inadequately addressed in such areas as the measurement of stress, research on the Type A personality pattern in relation to coronary disease, and studies of coping, such as those on how social ties may buffer against stress.

The Stress and Adult Development Program addresses these issues in several different contexts and across diverse age groups. The Women and Stress Seminar Series, now in its third year, brings together Boston-area scholars interested in varied aspects of stress and coping. A state-of-the-art position paper assessing current approaches to stress and gender is being prepared for the Rockefeller Foundation. Two major government-funded longitudinal research projects are examining stressful aspects of girls' experiences at puberty and the situation of women in the health professions. In addition, two projects are currently being developed. One concerns agoraphobia, a common and disabling disorder which is primarily a problem for women; and the second investigates, from the perspective of women themselves, the moral issues confronting elderly women caring for disabled husbands at home.

OCCUPATIONAL STRESS AND HEALTH OF WOMEN LICENSED PRACTICAL NURSES AND LICENSED SOCIAL WORKERS

Rosalind Barnett and Grace Baruch,
Co-Directors

Health professions, particularly those occupied by women, are thought to be stressful and to be characterized by job conditions (*e.g.*, high levels of demands and low levels of control) predictive of such health problems as coronary disease. This four-year longitudinal interview study focuses on the relationship of occupational stress to health-related outcomes in women who are licensed practical nurses and licensed social workers. The project examines psychosocial stress associated with both non-workplace and workplace roles and examines the positive, gratifying aspects of these roles as well as the negative, distressing ones. Both self-reported and direct measures of physical health are examined along with such components of psychosocial distress as anger, anxiety, and role strain.

For each of the two occupations, three interviews, each a year apart, will be held with 250 women residing within a 25-mile radius of Boston. The samples are randomly drawn from the registries of the two occupations. The longitudinal data collected in this study will make possible analyses of causal directions in the relationships of workplace and non-workplace stressors to physical and mental health outcomes. The study also examines how role-related changes between yearly interviews are related to stressors and outcomes.

The project is funded by the National Institute of Occupational Safety and Health. Other staff on the project include Joseph Pleck, Co-Principal Investigator; Mary Lou Randour and Nancy Marshall, Research Associates; and Maria Collins, Project Secretary.



Center researchers Grace Baruch and Rosalind Barnett develop questions that will be used in interviews with 250 women as part of the project on Occupational Stress and Health of Women Licensed Practical Nurses and Licensed Social Workers.

WOMEN AND STRESS

Grace Baruch, *Director*

This Center project, funded by the Rockefeller Foundation, assesses the state-of-the-art with respect to the study of stress and gender. Concepts, measures, and policies highlighted in current stress research are examined for their sensitivity to issues of gender and for their relevance to women's lives. The position paper which is the result of the research addresses such topics as workplace and family role stressors, behavior and coronary heart disease, and sex differences in coping patterns. The goals of the project are to suggest ways of making this important research area more comprehensive and accurate with respect to both women and men; and to increase the effectiveness of intervention strategies designed to reduce stress and aid coping. In addition to the Project Director, Rosalind Barnett and Lois Biener serve as major consultants on the project.

WOMEN AND STRESS SEMINAR SERIES

Grace Baruch, *Director*

During 1982-83, a study group was organized for staff and interested faculty in order to examine critically the concepts, instruments, and findings in current theory and research on women and stress. The group met monthly to review such topics as multiple roles, personal control, social supports, and the physiology of stress. In 1983-84 the group expanded into a Boston-area faculty-level seminar for scholars interested in stress and gender. Members present ongoing research on such diverse topics as Type A behavior and coronary risk in women, postpartum depression, gender differences in adolescents' reactions to the stress of diabetes, and the impact of unemployment on women.

BIOPSYCHOSOCIAL DEVELOPMENT OF ADOLESCENT GIRLS

Jill Rierdan and Elissa Koff, *Co-Directors*

This long-term longitudinal study investigates girls' development during the middle school years. The project examines the interrelationships among biological, psychological, and social changes during early adolescence. Building on previous research conducted under a two-year grant to the Co-Directors from the National Institute of Child Health and Human Development, data collection is now under way in the first year of a five-year project funded by the same agency. Over 200 sixth graders starting in the study are tested twice each year until they complete the ninth grade. This large sample permits the investigators to characterize girls' biopsychosocial development from pre- to mid-adolescence and provides information regarding different patterns of development for girls whose rate of physical maturing is relatively early, average, or late. In addition to the two Co-Directors, staff on the project include Research Associate Margaret Stubbs, Post-Doctoral Intern Daryl Costos, and Project Secretary Mary Morris.

GENDER ISSUES IN SUPERVISION: AN EXPLORATORY STUDY

Jane Traupmann, *Director*

The professional development of family therapists, for the most part, is accomplished through supervision—a mentor/apprentice method of training. The relationship between supervisor and trainee is a personal one, designed to facilitate the process of exploring one's own vulnerabilities as a therapist and learning how to use one's own particular strengths and weaknesses to the family's advantage. This project addresses a key area in the training of psychotherapists which, to date, has not been addressed in the literature but which underlies virtually every aspect of the process—gender issues in supervision. Does it make a difference in quality of training if one's supervisor is of the same or other gender? Are there strengths and weaknesses particular to either gender which have implications for psychotherapy training? Descriptions of "most successful supervision experience" were obtained from 40 trainees enrolled in psychotherapy programs, and from 42 certified supervisors of the American Association of Marriage and Family Therapists. Analyses of the descriptions reveal a gender-match bias for women and men trainees and women supervisors. Men supervisors tended to feel more successful with women trainees. The research, funded by a grant from the Lebensburger Foundation, was reported at the national meeting of the AAMFT in October of 1984 in San Francisco. The report is currently being revised for publication.

GENDER ROLE IDENTITY AS A COGNITIVE DEVELOPMENTAL CONSTRUCT

Daryl Costos, *Director*

This project examines two measurement approaches to gender role identity as a cognitive developmental construct. One approach employs a subset of items referring to sex role from the Washington University Sentence Completion Test of Ego Development while the other applies a cognitive-developmental scoring system to a semi-structured sex role interview. The project makes use of data from a longitudinal study of the family relationships of young adults, The Family Relationships Project, directed by Kathleen M. White and Joseph C. Speisman at Boston University. It investigates the interrelationship of these measures to other aspects of sex roles. Preliminary results suggest these measures are more strongly intercorrelated among men than women, and that sex role development is more closely tied to ego development in men than in women. Qualitative analyses of the sentence completion and interview measures will further examine the differing meanings that sex roles have for men and women. The research is supported by the National Institute of Mental Health through a grant to Wellesley College for its Research Training Program in Sex Roles and Mental Health.

SEPARATION AND AGORAPHOBIA

Mary Lou Randour, *Director*

This project investigates the relationship between agoraphobia and separation, as conceptualized in Selman's work on the "subject-object relationship." Characteristics and experiences that may contribute to stage of subject-object relationship, such as sex role orientation and the handling of anger, are also being examined. Individuals currently in treatment for agoraphobia will be compared to a group with another psychiatric diagnosis, as well as with a non-clinical control group. The research is supported by the National Institute of Mental Health through a grant to Wellesley College for its Research Training Program in Sex Roles and Mental Health.



*Center staff members
Kathie DeMarco and Marguerite Rupp
confer on project files*

Other Programs

Much of the Center's most productive work crosses a number of program areas and some projects cannot be thought of as belonging primarily to one or another area of focus. The projects described in this section of the Annual Report can be broken down into two general categories. One of these categories includes institutional programs such as the Research Training Program on Sex Roles and Mental Health, the Biomedical Research Support Grant Program, the Student Research Internship Program, and the Visiting Research Scholars Program. The other category includes additional projects such as The Women's Review of Books, Women's Networks in State Legislatures, and The Church and Women's Equality.

The Center takes very seriously its obligation to support and advance scholars working on research on women. The institutional programs described on the following pages bring undergraduate, graduate, and post-doctoral students to the Center for advanced training. In addition, Center staff often serve as advisors to doctoral candidates from institutions in Boston and elsewhere. Staff have been actively involved with dissertation research which, in some cases, has been conducted as part of ongoing Center study.

The Center also engages in work that allows us to reach out to large audiences of women acquainting them with the implications of new research on women. Our Working Paper Series, *Research Report*, individual project publications, and the books, articles, and chapters contributed by staff to established publications represent committed effort on the part of the Center to broadly disseminate results of research and action projects taking place here. The Women's Review of Books enables us to extend this commitment even further.

Two additional ventures of great significance to the lives of women—Women's Networks in State Legislatures and The Church and Women's Equality—cross program area lines and are described on the following pages.

All of the projects in this section—both institutional and individual—expand the work of the Center and enrich it in important and essential ways.

