# NEWSLETTER

## OF THE CPA/SCP

## SECTION ON WOMEN & PSYCHOLOGY
## SECTION · FEMMES ET PSYCHOLOGIE

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# IN MEMORIAM

## VICKY ANN GRAY

### 1942-1991

Vicky Gray died earlier this year after a long and difficult illness. Vicky received her BA from Mount Holyoke and her PhD from Brown University. She came to Canada in 1969 on a postdoctoral fellowship at Dalhousie, and in 1971 joined the psychology department at the University of New Brunswick in Fredericton. Vicky was a dedicated feminist and worked throughout her career for the inclusion of women in the academic world. She was a member of the CPA Task Force on the Status of Women, developed one of the first Psychology of Women courses in the Maritimes, and was one of the founders of the UNB Women's Studies Program, serving as its second Co-ordinator. Vicky was a dedicated teacher who generously gave her time and energy to students and to the preparation of her courses. Her research included work on women's achievement and a twelve year longitudinal evaluation study of French Immersion. The Vicky Gray Memorial Scholarship in Women's Studies has been established to commemorate her work. Send donations to the Development Office, University of New Brunswick, Fredericton, New Brunswick, E3B 5A3.

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# COORDINATOR'S MESSAGE

Susan A. Hyde, Ph.D.
SWAP Coordinator
1990-91

It's hard to believe but it's almost time for CPA and our annual institute. I want to take this opportunity to thank all of the SWAP members who have been able to provide assistance in conducting SWAP related business throughout the year and look forward to meeting many of you in Calgary.

This year the SWAP business meeting will be at 9 a.m. on Saturday. I would encourage as many of you as possible to attend this meeting despite the early hour. I appreciate that it is not the most wildly exciting aspect of the convention, but it is one of few opportunities to get together and discuss the business of the Section.

The annual SWAP symposium will follow the business meeting at 10 a.m. This year's symposium entitled "Fear and Loathing in Academia: Women's Experience in University" brings together Sandra Pyke (York University), Cannie Stark-Adamec (University of Regina), Linda McMullen, and Debra Hay (University of Saskatoon) and a graduate student to discuss their experience in academia. This is particularly important at a time when many women graduate students are reluctant to apply for academic positions because of what they perceive to be barriers to a satisfying career.

The annual SWAP institute is on Wednesday, June 12. This year's institute promises to be one of the most exciting that we have ever had and congratulations must go to Sharon Crozier and her colleagues for the superb job that they have done in organizing the institute. It should be noted that the brochure and funding for the keynote speaker has been made possible by co-sponsoring the institute with the Psychologists' Association of Alberta's special interest group Women and Psychology.

Board elections will be coming up soon and SWAP member Joanne Gallivan has been nominated for one of the vacancies in the Scientist category. Finding SWAP members who are willing to run for board positions is always difficult and it would be helpful if those of you who are interested in running for the CPA board could forward your names to myself or to Dr. Mona Abbondanza, the Coordinator Elect. Finally, I would welcome hearing from SWAP members while in Calgary as to more effective ways to conduct the business of the Section. It would appear that the traditional way of requesting input from SWAP members through the Coordinator's message is not very helpful. If SWAP is to be a truly democratic organization we need input from more members than we currently have. If you have ideas as to how to improve our communication, please do not hesitate to contact me before or during the Convention. Looking forward to seeing you in Calgary.

# CALL FOR REVIEWERS

SWAP needs to develop a roster of reviewers for submissions to the annual convention. Both practitioner and academic reviewers are required. If you are interested in being on the roster, please fill out the form below and mail to:

Dr. Susan Hyde
SWAP Coordinator
Dept. of Psychological Services
Cape Breton Hospital
P. O. Box 515
Sydney, N. S.
B1P 6H4

Name:_____

Institutional Affiliation:_____
(If applicable)

Mailing Address:_____

_____

_____

Phone Number: (_____)_____

Interested in reviewing submissions in the following areas (e.g., psychology of women: theoretical models; violence again women; child sexual abuse; clinical issues in treating women clients):