RESEARCH TRAINING PROGRAM ON SEX ROLES AND MENTAL HEALTH

Joseph H. Pleck and Jean Baker Miller,
Co-Directors

The Center for Research on Women and the Stone Center for Developmental Services and Studies at Wellesley College jointly conduct an interdisciplinary post-doctoral research training program. Supported by the National Institute of Mental Health, the program trains Fellows to conduct research on sex roles and mental health. Ph.D.'s in the psychological or social sciences, M.D.'s, Ed.D.'s and D.S.W.'s are eligible to participate in the program. Training activities include involvement in an ongoing project at one of the two Centers, the development of an independent project, and participation in a research seminar on sex roles and mental health as well as other seminars and colloquia offered by the two Centers.

The first group of Fellows at the Center for Research on Women (Carolyn Arnold, Lois Biener, and Lydia O'Donnell) completed their two-year fellowships in 1984. The second group began their fellowships this year. These include Daryl Costos, Mary Lou Randour, and John Snarey whose independent projects are described elsewhere in this annual report. The ongoing training projects in which they are involved are: Daryl Costos, *The Biopsychosocial Development of Adolescent Girls*, directed by Jill Rierdan and Elissa Koff; Mary Lou Randour, *Occupational Stress and Health of Women Licensed Practical Nurses and Licensed Social Workers*, directed by Rosalind Barnett and Grace Baruch; and John Snarey, *Male Role Seminar*, directed by Joseph H. Pleck.

BIOMEDICAL RESEARCH SUPPORT GRANT PROGRAM

Joseph H. Pleck, *Director*

Wellesley College is the recipient of a \$13,717 biomedical research support grant from the National Institutes of Health (NIH) to aid health-related research at Wellesley. This is the fourth such grant to the College, made available because of the volume of ongoing NIH-funded research at the Wellesley College Science Center and the Center for Research on Women. Under this program, College researchers are eligible for grants of up to \$2,000 each for pilot study, project completion, and for the purchase of equipment or other central research facilities which improve the quality of research in the health-related biological or behavioral sciences. A committee composed of experienced researchers at the Center for Research on Women and the Science Center selected nine proposals from 13 applications for awards in 1984-85. Center researchers currently supported by this award include: Carolyn Arnold for work on exploring the determinants of reproductive behavior of recent Haitian, Indochinese, and Hispanic emigrees; Grace Baruch for a study of agoraphobia; Lois Biener for work on physicians' attitudes and patients' reactions to the giving and taking control of medical decisions; Elissa Koff for research into the levels of ego development in adolescent girls; and Michelene Malson for a study of the coping strategies in self-reliant Black single parent families.

STUDENT RESEARCH INTERNSHIP PROGRAM

Peggy McIntosh, *Director*

This program, originally made possible by a grant from Time Inc. and now supported by the Anna Wilder Phelps Fund, provides an opportunity for Wellesley College students to work with Wellesley faculty or Center staff members doing research on women over a ten-week period in the summer. The goal of the program is to involve students in clearly defined research tasks for which they can take responsibility and which can be completed in the course of the summer. All students involved have the opportunity to make significant contributions to ongoing research. Interns and projects are selected through an open application process in which research supervisors initiate project requests, followed by student applications for internship placement. Projects are selected by a faculty/Center coordinating committee and the intern for each project is selected by the project supervisor. An important component of the program is a midsummer research colloquium in which all supervisors and interns discuss research methods with emphasis on the particular challenges and problems involved in doing research on women.

During the summer of 1984 participants in the program were: Lynn Cutler ('86) and Nisha Bhardwaj ('86) working with Melissa Tassinari, Biological Sciences, on "Adverse Health Effects Related to Nitrous Oxide Exposure;" Dawn Fitzgerald ('86) working with Barbara Brenzel, Education, on "Female Adolescents During the Two World Wars;" Twinkle Shipes ('86) and Nicole Lise ('86) working with Jacqueline Jones, History, on "Black Women in the Age of the American Revolution;" and Arlene Lowney (Continuing Education) working under the sponsorship of Eugenia Janis, Art History, on "Textile Arts by Women."

VISITING RESEARCH SCHOLARS PROGRAM

Laura Lein, *Director*

The Center for Research on Women offers a limited number of annual appointments as Visiting Research Scholar to individuals whose work is directly related to that currently being done at the Center. These unstipended appointments are granted by the Center Director in consultation with Center staff. Visiting Research Scholars at the Center during the 1984-85 academic year include:

Janice W. Bryan, Psychologist, examining eating disorders in adolescents and young adults;

Diana H. Green, President of Parents' Choice Foundation, developing a program for reluctant readers in the Hispanic community;

Lilli S. Hornig, Senior Consultant and formerly Executive Director of HERS/New England, continuing her work on women in engineering;

Albert J. Lott, Professor of Psychology at the University of Rhode Island, developing a new course on men and masculinity and designing a research study on sex role strain in Black and white men;

Jane Roland Martin, Professor of Philosophy at the University of Massachusetts/Boston, continuing her research on gender and science;

Zick Rubin, Professor of Social Psychology at Brandeis University, writing a book on father/son relationships;

Justina Ruiz-de-Conde, Professor Emeritus in Spanish at Wellesley College, analyzing data on retired academic women;

Joni Seager, Geographer and Women's Studies Specialist, developing an international atlas of women;

Gail A. Shea, Assistant Professor of Sociology at the University of Rhode Island, continuing her study of voluntary childlessness; and

Cooper Thompson, Consultant, developing curriculum materials to expand sex role expectations of adolescent males.

THE WOMEN'S REVIEW OF BOOKS

Linda Gardiner, *Director*

One tangible result of the women's movement of the last two decades has been the astonishing growth in writing about all aspects of women's lives. The new writing transcends traditional boundaries between styles, genres and disciplines, and has begun to tell us more about ourselves as women than we might ever have dreamed possible a generation ago. Still, with minor and occasional exceptions, existing book review publications continue to effectively ignore these new works by and about women. **The Women's Review of Books**, a monthly publication, seeks to fill the existing gap. Begun in the summer of 1983, **The Women's Review of Books** reports 4,200 subscriptions and 2,000 monthly bookstore sales at the end of its first year of publication. **The Review** presents a broad range of feminist perspectives. It provides a regular, timely source of information and informed opinion about women's writing. Staff on the project include Administrative Assistant Sheilah Ciraso and Publicity Manager Susan Macksey. The project is supported primarily by subscriptions and by bookstore and advertising sales. The project received important initial support from individual donors, and continues to receive support from those sources.

WOMEN'S NETWORKS IN STATE LEGISLATURES

Carol Mueller, *Director*

This nationwide study of the impact of women state legislators, supported by a grant from the Charles H. Revson Foundation, asks two major questions: What organizational strategies do women in state legislatures use to increase their political influence? What is the impact of these new strategies on legislation for women? In the initial phase of the study a questionnaire was distributed to elected officials attending the first national forum of women state legislators in San Diego, California in December of 1983. The response rate of 63 percent was the highest of any survey of women state legislators. The data are currently being "cleaned" at the University of Michigan Survey Research Center. The survey is conducted in cooperation with Dr. Barbara Farrah of the New York Times Poll. It is sponsored by the Center for the American Woman in Politics. A preliminary report to the Revson Foundation describes the initial results.

The Women's Review of Books
is readied for mailing to
subscribers and bookstores
across the United States
and abroad



THE CHURCH AND WOMEN'S EQUALITY

Constance Parvey, *Director*

Historically in Western society, women with roots in the Christian tradition have been in the forefront of the movement for women's equality. That movement, however, emphasized women's equal place in society without focusing on the barriers to women's equality in the churches. An example of this is the question of the ordination of women. Although some churches did ordain women in the 19th Century, the majority of the Protestant churches, nationally and internationally, did not move in this direction until around the time of World War II. This project investigates the movement for women's equality in the churches ecumenically, and across geographic, race, and economic boundaries. It examines major barriers to women's equality in the churches, suggests ways that these barriers can be addressed and overcome, and finally attempts to build an image of what the church might look like if it were an inclusive community, serving as a model for the equal involvement of women and men in worship, decision-making and service. Findings from this project are reported in several upcoming publications. These include *Stir in the Ecumenical Movement: The Ordination of Women* in Brita Stendahl's **The Force of Tradition** (Philadelphia: Fortress, 1985); *Third World Women and Men: Effects of Cultural Change on Interpretation of Scripture*, **The Church and Women in the Third World** by John and Ellen Webster (Philadelphia: Westminster Press, 1985); and *Where Are We Going? Ordained Ministry in Ecumenical Perspective*, **Word and World**, January 1985. The project is supported by funds made available by a private donor.



Margo Bradford and Carlyne Arnold (above) confer on plans for their next research project while Laura Lein, Kathie DeMarco and Deloris Glanton (below) make use of the Center's computer facilities.



Working Paper Series

The Working Paper Series of the Wellesley College Center for Research on Women makes available early reports of research and other work by Center staff and affiliates. Papers listed in the series are related directly to the program priorities of the Center: Education, Employment, Family, Male Roles, Minority Women, and Stress and Adult Development. The papers listed below are available for ordering through the Publications Department of the Center.

CURRENT TITLES – RESEARCH PAPERS

Barnett, Rosalind C.

Women, Work, and Stress: In Search of a Research Paradigm. 1984. 34 pp.

This paper questions the utility for women of theory and research on the relationship between paid work and stress—a field initially concerned with men.

Working Paper No. 135 (\$3.50)

Barnett, Rosalind C. and Grace K. Baruch

Determinants of Fathers' Participation in Family Work. 1984. 45 pp.

Relationships among several classes of potential determinants and fathers' participation in child care are examined in families in which mothers vary in employment status. See also Working Paper No. 106, No. 126, and No. 137.

Working Paper No. 136 (\$4.00)

Barnett, Rosalind C. and Grace K. Baruch

Mothers' Participation in Child Care: Patterns and Consequences. 1984. 46 pp.

The effects of mothers' participation in child care on mothers' and fathers' psychological well-being are examined in a sample of mothers who vary in employment status. See also Working Paper No. 106, No. 126, and No. 136.

Working Paper No. 137 (\$4.50)

Barnett, Rosalind C. and Grace K. Baruch

On the Psychological Well-Being of Women in the Mid-Years. 1982. 20 pp.

Working Paper No. 85 (\$3.00)

Barnett, Rosalind C. and Grace K. Baruch

Women's Involvement in Multiple Roles, Role Strain and Psychological Distress.

1983. 29 pp.

Working Paper No. 107 (\$3.50)

Baruch, Grace K. and Rosalind C. Barnett

Adult Daughters' Relationships with Their Mothers: The Era of Good Feelings.

1981. 17 pp.

Working Paper No. 74 (\$3.00)

Baruch, Grace K. and Rosalind C. Barnett

Correlates of Fathers' Participation in Family Work: A Technical Report.

1983. 123 pp.

This paper is a preliminary technical report of an NIMH study concerning the patterns and correlates of fathers' participation in child care and home chores. See also Working Paper No. 126, No. 136, and No. 137.

Working Paper No. 106 (\$6.00)

Baruch, Grace K. and Rosalind C. Barnett

Fathers' Participation in Family Work: Effects on Children's Sex Role Attitudes.

1984. 51 pp.

This paper expands on the data reported in Working Paper No. 106 concerning children's sex role attitudes and updates the analyses of fathers' participation. See also Working Paper No. 136 and No. 137.

Working Paper No. 126 (\$4.50)

Biener, Lois and Susan Bennett

Doctors and Nurse Practitioners: Styles of Team Relationship and Their Impact on Team Effectiveness. 1982. 44 pp.

In this summary of the final report from a Center research project, task allocation patterns, power structure and collaboration among teams are described and correlated with team productivity and with provider and patient satisfaction.

Working Paper No. 99 (\$4.00)

Everett, Joyce

Patterns and Implications of Child Support and Enforcement Practices for Children's Well-Being. 1984. 16 pp.

This paper discusses the patterns of child support payment, enforcement practices, and the implications for post-divorce father-child visitation and coparental interactions.

Working Paper No. 128 (\$2.50)

Fields, Jacqueline P.

Factors Contributing to Nontraditional Career Choices of Black Female College Graduates. 1981. 15 pp.

Working Paper No. 83 (\$2.50)

Fields, Jacqueline P. and Sumru Erkut

Relocation as Nemesis: A Study of Black and White Dual Career Couples. 1983. 9 pp.

This paper describes the relocation concerns and experiences of women and men in dual career marriages, and their spouse's views on these issues. It considers, in addition, the effect differences in race has on the relocation experience.

Working Paper No. 100 (\$2.50)

Harlan, Anne and Carol Weiss.

Final Report from *Moving Up: Women in Managerial Careers.* 1981. 115 pp.

Working Paper No. 86 (\$6.00)

Harlan, Sharon

Opportunity and Anomie: Attitudes Toward Job Advancement in a Manufacturing Firm. 1983. 59 pp.

This paper explains why some workers are committed to the goal of job advancement in organizations and why others relinquish their expectations and aspirations for obtaining promotions.

Working Paper No. 108 (\$4.50)

Harlan, Sharon and Edward J. Hackett

Federal Job Training Programs and Employment Outcomes: Effects by Sex and Race of Participants. 1984. 49 pp.

This technical report compares post-program employment outcomes of Black and white women and men who participated in CETA classroom training, on-the-job training, and work experience programs.

Working Paper No. 129 (\$4.50)

Jacobs, Ruth Harriet

Excerpts from *In Between, In the Middle: Cantata for Women's Voices.* 1983. 12 pp.

This is a section of a cantata by poet Ruth Jacobs, written for and presented at the Center's 1983 Daughters and Mothers Colloquium.

Working Paper No. 101 (\$2.50)

Kahne, Hilda

Economic Security of Older Women: Too Little for Late in Life. 1981. 59 pp.

This monograph is concerned with the public policy acknowledgement of women's productive contributions. It analyzes the economic status of elderly women and examines changes proposed to improve women's economic well-being in labor market structures and policies and in social security legislation.

Working Paper No. 102 (\$4.50)

Lein, Laura and Lydia O'Donnell

The Mainstream Woman: A New Voice in American Politics. 1984. 73 pp.

A technical report of a survey of the Woman's Day Magazine readership on current public policy issues and the impact of policies on private lives.

Working Paper No. 142 (\$5.00)

Malson, Michelene

Black Women's Sex Role Integration and Behavior: Report on Research in Progress. 1982. 18 pp.

Working Paper No. 87 (\$3.00)

Malson, Michelene

Factors Influencing Child Care Utilization Practices: A Review of the Literature. 1981. 26 pp.

Working Paper No. 57 (\$3.50)

Markham, William T., Scott J. South, Charles M. Bonjean, and Judy Corder

Sex and Opportunity in the Federal Bureaucracy: A Test of Kanter's Theory. 1984. 37 pp.

In this paper, differences in the promotion opportunities of men and women in six offices of a government agency and their effects on employee attitudes and behaviors are examined.

Working Paper No. 130 (\$4.00)

Mistacco, Vicki (Ed.)

Breaking the Sequence: Women, Literature, and the Future. 1982. 61 pp.

Five representative papers by international women writers which reflect the specificity of their writing as women—from a 1981 symposium at Wellesley College.

Working Paper No. 93 (\$5.00)

Mokros, Janice, Sumru Erkut and Lynne Spichiger

Mentoring and Being Mentored: Sex-Related Patterns Among College Professors. 1981. 15 pp.

Working Paper No. 68 (\$2.50)

Mueller, Carol

Nurturance and Mastery: Competing Qualifications for Women's Access to High Public Office? 1982. 27 pp.

Public opinion and perceptions of women officials are examined in terms of qualifications deemed appropriate for different levels of office.

Working Paper No. 94 (\$3.50)

Mueller, Carol

Women Organizing in State Legislatures: A Report on the 1982 Conference of Women State Legislators. 1983. 45 pp.

This paper examines the consequences for women organizing in state legislatures due to the new "critical mass" of women officials. It considers variations by state due to numbers, party competitiveness, and the history of previous battles over women's issues.

Working Paper No. 111 (\$4.00)

Mueller, Carol

Women's Movement Success and the Success of Social Movement Theory. 1983. 23 pp.

This is an evaluation of social movement theory in terms of its inadequate treatment of collective consciousness. The rise of women in public office serves as an illustrative example.

Working Paper No. 110 (\$3.00)

O'Farrell, Brigid and Sharon Harlan

Job Integration Strategies: Today's Programs and Tomorrow's Needs. 1983. 49 pp.

This paper is a review of corporate case studies and surveys to determine what program interventions have been successful in reducing sex segregation in blue and white collar jobs.

Working Paper No. 112 (\$4.50)

Pleck, Elizabeth

Notes on the Defeat of the ERA. 1983. 13 pp.

This paper discusses several reasons for the defeat of the Equal Rights Amendment in 1982. It traces the transformation of ERA from an extremely popular cause into a controversial issue.

Working Paper No. 103 (\$2.50)

Pleck, Joseph

Changing Patterns of Work and Family Roles. 1981. 13 pp.

This is the concluding, interpretive chapter of Working Paper No. 95.

Working Paper No. 81 (\$2.50)

Pleck, Joseph

Husbands' and Wives' Family Work, Paid Work, and Adjustment. 1982. 165 pp.

This is the technical final report of a research project. It analyzes relationships among husbands' and wives' time expenditures in family and paid work roles, desire for greater husband participation in the family, and adjustment in two national surveys. See also Working Paper No. 81.

Working Paper No. 95 (\$6.50)

School-Age Child Care Project

School-Age Child Care: Bibliography and Resource List. 1983. 12 pp.

This is a comprehensive list of the best written resources available on school-age child care for those interested in research, implementation, and program operation.

Working Paper No. 105 (\$2.50)

Stueve, Ann and Lydia O'Donnell

Interactions Between Daughters and Aging Parents: Conditions and Consequences of Daughters' Employment. 1984. 25 pp.

Highlighting daughters' interactions with elderly parents, this paper explores how midlife women explain and justify the choices they make regarding employment and family demands in the later stages of the family cycle.

Working Paper No. 146 (\$3.00)

Woody, Bette and Michelene Malson

In Crisis: Low Income Black Employed Women in the U.S. Workplace. 1984. 92 pp.