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

## EDITOR'S MESSAGE

### Joanne Gallivan

Thanks to everyone who has contributed to the Newsletter for this and previous issues. Please keep sending articles, information and suggestions! I'd especially like to include news about our members; if you're shy about sending in information about yourself, then consider informing us of the accomplishments of other SWAP members that you know about. Remember also to send suggestions for book reviews to Beth Percival, Dept. of Psychology, University of Prince Edward Island, 550 University Ave., Charlottetown, PEI, C1A 4P3. The deadline for submissions for the September issue is August 9. If possible, send submissions on IBM disk in WordPerfect or ASCII (DOS text) format; disks will be returned. If you use E-mail, you can send materials in DOS text form through the system; that still saves retyping and has the added advantage of speed. There was a lot of typing for this issue in particular and I am very grateful to Margaret Nemeth-MacLeod who did the bulk of it in her usual efficient and accurate manner!

Finally, here's a little comic relief for those days when the dinosaurs really get you down. The following anonymous "press release" (slightly revised) was passed on to me by a friend at Brock University.

## NEWS FLASH!!

### New Form of Sexual Harassment Identified

An exhausted woman panelist at the conference "Women's Conference on Women's Conferences on Matters Affecting Women" told fifty conference members, forty-eight exhausted women and two discreet men, that a new form of abuse of women has recently been identified. "Women are being morally required to go to an exponentially increasing number of conferences," she said. She went on to point out, using normative and statistically derived models, that the very fact that women are not forced to attend these conferences is itself a subtle form of coercion, as it places the burden of conscience as well as the burden of preparation, travel and participation directly on women. She hotly contested the suggestion that women themselves may be in part responsible. "That's just blaming the victim," she replied. There were calls for concerted action against this new abuse, an investigatory panel was formed, and a conference arranged.

ELEVENTH SWAP INSTITUTE - PROGRAM

WOMEN, GIRLS AND ACHIEVEMENT

Wednesday, June 12, 1991
Calgary Convention Centre

8:30-9:00     Registration

9:00-9:15     Opening Remarks

9:15-10:00    Keynote Address by Lorna Cammaert, " White-water Women"

10:00-10:15   Refreshment Break

10:15-11:45   Concurrent Sessions I

## Critical Research Perspectives

A critical theory of self-formation.  Carol Morgaine

Intrapsychic factors as explanations for gender differences in children's academic achievement: A persistent myth.  Rosemary McVicar

Subjectivity and the psychology of gender: Q as a feminist methodology. Joanne Gallivan

## Achieving Self Esteem

Mother-daughter attachment and developing self-worth at early adolescence. Jennifer Gaddes, Heather Adam & Ray Peters

Professional achievement, personality characteristics and self-esteem. Ursula Streit & Yolande Tanguay

An exploration of some of the ways in which a woman's ability to achieve high levels of self-esteem, a sense of competence and unity with other women is restricted. Kaye-Lee Pantony

## Workshop - Blurring into focus: Challenging the myths of motherhood.
Jane Graham, Janice Meilach, Margaret Prior, Nancy Wilkinson & Maureen Dyer

## Workshop - On Gaining Voice: Supporting the Development of Self, Voice, and Mind.
An experiential workshop by Mary Belenky will consider the roles of separate and connected knowing in promoting epistemological development.

11:45-1:00    Luncheon/entertainment

1:00-2:30    Concurrent Sessions II

## Achievement Issues Related to Mothering

Being a professional woman and a mother: some mental health issues. Yolande Tanguay & Ursula Streit

Defining "achievement" in the lives of mid-life, single mothers. Milana Todoroff

Achieving the capacity to discipline your child: Developing a self while mothering. Nina Josefowitz

## Feminist Practice in Academia

A feminist approach to learning. (Panel) Donna Akman, Sharon Carlton, Robin Greggs, Laurie Hashizume & Kathy Cairns

Different expectations: Reflections on feminist practice in academia. Ilona Lampi Miner

## Barriers to Achievement for Women of Colour

Barriers to achievement for immigrant women of colour. Swapna Gupta & Amal Umar

Resistance as achievement: Women of colour resist racism and sexism in mental health systems. Nikki Gerrard

The Hindu marriage: A discussion of ideological barriers to the Hindu woman's achievement of egalitarianism. Sharda Vaidyanath

## Workshop - Making the invisible visible: Empowering women's achievements. Susan Kyra

2:30-2:45    Refreshment Break

2:45-4:15    Concurrent Sessions III

## Achievement in Educational Settings

Substantive theorizing on secondary school interruption and subsequent university attendance of women. S.M. Grant, M. Longstaff & M. Russell

Differentiating factors of university females persisting and withdrawing from mathematics. Val Blair & Judy Lupart

Career-related gender differences in university science students. G. Rejskind & E. Harris

2:45-4:15     Concurrent Sessions III (Cont.)