This paper examines the crisis in workplace issues facing the more than one-half million Black employed women below the poverty line. It considers continuing bias in hiring, underemployment, low wages, and workplace benefits, as well as the impact of future employment losses through job export and automation.

Working Paper No. 131 (\$5.50)

TALKS AND OTHER PRESENTATIONS

† Adler, Emily Stier

"It Happened to Me:" How Faculty Handle Student Reactions to Class Material. 1984. 18 pp.

This paper discusses course topics that are likely to generate intense student reactions and how faculty view these situations. Strategies for coping are described.

Working Paper No. 132 (\$3.00)

† Adler, Emily Stier

A Proposal for a Course on the Sociology of Work and Family. 1984. 10 pp.

This paper argues for teaching a transformed course on work and families instead of the traditional division into separate courses. A course outline and bibliography are included.

Working Paper No. 133 (\$2.50)

† Andersen, Margaret L.

Thinking About Women and Rethinking Sociology. 1983. 22 pp.

This paper assesses the discipline of sociology as it has been influenced by feminist scholarship.

Working Paper No. 113 (\$3.00)

† Armitage, Susan H.

Women and Western American History. 1984. 17 pp.

A critique of western American history and a description of the developing specialty of western women's history; this paper illustrates the use of gender as a central category of historical analysis.

Working Paper No. 134 (\$3.00)

† Brenzel, Barbara

History of 19th Century Women's Education: A Plea for Inclusion of Class, Race and Ethnicity. 1983. 20 pp.

This paper is an overview of the formal and informal educational opportunities for women in the 19th century. It concentrates on the plethora of material written about education for the privileged, but constantly points out the need to complete this picture by including a discussion of the education of women of color, of various classes and of different ethnic backgrounds.

Working Paper No. 114 (\$3.00)

† *These papers focus expressly on curriculum change and are the result of ongoing discussions in the Center's Faculty Development Program.*

† Crumpacker, Laurie and Eleanor Vander Haegen

Integrating the Curriculum: Teaching About Lesbians and Homophobia. 1984. 26 pp.

This paper proposes teaching about lesbians and homophobia as essential to a balanced curriculum and suggests strategies for integrating this material.

Working Paper No. 138 (\$3.50)

† Cole, Phyllis and Deborah Lambert

Gender and Race in American Literature: An Exploration of the Discipline and a Proposal for Two New Courses. 1983. 23 pp.

American literary scholars work from an open and interdisciplinary tradition, but have not been open to American diversity of gender and race. This paper is a review of the process of recent change in scholarship and curriculum and a description of two transformed courses.

Working Paper No. 115 (\$3.00)

† Crumbine, Nancy

Religion and the Feminist Critique of Culture. 1983. 16 pp.

This paper argues that the study of religion must be incorporated more fully into feminist theory if a cultural critique of sufficient depth is to be forthcoming.

Working Paper No. 116 (\$3.00)

Erkut, Sumru

Daughters Talking About Their Mothers: A View From the Campus. 1984. 17 pp.

A revised and expanded version of a talk given at the Wellesley College Center for Research on Women's 1984 Daughters and Mothers Colloquium, this paper describes daughters' views of their daughter-mother relationship and includes suggestions on how mothers can improve that relationship.

Working Paper No. 127 (\$3.00)

† Furumoto, Laurel

Placing Women in the History of Psychology Course. 1984. 16 pp.

History of psychology, traditionally taught as "womanless history," is a distortion of the past which serves to mislead each succeeding generation of students. This paper examines the problem and suggests some solutions.

Working Paper No. 139 (\$3.00)

† Gardiner, Linda

Can This Discipline Be Saved?: Feminist Theory Challenges Mainstream Philosophy. 1983. 17 pp.

This paper outlines a range of problems encountered in the attempt to integrate the study of women into philosophy.

Working Paper No. 118 (\$3.00)

† Hallett, Judith P.

Classics and Women's Studies. 1983. 31 pp.

This paper maintains that because of its relevance and interdisciplinary nature, the study of women in Greco-Roman antiquity has won ready acceptance among classicists, the elitism of the field notwithstanding.

Working Paper No. 119 (\$3.50)

† Hoffnung, Michele

Feminist Transformation: Teaching Experimental Psychology. 1984. 19 pp.

This paper is a personal account of how research in psychology of women inspired transformation of a course in experimental psychology into a critical methodology course, and argues the importance of such change.

Working Paper No. 140 (\$3.00)

† Hull, Gloria

Reading Literature By U.S. Women of Color. 1984. 32 pp.

This paper examines the literature of Black, American Indian, Chicana, Puerto Rican, and Asian-American women writers in an attempt to broaden the study of ethnic women in this country.

Working Paper No. 141 (\$3.50)

Jacobs, Ruth Harriet

Hurting and Healing: Poems About Displaced Homemakers. 1981. 22 pp.

Working Paper No. 76 (\$3.00)

Jacobs, Ruth Harriet

Mothers, Daughters, Grandmothers, Granddaughters: Personal Reflections on Relationships. 1982. 12 pp.

Working Paper No. 88 (\$2.50)

Jacobs, Ruth Harriet

Out of the Home to Where?: Practical Advice for Counselors of Displaced Homemakers. 1981. 13 pp.

Working Paper No. 77 (\$2.50)

† Jimenez, Marilyn

Contrasting Portraits: Integrating Materials About the Afro-Hispanic Woman Into the Traditional Curriculum. 1983. 12 pp.

This paper examines the impact of slavery on domestic relationships between Black women and white women and analyzes prevailing mythologies about the Black woman.

Working Paper No. 120 (\$2.50)

† Johnson, Mary

An Alternative Agenda to Male Dominated History: Material Culture and Women's Studies. 1983. 26 pp.

This paper argues that evidence from material culture in conjunction with more traditional verbal sources provides new insights into the study of history in general, and women's history in particular.

Working Paper No. 121 (\$3.50)

† Kampen, Natalie and Elizabeth G. Grossman

Feminism and Methodology: Dynamics of Change in the History of Art and Architecture. 1983. 46 pp.

This paper deals with the impact of feminism on methods used in the history of art and architecture.

Working Paper No. 122 (\$4.50)

Lein, Laura and Peggy McIntosh

Putting Research to Work: Applied Research on Women. 1982. 15 pp.

This talk was presented to the First International Conference on Research and Teaching Related to Women, August 2, 1982, Montreal, Canada.

Working Paper No. 97 (\$3.00)

* † Magraw, Sukie

Women's Bodies in a Man's World. 1984. 11 pp.

This paper examines women's societally encouraged estrangement from their bodies, suggests revisions in the existing physical education curriculum to combat this estrangement, and questions the notion that women are the "weaker sex."

Working Paper No. 143 (\$2.50)

† Maher, Frances A. and Kathleen Dunn

The Practice of Feminist Teaching: A Case Study of Interactions Among Curriculum, Pedagogy, and Female Cognitive Development. 1984. 65 pp.

This paper describes a case study of two courses in which women's studies content and a student-centered pedagogy were combined. Students' level of cognitive development influenced the quality of their learning and views of themselves as women.

Working Paper No. 144 (\$5.00)

† Margolis, Diane Rothbard

Gifts, Commodities and the Tribute Factor: A Feminist Reformulation of Sociological Theory. 1984. 27 pp.

This paper introduces a sociology of the gift, a system of resource circulation evident in feminist research but largely ignored by traditional sociology with its focus on resource exchange.

Working Paper No. 145 (\$3.50)

† Mason, Mary G. and Martha Chew

Two Studies: A Feminist Approach to Teaching Non-Traditional Students. 1983. 20 pp.

The studies presented in this paper demonstrate how feminist values and thought are used to transform humanities courses so as to make them exciting and relevant to non-traditional students.

Working Paper No. 123 (\$3.00)

† McIntosh, Peggy

Interactive Phases of Curricular Re-Vision: A Feminist Perspective. 1983. 34 pp.

This talk suggests that there are five interactive phases of perceptual and curricular re-vision which occur as one tries to incorporate feminist materials and perspectives into the traditional curriculum.

Working Paper No. 124 (\$3.50)

Mueller, Carol

The Rise of Women in Public Office: Alternative Explanations. 1981. 32 pp.

Working Paper No. 89 (\$3.50)

Pleck, Joseph

Three Conceptual Issues in Research on Male Roles. 1981. 10 pp.

This paper was prepared for the conference, "Gender-Role Development: Conceptual and Methodological Issues," National Institute of Child Health and Human Development, September 30-October 2, 1981, Washington, D.C.

Working Paper No. 98 (\$2.50)

† Robinson, Lillian S.

Treason Our Text: Feminist Challenges to the Literary Canon. 1983. 31 pp.

A critique of existing canonical texts, this paper emphasizes an alternative female tradition and aims at expanding the existing definitions of literature.

Working Paper No. 104 (\$3.50)

† Schuster, Marilyn R. and Susan R. Van Dyne

Feminist Transformation of the Curriculum: The Changing Classroom, Changing the Institution. 1983. 37 pp.