## Understanding Female Achievement

Sex-role development: A pathway to understanding female achievement. Cheryl Washburn

A female definition of career achievement. Laurie Hashizume & Sharon Crozier

Women and risk-taking: The overlooked dimension. Jane Templeman

## Young Women's Perceptions of Achievement

Perceptions of competence in a sample of early adolescents: What females define as healthy and achievement. Lydia Kwa

Bulima Nervosa: The shadow symptom of a narcissistic culture. Lynne Walker

## Workshops - Alternative Definitions of Achievement

Women's attitudes towards money. Sandra Macenko & Kathy Ingraham

Women's experience of grief after suicide: A theory of grief integration. Lois Sapsford

7:00-8:00     Keynote Address by Mary Belenky, "Ways of Knowing and Empowerment"

8:00-10:00    Reception

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Registration: $70.00 (Regular)
              $40.00 (Students)

Register early as space is limited.  For information, contact Dr. Sharon Crozier, Counselling Services, University of Calgary, (403) 220-5893.

## A CRITICAL THEORY OF SELF FORMATION

Carol A. Morgaine

Belenky, Clinchy, Goldberger, and Tarule (1986) speak of the importance of creating educational systems which allow women to move from silence to constructed and integrated knowledge. In order for individuals to begin such a significant journey, the processes of institutional hegemony must be illuminated. Learners must become enlightened as to the links between self and society. It has been suggested that "no one ever told us we had to study our lives, make of our lives a study..." (Rich, 1978, p. 78). However, emancipatory education must be founded upon a critical perspective toward the self-formation processes.

Critical theories are based on the belief that changing people's view of self and their world is the first step toward radically altering actions within the world. The term "critical" has been coined to "refer to the potential people have for self-reflection and self-determination in a social structure" (Coomer, 1984, p. 35). A critical theory offers systematic explanations regarding the interconnections between social institutions and the behaviour, feelings, and beliefs of the members of those institutions. Critical theories facilitate change by enlightening people to their unexamined beliefs about self and society.

This paper presents a critical theory of self-formation. It establishes links between themes of everyday life, social institutions, and the psycho-social human development. Relationships to women's achievement are suggested as positivistic and interpretive texts facilitate enlightenment and emancipation.

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## INTRAPSYCHIC FACTORS AS EXPLANATIONS FOR GENDER DIFFERENCES IN ACADEMIC ACHIEVEMENT: A PERSISTENT MYTH

Rosemary A. McVicar

Intrapsychic hypotheses of gender differences in academic achievement have dominated the field through such constructs as learned helplessness and self-concept. A study is reported that adds to the growing body of evidence challenging such approaches. The study examined gender differences in psychological variables identified as significant for academic achievement using a sample of 205 grade 6 children. Variables examined were cognitive ability, academic self-concept, locus of control, intrinsic motivation, autonomous judgement, and value of academic achievement. No gender differences were found for comparisons of mean differences on single variables, for the variables associated with high and low achievement, nor for the size of contribution that these variables made to achievement outcomes in regression analyses.

These findings are congruent with the inconsistent or small gender differences in psychological variables that have been found in previous research, in contrast to popular

focus on such factors. Several illustrations of the systematic distortion of research data to fit an intrapsychic hypothesis are provided from the literature on learned helplessness and academic achievement. The resistance to abandoning intrapsychic hypotheses of gender differences in academic outcomes is examined from the perspectives of attribution theory, social constructionism, and scientific theory development.

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## SUBJECTIVITY AND THE PSYCHOLOGY OF GENDER: Q AS A FEMINIST METHODOLOGY

### Joanne Gallivan

Feminists have criticized many aspects of psychological methodology, including reliance on standardized tests and trait approaches, "decontextualization" of the social phenomena under study and lack of attention to the "subjects'" points of view. It has been argued that the psychology of gender, and indeed psychology in general, requires methods which emphasize the participants' constructions of reality rather than the experimenters' a priori assumptions. Proposed alternatives include various qualitative methods. These approaches have limitations, as well, including the difficulty of adequately and accurately analyzing and interpreting the data gathered. As well, individuals differ in their ability to fully express even their personally-held views. One approach which, epistemologically, shares many of the basic assumptions of qualitative approaches but which deals with some of the limitations is Q methodology.

Q methodology is based on correlations between people, rather than correlations between measures (R methodology). Individual viewpoints are expressed through a common means, the Q sort. This is not just another form of rating scale; items are not assumed to assess particular constructs a priori. Rather, the dimensions of meaning expressed are revealed in the subsequent analysis. The Q sorts of respondents are correlated; the complete correlation matrix is factor analyzed to determine the different response patterns present. The individuals who "load" on each factor are those who produced stimulus groupings which are similar to each other and different from those given by the people making up other factors. Inspection of the factor arrays and the significant differences between item scores on the different factors are used to distinguish and interpret the various perspectives that led to the Q sorts and the resulting factors. Through the use of examples, the potential of Q technique as a feminist methodology will be elaborated.

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## MOTHER-DAUGHTER ATTACHMENT AND DEVELOPING SELF WORTH AT EARLY ADOLESCENCE

### Jennifer Gaddes, Heather Adam & Ray Peters

Early adolescence has traditionally been viewed as a time of beginning separation from parents as the young teen moves toward autonomy. This latter construct is viewed as the

adolescent's ability to use her own self reasoning abilities rather than to be dependent on parents and parental approval (Youniss & Smollar, 1985). From this perspective, affiliative caring mother-daughter relationships are not considered, except by implication as possibly representing a lack of autonomous functioning. However from another perspective, the attachment relationship as it extends across development is viewed as an important determiner of future parenting. Exploration of this relationship at early adolescence is not well researched, however descriptive work supports the importance of a supportive parent-adolescent relationship (Youniss & Smollar, 1985; Peterson et al., 1984). The mother-adolescent relationship appears particularly salient (Peterson et al., 1984). The present research conceptualizes the mother-daughter relationship as representing a continuation of the attachment process, in which emotional and social exploration at the teen years is supported by the presence of a secure attachment figure as perceived by the adolescent. The supportive nature of this relationship is explored with respect to perceived self competence in a number of areas, with a group of grade seven and eight young women. Implications for a positive view of the mother-daughter relationship based on an affiliative approach to the development of autonomy are discussed.

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# PROFESSIONAL ACHIEVEMENT, PERSONALITY CHARACTERISTICS AND SELF-ESTEEM

Ursula Streit & Yolande Tanguay

Research on women has pointed to the important contribution of professional achievement to their self-esteem. Personality characteristics such as the nature of the self-concept, a sense of control over one's life, and the importance given to others' opinion for the maintenance of self-regard also appear to be linked to self-esteem. Furthermore, the self-esteem of women whose own mother did not work outside the home may be influenced by how their family of origin views their professional activity. Using a sample of professional women in their thirties (N=63), the present study examines the contribution of work variables (job involvement, and the quality of the work role measured in terms of its gratifying and frustrating aspects) to self-esteem. The additional contribution of the following sets of variables was also explored: the work support by a member of the family of origin, two personality characteristics (mastery and relational self), and the professional self-concept. The results of a hierarchical multiple regression analysis (controlling for professional income, marital and maternal status) showed that neither professional life variables nor family work support yielded a significant increment in the variance explained ($\triangle R^2 = .138$, $p = .13$; $\triangle R^2 = .083$, $p = .13$); however one work variable, i.e. the perception of one's work as challenging and providing opportunities for autonomy and self-realization, was significantly associated with self-esteem ($\beta = .287$, $p = .046$). As to the sets "personality characteristics" and "professional self-concept", they each contributed a significant increment to the variance explained ($\triangle R^2 = .169$, $p = .005$; $\triangle R^2 = .146$, $p = .001$). The following individual variables showed a significant association with self-esteem: mastery ($\beta = .345$, $p = .007$), being dependent on others for positive feedback ($\beta = -.262$, $p = .04$), as well as the "fighter" dimension of the professional self-

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concept ($\beta = .439$, $p = .0002$). The discussion will focus on the issue of professional achievement and self-esteem.