The authors of this paper analyze the process of integrating scholarship on women throughout the liberal arts in each of its dimensions, from redesigning the syllabus and reexamining the pedagogy of the classroom to developing strategies for faculty development and models for institutional change.

Working Paper No. 125 (\$4.00)

Scott, Patricia Bell

Some Thoughts on Black Women's Leadership Training. 1981. 17 pp.

Working Paper No. 90 (\$3.00)

Stueve, Ann

The Elderly Mother/Daughter Bond: Two Streams of Thought. 1981. 9 pp.

Working Paper No. 84 (\$2.50)

† Wittner, Judith G.

Steps Toward a Feminist Sociology. 1984. 28 pp.

This paper explores the origins and development of a feminist point of view in sociology.

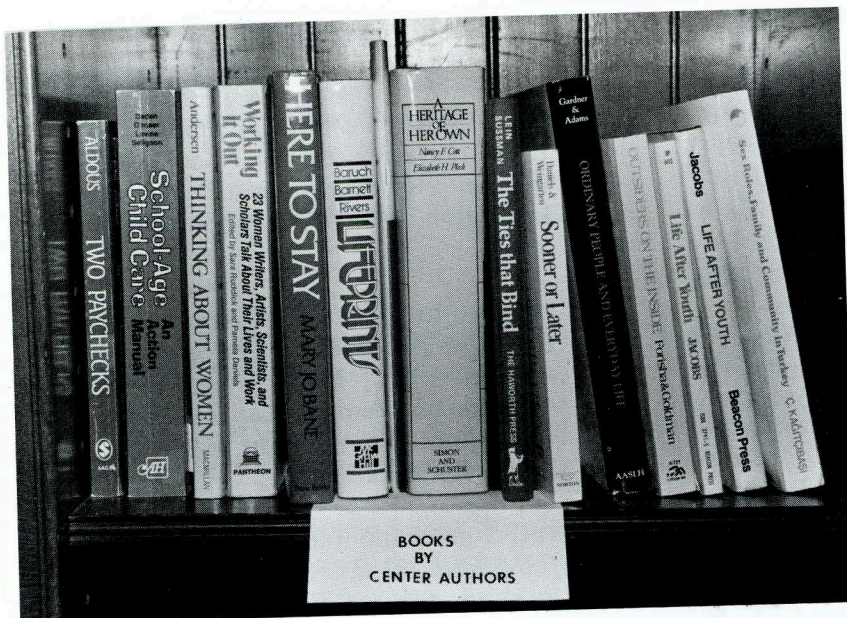
Working Paper No. 147 (\$3.50)

† Wright, Barbara Drygulski

Feminist Transformation of Foreign Language Instruction: Progress and Challenges. 1983. 30 pp.

This paper maintains that feminist thinking about foreign language instruction focuses on three main areas: 1) images of women and girls in teaching materials, 2) the role of women in the target culture, and 3) the kind of language itself that we are teaching.

Working Paper No. 117 (\$3.50)



Recent Staff Publications

The Center for Research on Women encourages its staff to publish results of their research in established journals which have the broadest possible distribution and readership. The books and articles on the following pages represent some of the most recent publications by Center staff.

BOOKS AND EDITED VOLUMES

- Amabile, T. and M. Stubbs (Eds.). *Psychological Research in the Classroom: Issues for Educators and Researchers*. Elmsford, NY: Pergamon Press, 1982.
- Baden, Ruth K., Andrea Genser, James Levine, and Michelle Seligson. *School-Age Child Care: An Action Manual*. Boston, MA: Auburn House Publishing Company, 1982.
- Baruch, Grace K. and Jeanne Brooks-Gunn (Eds.). *Women in Midlife*. New York: Plenum (Women in Context Series), 1984.
- Baruch, Grace, Rosalind C. Barnett, and Caryl Rivers. *Lifeprints: New Patterns of Love and Work for Today's Women*. New York: McGraw Hill, 1983. Also available in paperback from New American Library, 1984.
- Daniels, Pamela and Kathy Weingarten. *Sooner or Later: The Timing of Parenthood in Adult Lives*. New York: W. W. Norton, 1982.
- Lein, Laura. *Families Without Villains*. Lexington, MA: Lexington Books, 1984.
- Lein, Laura and Lydia O'Donnell. *Children*. Philadelphia: Westminster Press, 1984.
- Lein, Laura and Marvin Sussman (Eds.). *The Ties That Bind: Men's and Women's Social Networks* (Special Issue of *Marriage and Family Review*). New York: The Haworth Press, 1983.
- Lopata, Helena Z. and Joseph H. Pleck (Eds.). *Research in the Interweave of Social Roles, Vol. 3: Families and Jobs*. Greenwich, CT: JAI Press, 1983.
- Perun, Pamela J. (Ed.). *The Undergraduate Woman: Issues in Educational Equity*. Lexington, MA: Lexington Books, 1982.
- Rothman, Ellen K. *Hands and Hearts: A History of Courtship in America*. New York: Basic Books, 1984.
- Staines, Graham L. and Joseph H. Pleck. *The Impact of Work Schedules on the Family*. Ann Arbor, MI: Institute for Social Research, 1983.

JOURNAL ARTICLES, CHAPTERS, AND MONOGRAPHS

- Barnett, Rosalind C. *Multiple Roles and Well-Being: Study of Mothers of Pre-School Age Children*, *Psychology of Women Quarterly* 7, 1982: 175-178.
- Barnett, Rosalind C. *The Anxiety of the Unknown—Choice, Risk, Responsibility: Therapeutic Issues of Today's Adult Women*. In G. Baruch and J. Brooks-Gunn (Eds.), *Women in Mid-life*. New York: Plenum, 1984.
- Barnett, Rosalind C. *Mastery and Pleasure: Women in the Middle Years*. In L. Stamm and C. Ryff (Eds.), *Social Power and Influence of Women*. Boulder, CO: Westview Press, 1984.
- Barnett, Rosalind C. *Not My Mother, Myself*. *Self Magazine*, March 1984.
- Barnett, Rosalind C. *Self-esteem*. *Ladies Home Journal*, February 1985.
- Barnett, Rosalind C. *Women's Involvement in Multiple Roles*, *Journal of Personality and Social Psychology* (in press).
- Baruch, Grace K. *The Psychological Well-Being of Women in the Middle Years*. In G. Baruch and J. Brooks-Gunn (Eds.), *Women in Midlife*. New York: Plenum, 1984.
- Baruch, Grace K. and Rosalind C. Barnett. *Adult Daughters' Relationships With Their Mothers*, *Journal of Marriage and the Family* 45, 1983: 601-606.
- Erkut, Sumru. *Exploring Sex Differences in Expectancy, Attribution and Academic Achievement*, *Sex Roles* 9, 1983: 217-231.
- Erkut, Sumru. *Dualism in Values Toward Women in Turkey*. In D. Kagitcibasi (Ed.), *Sex Roles, Family and Community in Turkey*. Bloomington, IN: Indiana University Press, 1983.
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- Hatfield, E., J. Traupmann, and P. Wexler. *Equity and Sexual Satisfaction in Dating Couples*, *British Journal of Social Psychology*, 1982.
- Hatfield, E., D. Greenberger, J. Traupmann and P. Lambert. *Equity and Sexual Satisfaction in Recently Married Couples*, *Journal of Sex Research*, 1982.

- Koff, E., J. Rierdan, and K. Sheingold. *Memories of Menarche: Age, Preparation, and Prior Knowledge as Determinants of Initial Menstrual Experience*, *Journal of Youth and Adolescence* 11, 1982: 1-9.
- Lamb, M. E., J. H. Pleck, E. L. Charnov, and J. A. Levine. *Paternal Behavior in Humans*. *American Zoologist*, in press.
- Lamb, M.E., J. H. Pleck, E.L. Charnov, and J. A. Levine. *A Biosocial Perspective on Paternal Behavior and Involvement*. In J.B. Lancaster, J. Altman and A. Rossi (Eds.), *Parenting Across the Lifespan: Biosocial Perspectives*. New York: Academic, in press.
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- Lein, Laura. *Women and Family Life*. Paper presented at the National Conference on Women, the Economy and Public Policy, June 19-20, 1984. Washington, DC: Women's Research and Education Institute, 1984.
- Lein, Laura and Lydia O'Donnell. *He Makes One Helluva Souffle: Big Deal, Working Mother*, February 1983.
- Lein, Laura and Lydia O'Donnell. *Making the Most of Maternity Leave, Working Mother*, May 1983.
- Lein, Laura and Lydia O'Donnell. *Negotiating Housework, Working Mother*, September 1983.
- Levine, James A., Joseph H. Pleck, and Michael E. Lamb. *The Fatherhood Project*. In M. E. Lamb and A. Sagi (Eds.), *Fatherhood and Family Policy*. Hillsdale, NJ: Lawrence Erlbaum Associates, 1982.
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- Malson, Michelene Ridley. *Black Women's Sex Roles: The Social Context for a New Ideology*. In A. Smith and A. Stewart (Eds.), *Racism and Sexism and Black Women's Lives* (Special Issue of *Journal of Social Issues* 39), 1983.
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Administrative and Project Accounts
Fiscal Year 1983-84
(Cash Basis)