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# AN EXPLORATION OF SOME OF THE WAYS IN WHICH WOMEN'S ABILITY TO ACHIEVE HIGH LEVELS OF SELF-ESTEEM, A SENSE OF COMPETENCE AND UNITY WITH OTHER WOMEN IS RESTRICTED

Kaye-Lee Pantony

I will explore the implications of how women's ability to achieve high levels of self-esteem, a sense of competence and a feeling of unity with other women is restricted by the perpetuation of "mother-blaming" in our society. I will base my analysis of mother-blaming on the work of Caplan (1989), Rich (1976), and others, and will demonstrate how this implies a paradox of power and powerlessness. I will reveal how we attribute excessive amounts of power to mothers and how this undermines all women's ability to achieve high levels of self-esteem, a sense of competence and unity with other women.

Women's achievement in the area of self-esteem and competence is profoundly influenced by motherhood regardless of whether women choose to become mothers or not. This happens because most women internalize the socially sanctioned practice of mother-blaming (Caplan, 1989). This practice takes many forms. First, women learn to blame their own mothers for most of their negative experiences. Second, if they do have children women learn to blame themselves for most of their own children's negative experiences. Third, women learn to blame other mothers for their children's problems. Finally, women learn to measure their mothers, themselves and other mothers against an ideal of motherhood that is based on impossibly high standards (Caplan, 1989).

However, mother-blaming serves a very important purpose in our society. Essentially, it is a means of maintaining and perpetuating patriarchal values. As long as women are busy blaming their own mothers, blaming themselves and blaming other mothers they will not challenge patriarchal values. These values tend to set women up for failure. For example, when women who are mothers do not challenge these values they tend to get trapped into trying to strive toward the socially established ideal of motherhood. Striving toward this ideal places them in danger of experiencing failure because these standards are difficult, if not impossible, to attain since they frequently change (Rich, 1976) and are most often illusive (Caplan, 1989). Ultimately, continued failure will affect their self-esteem, sense of competence and their ability to achieve high levels of comfort with themselves and other women. Similarly, when women who do not become mothers do not challenge patriarchal values, they too are in danger of experiencing failure since they may feel that their "childless" state makes them inadequate.

The pervasiveness of mother-blaming in our society reveals a paradox of power and powerlessness that traps women in a state of paralysis. We attribute excessive amounts of power to them and as a result they are disempowered. This power paradox restricts women's ability to achieve high levels of self-esteem, a sense of competence and profoundly limits the extent to which women can unite.

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# BLURRING INTO FOCUS: CHALLENGING THE MYTHS OF MOTHERHOOD

Jane Graham, Janice Meilach, Margaret Prior, Nancy Wilkinson, Maureen Dyer

The proposed workshop has evolved from the collaboration, experience, and work of five women during a course on feminist counselling at The Ontario Institute for Studies in Education, Toronto, Ontario. Coming together initially around issues of loss and identity in women's lives, we found our voices resonated most significantly when discussing motherhood. Our dialogue was based on personal reactions to motherhood as experience and as social construct. In our process we sought "real questions" (Gilligan, 1990) related to the impact of motherhood on each of us as women.

We believe that motherhood is achievement. The traditional definition of achievement is tied to outcome. Since motherhood is process, within the contemporary social context it becomes invisible as achievement. Motherhood as process touches the lives of all women, whether or not they choose to bear children. Until the idea of achievement shifts to encompass this, key aspects of women's reality will continue to be invisible in our understanding of their lives and consequently in therapy. This workshop would be of interest to anyone who wishes to explore a different understanding of motherhood. The process we use is designed to assist individuals to develop a "real question" from their life experience, specifically pertaining to motherhood as process and as achievement.