	ADMINISTRATIVE	PROJECTS	TOTAL
Opening Balance 7/1/83	\$ 87,524	\$ 573,439	\$ 660,963
Gross Income during 1983-84	288,092	803,093	1,091,185
TOTAL FUNDS	\$375,616	\$1,376,532	\$1,752,148
EXPENSES			
PERSONNEL			
Salaries — Professional	\$112,103	\$ 312,401	\$ 424,504
Salaries — Support Staff	43,491	90,300	133,791
Employee Benefits (23.2%)	36,098	90,473	126,571
Student and Casual Wages	4,855	11,133	15,988
TOTAL SALARIES, WAGES, AND BENEFITS	\$196,547	\$ 504,307	\$ 700,854
OTHER EXPENSES			
Postage	\$ 5,171	\$ 13,840	\$ 19,011
Equipment Purchases	8,049	2,832	10,881
Equipment Rental	2,405	10,581	12,986
Equipment Repair	1,958	30	1,988
Telephone	1,669	14,790	16,459
Stationery and Supplies	3,861	6,699	10,560
Copying and Duplicating	15,647	19,614	35,261
Subscriptions/Books	2,037	6,889	8,926
Miscellaneous Expenses	309	6,040	6,349
Recruiting	155	796	951
Consulting/Miscellaneous Outside Services	1,916	126,032	127,948
Honoraria	1,360	6,023	7,383
Institutional Meetings	3,601	13,752	17,353
Travel	4,671	44,793	49,464
Board of Overseers	2,157	—	2,157
Grant Cost Recovery	—	176,414	176,414
Data Processing	878	4,297	5,175
Stipends	—	137,363	137,363
TOTAL OTHER EXPENSES	\$ 55,844	\$ 590,785	\$ 646,629
GRAND TOTAL — ALL EXPENSES	\$252,391	\$1,095,092	\$1,347,483
NET CASH BALANCE 6/30/84	\$123,225	\$ 281,440	\$ 404,665

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Center for Research on Women

Wellesley MA 02181

(617) 431-1453

Dear Center Supporter,

On the next page, you will find a list of new working papers added to the Center's Working Paper Series since the fall of 1984. The four new titles are welcome additions to the series, which currently contains 71 titles.

Also enclosed in this mailing, you will find a flyer describing our increasingly popular Associates of the Center program. This membership program was created in response to frequent requests from people interested in and committed to the work of the Center who sought, as individuals, a more formalized way of supporting the Center's research. If you are not already a member, I hope you will seriously consider becoming a Center Associate. I especially call your attention to the fact that belonging to the Associates Program entitles you to a 20 percent discount on the purchase of all working papers and on the cost of special programs offered by the Center.

Our **Research Report** this spring reviews the first ten years of the Center's work and looks at plans for the future. **Research Report** is sent twice yearly free of charge to our entire mailing list.

The next regular mailing to our network will take place in the fall of 1985. In the meantime, we welcome contact and communication with you and are always pleased to answer any questions you may have about our research and action programs.

Sincerely,



Laura Lein
Director

The Working Paper Series of the Wellesley College Center for Research on Women makes available early reports of research and other work by Center staff and affiliates. Papers listed in the series are related directly to the program priorities of the Center: Family, Minority Women, Employment, Education, Male Roles, and Stress and Adult Development. The papers listed below are new titles added to the list in the Spring of 1985.

A complete list of all working papers in the current series is available on request from the Publications Department of the Center.

In addition, a separate list of books, articles, chapters, and monographs by Center authors which are not included as part of our Working Paper Series is available from the Center, under the title **Recent Publications of Center Authors**.

NEW TITLES - SPRING 1985

Malson, Michelene R. and Bette Woody.

**The Work and Family Responsibilities of
Black Women Single Parents.** 1985. 16 pp.

This paper examines current evidence and suggests solutions to the crisis of conflict over work and family responsibilities confronting Black women single parents, working overwhelmingly in low-wage, low-status jobs.

Working Paper No. 148 (\$3.00)

Baruch, Grace K. and Rosalind C. Barnett.

**Role Quality, Multiple Role Involvement and
Psychological Well-Being in Midlife Women.**
1985. 45 pp.

This paper reports findings from a major National Science Foundation study of women aged 35 to 55, focusing on psychological well-being and roles.

Working Paper No. 149 (\$4.00)

Markham, William T. and Joseph H. Pleck.

**Gender and Willingness to Move for
Occupational Advancement: Some National
Sample Results.** 1985. 33 pp.

Using data from the 1977 Quality of Employment Survey, this paper explores the comparative willingness of men and women to be geographically mobile for occupational advancement.

Working Paper No. 150 (\$3.50)

Snarey, John, Karen Friedman and Joseph Blasi.

**Sex Role Strain Among Kibbutz Women: A
Developmental Perspective.** 1985. 32 pp.

This paper examines sex role strain among female and male adult and adolescent kibbutz members from the perspectives of Erik Erikson's model and Jane Loevinger's measure.

Working Paper No. 151 (\$3.50)

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A. *Objectives of the Canadian Institute of Ukrainian Studies*

The Canadian Institute of Ukrainian Studies was established at the University of Alberta in July 1976 to serve the academic needs of scholars in Ukrainian and Ukrainian Canadian studies. It has six objectives:

1. To encourage programme development in Ukrainian studies at the undergraduate and graduate levels in Canadian universities.
2. To encourage research on Ukrainian Canadian and Ukrainian subjects by means of undergraduate scholarships, graduate thesis fellowships and research grants to university academic staff and qualified scholars under contract.
3. To publish research on Ukrainian Canadian and Ukrainian subjects and reprints of out-of-print books.
4. To serve as an interuniversity clearing house for Ukrainian studies in Canada by co-ordinating programme development, research and publication.
5. To serve as a resource centre for English-Ukrainian bilingual education and Ukrainian-language education in Alberta and elsewhere.
6. To assist in the establishment of creative contacts among professors, scholars, writers, researchers and librarians in Ukrainian studies by promoting and organizing meetings, seminars, lectures, conferences and tours.

B. *Structure*

The Institute is under the jurisdiction of the Vice-President (Research). Policy is developed by the director, assisted by an Advisory Committee consisting of the Institute's academic staff at the University of Alberta. The Advisory Council (specialists in Ukrainian studies who represent departments and the Library at the University of Alberta) helps to promote the interdisciplinary dimension of Ukrainian studies at the University. The Council of Associates, which consists of regional representatives or the most senior personnel in Ukrainian studies in Canadian universities, helps to implement the Institute's interuniversity function.

C. *Programme Development*

The Institute offers no courses or degree programmes. It encourages the development of courses and programmes in Ukrainian studies at Canadian universities, especially in underdeveloped areas of Ukrainian studies. It is concerned:

1. To expand and strengthen department-based programmes in Ukrainian studies by increasing enrolments, indicating courses in desirable areas and discouraging unnecessary duplication.
2. To encourage the appointment of staff knowledgeable in Ukrainian and Ukrainian Canadian studies.

D. *Research*

The Institute furthers research in four ways:

1. By providing three undergraduate scholarships, each worth up to \$2,500 per year (renewable under certain conditions).
2. By providing two master's thesis fellowships, each worth \$4,500 per year (non-renewable).
3. By providing three doctoral thesis fellowships, each worth \$8,000 per year (renewable under certain conditions).
4. By awarding research grants to academics and other qualified scholars.

Graduate fellowships and bursaries may be held by Canadian citizens or landed immigrants in any Canadian university or elsewhere. For non-Canadian applicants, preference will be given to students who enrol at the University of Alberta. Undergraduate scholarships are awarded to Canadian citizens or landed immigrants at Canadian universities only. The Institute contracts research beyond Canada's borders, and research grants are awarded to non-Canadians as well as Canadian citizens and landed immigrants.

E. *Publication*

The Institute publishes:

1. "The Alberta Library in Ukrainian Canadian Studies," a clothbound and paperback series dealing with past and present aspects of Ukrainian life in Canada.
2. "The Canadian Library in Ukrainian Studies," a clothbound and paperback series emphasizing developments in history, the humanities and the social sciences primarily in nineteenth- and twentieth-century Ukraine.
3. The *Journal of Ukrainian Studies*, a semi-annual journal published at the University of Toronto.
4. A mimeographed series of research reports on highly specialized topics.

Jointly with the Shevchenko Scientific Society in Europe, the Institute is preparing a multi-volume, English-language, alphabetical "Encyclopedia of Ukraine," under the editorial direction of Professor Volodymyr Kubijovyč, Sarcelles, France.

F. *Co-ordination*

To co-ordinate Ukrainian studies at Canadian universities, the Institute

1. Compiles a biennial register of academics in Ukrainian studies in Canadian universities and private scholars in Canada.
2. Publishes a newsletter.
3. Arranges for the Council of Associates to meet annually at meetings of the Learned Societies.

4. Organizes special addresses and conferences on underdeveloped areas of Ukrainian scholarship with special emphasis on history, the social sciences and bilingual education.
5. Sponsors regular interdisciplinary (non-credit) seminars at the University of Alberta and the University of Toronto.

G. *Bilingual Education Within An Interdisciplinary Framework*

A special concern of the Institute is to aid bilingual education programmes by co-ordinating the work of faculties and departments of education, school systems, teachers' associations, private vernacular (*ridna shkola*) organizations and parental organizations. Of particular importance is the preparation of personnel at the university level knowledgeable in Ukrainian studies in all disciplines, complemented by East European, Soviet and / or Canadian studies to meet the growing needs of English-Ukrainian bilingual classes, *ridni shkoly*, university faculties, government departments and the Ukrainian Canadian community. A comprehensive Ukrainian Language Resource Centre containing teaching materials produced in North America and Soviet Ukraine has been developed in the Institute. The Institute also helps to organize summer school and extramural classes in Ukrainian studies, especially for teachers.

H. *Research Grants (See also section on Research)*

The Institute invites applications for grants to conduct publishable research of an advanced nature in the following areas: education, history, the humanities, law, the library sciences and the social sciences. Application forms are available on request. The Institute does not subsidize 1) publications it has not commissioned or approved, 2) commercial publications or 3) publications intended primarily for use in the public schools.

I. *Graduate Thesis Fellowships (See also section on Research)*

The Institute invites applications for master's and doctoral thesis fellowships in Ukrainian and Ukrainian Canadian studies in the following areas: education, history, the humanities, law, the library sciences and the social sciences. The fellowships are to aid students to complete their theses, and awards are made only in the thesis year of an academic programme and only for thesis work. Only in exceptional circumstances may an award be held concurrently with other awards. Application forms are available on request. Applications must be received by 31 January with notice of award normally given early in March.

J. *Student Travel Bursaries (See also section on Research)*

For doctoral students, one of the above fellowships may be awarded for up to one year's study in Ukraine or another centre significant in the history of Ukraine or of Ukrainian settlement in Canada. Applications in education, history, the humanities, law, the library sciences and the social sciences will receive priority. To qualify, students must be Canadian citizens or landed

immigrants enrolled in a graduate programme in any Canadian university or elsewhere. Only in exceptional circumstances may an award be held concurrently with other awards. Application forms are available on request. Applications must be received by 31 January with notice of award normally given early in March.

K. *Undergraduate Scholarships (See also section on Research)*

As part of its programme development function, the Institute provides annually three undergraduate scholarships worth up to \$2,500 each for an eight-month period of study at any Canadian university to senior students pursuing an undergraduate degree with a major in Ukrainian studies, consisting of a combination of at least five full courses in Ukrainian, East European, Soviet and/or Canadian studies (depending on whether Ukraine or Ukrainians in Canada is the main concern) in an Arts or Education programme. Scholarships of \$750 are awarded to students residing at home. Application forms are available on request. Applications must be received by 31 January with notice of award normally given early in March.

L. *The Canadian Foundation for Ukrainian Studies*

The main purpose of the Canadian Foundation for Ukrainian Studies is to finance the publication of the multi-volume, English-language, alphabetical "Encyclopedia of Ukraine."

The Foundation's executive , based in British Columbia's lower mainland in 1983-5, consists of the following:

- Mr. John Stashuk, president (Vancouver)
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Research Report

Vol. IV, No. 2

Spring 1985

PUTTING RESEARCH TO WORK: A TEN YEAR RETROSPECTIVE

In the course of its first ten years, the Wellesley College Center for Research on Women, while undergoing significant change, has remained constant to its original mission. Throughout its history, the Center has had two overriding goals: to conduct research and programs that *make a difference* in women's lives; and, at the same time, to assure that the results of our projects reach those in a position to improve the range and quality of life opportunities for women and men alike. Center staff have concentrated on isolating pivotal issues affecting women's lives; undertaken mobilizing research which identifies both the problem and alternatives for solving it; and developed model programs to evaluate the probabilities of success of possible ways of meeting social needs.

This issue of *Research Report* reviews our endeavors over the past ten years, detailing a number of our accomplishments and suggesting some of the issues we consider important for future study. Established in 1974 with initial funding from Carnegie Corporation of New York and The Ford Foundation, the Center was originally called the Center for Research on Women in Higher Education and the Professions. While our commitment to education and employment issues—joined early on with an interest in families—has continued, our program has expanded over the years to include research and programs on minority women, changing male roles and stress and adult development.

While the following by no means represents a full report on the work undertaken by the Center in the last decade, it does review the range and scope of our work over the first ten years. We have had a productive and eventful beginning, but we know our work has just begun.

EDUCATION

From the beginning, one of the Center's major concerns has been educational equity and opportunity for women. The Center's Program on Education promotes changes in learning settings which substantially improve women's experience of education in general and create more inclusive curricula in particular.

Early work at the Center in this program area included two projects directed by Wellesley faculty members: Cognitive Development of Women Undergraduates (1976-77) directed by Blythe Clinchy and Claire Zimmerman; and The Mathematics Project (1976) directed by Alice Schafer with the Association of Women in Mathematics. A two-year joint Center/Higher Education Resource Services project, Equity in Undergraduate Education (1979-81) directed by Pamela Perun was made up of two parts: a national interdisciplinary conference, and a year-long seminar which introduced relatively

young doctoral and post-doctoral scholars to new interdisciplinary research on sex equity. In that same two-year period, Janice Mokros and Sumru Erkut conducted a study of Professors as Role Models and Mentors which surveyed modeling and mentoring relationships between professors and college students. More recently, a team of researchers under the direction of Peggy McIntosh analyzed the 19th Century American Literature curriculum and then compiled a collection of short fiction by women. Our newest work in the area of Education, *Legacies: Family History in Sound* directed by Ellen Rothman, is the development of an audiocourse on the history of women and the family in America.

Two long-term Center projects are particularly good examples of our continuing commitment to curriculum change. The Review of Curriculum Materials for the Women's Educational Equity Act

Program (1977-1984) directed by Jacqueline Fields and Sumru Erkut was a collaborative venture with Education Development Center (EDC) of Newton, Massachusetts. The project produced materials aimed at eliminating sex discrimination and other forms of bias in education. During the project's eight years, the Wellesley staff convened panels of educators, researchers, and community representatives from all parts of the United States to review curricular and programmatic materials—both print and non-print—produced by WEEA grantees, after which selected materials were published by EDC. Educational programs and informational materials were developed for specific minority groups, for displaced homemakers, for ex-offenders, and for low-income and rural women who wish to enter or re-enter the paid labor force or postsecondary educational institutions. Over the course of the project, more than 350 scholars and consultants served as review panelists and a wealth of materials were reviewed, produced, and widely disseminated to colleges and universities, elementary and secondary schools, teacher training and counselor education programs, and community agencies.

Another pioneering project seeks to balance the views in college curricula of women's and men's roles. The Mellon Faculty Development Program began under the directorship of Carolyn Elliott in 1976 and is currently directed by Peggy McIntosh. The present phase has three program components: (1) matching support for college deans and presidents who enlist outside consultants to help with curricular transformation, (2) support for New England area scholars to attend a nine-month series of interdisciplinary seminars to discuss how the new scholarship on women bears on and potentially transforms the academic disciplines, and (3) national fellowship support for individuals to work at the Center and write about changes in disciplinary paradigms which the new work on women is stimulating. In the course of our faculty development work, 112 faculty from 53 institutions have participated in the year-long seminars; 80 colleges and universities have received matching grants under the national consulting program, and 31 nationally-recognized scholars have spent a semester or more writing at the Center. Two important new projects also under the direction of Peggy McIntosh have grown out of this work: the Dodge Faculty Development Program in Women's Studies and the Guidebook for Faculty and Curriculum Development on the Implications of Women's Studies for the Humanities, co-directed with Elizabeth Minnich. It is impossible to estimate how many individuals—both teachers and students—have been affected by this essential and valuable work but the continuing requests for copies of Center Working Papers on curriculum change suggest that the effects are both far-reaching and profound.

EMPLOYMENT

Women's increased labor force participation, their movement into new categories and levels of jobs, the continuing quest for equal pay, and the demands new activity in the paid labor force put on women in respect to their families are central issues for the Center's Program on Employment. In order to understand and influence the paid work environment for women, the Center studies characteristics of women workers at the individual level, organizational structures and internal labor markets, and governmental and organizational policies. Collaborating on many of our early projects was the Federation of Organizations for Professional Women which maintained an office in Cheever House from 1974 to 1978.

A continuing focus of Center work is the acquisition of skills and job training available to women. A significant number of women entering the job market in the 1960's and 70's had little paid labor force experience. In *Volunteer Jobs to Paid Work* (1977-79) Judith Hybels explored the skills developed in volunteer activities and the possibilities for transferring that experience to paid jobs. Another project, *Employment of Displaced Homemakers* (1979-81) directed by Ruth Harriet Jacobs, catalogued and disseminated resources for counselors working with women forced unexpectedly into the labor force as a result of divorce or death of a spouse. This project culminated in a conference which brought together practitioners from all over the U.S. to examine available resources and suggest strategies for the future. An evaluation of CETA programs undertaken by Sharon Harlan (1981-84) documented the experiences of women in federal job training programs and their assignment to programs less likely to lead to actual employment.

Another central focus has been the experiences of women in traditionally male occupations. *Women in Nontraditional Blue Collar Jobs* (1978-81) directed by Brigid O'Farrell explored the career paths of white and Black women entering male-dominated blue collar trades. The project found informal constraints on women's access to training and evidence of harassment on the job which led to specific suggestions for supervisor training programs in companies recruiting women into such occupations. Two consecutive research efforts—*Moving Up: Women in Managerial Careers* (1978-81) directed by Anne Harlan and Carol Weiss, and *Women in Management: Examples of Success* (1981-84) directed by Bette Woody—studied the career tracks of women entering and advancing in corporate management and led to specific recommendations for policies supporting dual-career families and enabling women to receive constructive criticism and training opportunities. More recent work conducted by Jacqueline Fields, *Women and the*

Corporate Ladder—Corporate Linkage (1984), identifies the determinants for the successful promotion of women to senior management positions in large corporations.

FAMILY

Three major demographic trends have changed the typical structure of American families: there has been a steady rise in the divorce rate; women are bearing fewer children; and—perhaps most dramatic of all—mothers of young children now represent the fastest growing segment of the paid labor force. The combination of women's roles in the family and in paid work and the importance of families' support systems (both informal and institutional) have been two of the areas on which the Center has focused over the years.

One of the Center's first projects, *Having a Career/Having a Family* (1976) directed by Barbara J. Hill, examined the relationships and conflicts between family and career goals. Pamela Daniels and Kathy Weingarten undertook extensive field research on the timing of parenthood and its consequences in the lives of women and families for the Family Timing Project (1976-80), results of which were published in *Sooner or Later: The Timing of Parenthood in Adult Lives* (W. W. Norton, 1982). Mary Jo Bane completed an overview of family policy in her 1977 project, *Perspectives on Women in the Family*, and worked with Laura Lein and other researchers to explore women's family life and their contacts with informal and formal support systems in two projects: *Women, Work and Family* (1977-79) and *Families and Communities: Helping Networks* (1979-81). During 1979-81, Joseph Pleck investigated the demands on women in families in *Impact of Work Schedules on Family Life and Wives' Employment, Role Demands, and Adjustments*. Under a contract from the U.S. Commission on Civil Rights, a team of Center researchers collaborated to produce the Commission's 1981 report, *Child Care and Equal Opportunity for Women*. Patricia Boyle currently concentrates on an increasingly important issue for families in her work on *Prevention and Intervention of Mistreatment of Infants and Young Children*.

A particularly striking example of a project that continues to have nationwide impact is the School-Age Child Care Project, directed initially by James Levine. Now seven years old, this project was one of the first organizations in the U.S. to identify and document the increasing need for services for young school-age children of employed parents. Since 1979 the project, under the direction of Michelle Seligson, has researched, written, offered technical assistance, provided funding support, testified before state and federal

legislative bodies, and otherwise served as an advocate on school-age child care. Testimony by project personnel contributed to the early passage of the nation's first appropriation bill supporting school-age child care. Conferences, demonstration projects, and a number of important publications have raised the level of awareness of the public as well as day care providers, school boards, and other corporate and community officials about the need for quality care for the nation's children.

MINORITY WOMEN

In 1980, the Center made a conscious and deliberate decision to recruit research scholars to undertake applied research on minority women. The resulting Program on Minority Women was designed to examine critically and change stereotypes about Black women and their families, and to have significant impact on public and social policy as it affects minority women. Projects in this area have addressed the historically high rates of labor force participation among Black women, the multifaceted nature of Black women's roles within their families, the psychosocial consequences of being female and minority, and the increased entry of Black women into institutions such as universities, trade unions and corporations. An early Center project which predated the formal establishment of this program area was the work done by Priscilla Douglas on *Black Women in Nontraditional Blue Collar Jobs* (1979-80).

Three projects have been particularly important in creating networks of minority women, disseminating information about them through publications or changes in curricula, and improving their work and professional careers: the *Black Women's Educational Policy and Research Network* (1980-82), directed by Patricia Bell-Scott; the *Minority Women's Leadership and Professional Development Program* (1981-82), co-directed by Patricia Bell-Scott and Carol Carter; and the *Black Women's Studies Faculty and Curriculum Development Project* (1982-84), co-directed by Patricia Bell-Scott, Gloria T. Hull and Barbara Smith. The newsletter of the *Black Women's Educational Policy and Research Network* was especially successful in establishing contact with more than 1,000 women and men in academe across the United States. Michelene Malson examined the sex roles of dual-earner and single-parent Black women as part of her work with Laura Lein on *Women, Work and Family* (1979-81). She currently investigates the salience of support network involvement in *Black Single-Parent Functioning in Support Strategies of Black Single Parents*. Now in its sixth year, the *Minority Women's Seminar Series*, directed by Michelene Malson, provides information on the

most recent research on minority women and creates a network of people in the Boston area who are interested and active in minority women's issues. The seminar series included, "Contemporary Research on Hispanic Women," the Center's first program on Hispanic women in March of 1983. A recent report commissioned by the NAACP Legal Defense and Educational Fund documents the difficulties Black women face in industry. Using data drawn from the U.S. Bureau of Census's 1982 Current Population Survey, Bette Woody and Michelene Malson established the fact that, in spite of gains in education and experience, Black women continue to be employed overwhelmingly in low-paying, low-status jobs. Their report outlines prospects for the future and suggests corrective steps that can be taken by companies to alter the presently inequitable situation.

MALE ROLES

Our newest program area acknowledges that women's lives and those of men are inextricably linked and that recent changes in women's roles have had enormous impact on men--in the family, on the job, and elsewhere. It recognizes and explores the impact fathers have on their children and the increasing significance of fatherhood in men's own lives. Additional interest in male roles, health, and education leads us to investigate the attitudes of hospital staff towards patients with AIDS, the ways in which husbands cope with infertility, and changes in school curricula which can allow young males to overcome stereotypes, develop their own potential as human beings, and explore alternative male roles.

Rosalind Barnett and Grace Baruch's three-year study, *Correlates of Fathers' Participation in Family Life (1979-81)*, was the first large project in this area, followed by the *Fatherhood Project*, co-directed by Joseph Pleck, James Levine, and Michael Lamb. In order to better understand how future changes can be most effectively implemented, this project examined institutional change strategies in employment, law, health, education, and social services which directly or indirectly enable men to become more involved in childrearing. *Fatherhood Forums* sponsored by the project, first in New York City and then in six other major American cities, focused on developing community resources for fathers and exploring a wide variety of concerns and issues for parents, including fathers' rights, fulltime homemaker fathers, single fathers, fathers and the workplace, and fathers' involvement in the schools. *Fatherhood USA* (Garland, 1984) and numerous articles in magazines and journals report the work of this project to academic, corporate, government, community and

popular audiences. Another important part of this growing program area is the *Male Roles Seminar*, directed by Joseph Pleck. This three-year-old series of presentations and discussions involves Boston-area researchers, writers, and clinicians concerned with issues of the male role.

STRESS AND ADULT DEVELOPMENT

The conditions of women's lives and issues of gender have largely been neglected in social science research on stress. Many notions about which aspects of women's lives are stressful lack empirical support and are, in fact, stereotypic in their assumptions. For example, it has been assumed that combining the roles of wife and mother with the role of paid worker is a major source of stress. Yet recent research suggests that of all the roles women occupy, that of paid worker may be the most benign, and that of mother the most difficult. Moreover, gender differences have been inadequately addressed in the literature on stress and coping. For women, for example, social ties may present emotional costs as well as benefits.

The Center's program on stress and adult development seeks to integrate the study of stress and coping with the study of women's lives as adults. Research in this new program area is work-in-progress, with substantive results and reports still to come. The extent and depth of the program promises to produce findings and information that will prove applicable to men as well as women. The projects currently being conducted include: Jill Rierdan and Elissa Koff's seven-year longitudinal study, *Biopsychosocial Development of Adolescent Girls*; Rosalind Barnett and Grace Baruch's four-year longitudinal interview study, *Occupational Stress and Health of Women Licensed Practical Nurses and Licensed Social Workers*; Grace Baruch's position paper for the Rockefeller Foundation which assesses the state-of-the-art with respect to the study of stress and gender; Daryl Costos's project, *Gender Role Identity as a Cognitive Developmental Construct*; and Mary Lou Randour's work on agorophobia in women.

OTHER WORK

The Center is strengthened by a number of projects that cross program areas. Many first learned of the Center as a result of its groundbreaking conference on *Women and Development* in 1976. The *Women's Review of Books* plays an increasingly important role in providing women world-wide with information on books by and about women, and our highly-valued *Research Training Program on Sex Roles and Mental Health* enriches and extends the research life of the Center.