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# BEING A PROFESSIONAL WOMAN AND A MOTHER: SOME MENTAL HEALTH ISSUES

Yolande Tanguay & Ursula Streit

In view of the high number of women who now combine professional achievement and motherhood, it is important to identify which aspects of the multiple-role experience are likely to lead to psychological discomfort. The goal of the present study is to examine the relationships between role experiences and a mental health index. Thirty-five French-speaking professional women in their thirties completed a questionnaire and participated in an interview which provided the following data: quality of roles (professional, marital, and maternal roles), support specific to the work role and to the maternal role, benefits and inconveniences of the multiple-role experience, discrepancy between the self-concept and the ideal maternal representation. The results of a multiple regression analysis (adjusted $R^2 = 40.9\%$), which controlled for family income, and children's age and number, suggested that the following characteristics were associated with a higher level of symptomatology: the perception of the maternal role as a source of overload and lack of time for oneself, the concern that combining work and motherhood affects the quality of mothering, and a wide discrepancy between the self-concept and one's ideal maternal representation. The results of this study, which is exploratory considering the size of the sample and the large number of life characteristics assessed, will be discussed in the light of recent advances in this field.

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# DEFINING "ACHIEVEMENT" IN THE LIVES OF MID-LIFE, SINGLE MOTHERS

## Milana Todoroff

In this paper, "achievement" is explored within the context of the lives of women who have been single parents for at least a decade. It draws from in-depth interviews with ten single mothers who are now between forty-five and sixty years of age. Research with women in this age group has traditionally assumed that they are married and that their only major achievement is child rearing. Thus, it has been suggested that one of the few significant events for mid-life women is the "empty nest" withdrawal they experience when their children leave home. While the single mothers in this study did identify raising children as a major achievement, they also identified survival, keeping their family together, reaching career goals and remaining independent as important accomplishments. This research has implications for how achievement is conceptualized. It indicates that age, marital status and the material conditions of a woman's life may be factors to consider when looking at achievement. It also has implications for our understanding of mid-life. Contrary to assumptions, mid-life single mothers may be relieved to see their children leave home. For them, it may be the first time in a decade or more that they may be able to relax a little from the daily struggle to survive financially. For some, it may be a time to review their lives and accomplishments and to develop goals for the future.

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# ACHIEVING THE CAPACITY TO DISCIPLINE YOUR CHILD: DEVELOPING A SELF WHILE MOTHERING

## Nina Josefowitz

Popular self-help books on parenting, as well as behaviourally oriented clinical work treat effectively disciplining children as a skill. The underlying assumption is that if you can learn the techniques, you can effectively and easily discipline your child. The present paper will examine some of the internal psychological processes and conflicts that may make disciplining difficult for women. The paper is based on a number of case studies.

Disciplining a child involves deciding that a specific behaviour is unacceptable and then deciding on and carrying out a consequence or punishment. Like all decisions this necessitates a sense of oneself, what one wants and one's boundaries. Setting limits may be particularly problematic for women. Mothering necessitates a certain type of empathy where a women's sense of self expands to take in her children. If this did not happen the sacrifices entailed in mothering would be intolerable and the attunement necessary for good mothering would not be possible. It is the dialectic between the need to extend one's sense of self to include one's child in order to care for young children, and the need to remain separate and more powerful in order to set limits that may make it difficult to discipline. This inherent conflict necessitates an empathic connection where the mother identifies with her child yet retains her separateness and power. Setting limits may be experienced as separating or disconnecting from your child and may arouse fears

of being selfish and losing your child's love.

Many women are raised to attune themselves to others' needs and to minimize their own needs and desires. This pattern may make it difficult to set limits and to recognize children's disruptive behaviour until it is intolerable.

A further issue that will be explored is the difference between dealing with a child who behaves disruptively and dealing with an abusive adult relationship. Though the behaviours may be similar (hitting, spitting, etc.) the underlying power differential and responsibility are different.

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## A FEMINIST APPROACH TO LEARNING

Donna Akman, Sharon Carlton, Robin Greggs, Laurie Hashizume & Kathy Cairns

The literature and the reported lived experience of women suggest that the environment in traditionally managed post secondary educational institutions does not facilitate women's optimal learning and thus constrains their immediate and future achievement. A feminist approach to learning both provides an alternative to the traditional mode and is more congruent with the recommendations appearing in the recent literature on adult learning.

This panel presentation will address the following issues from both a theoretical and a phenomenological perspective:

1. The context of women's post secondary learning and the difficulties that women experience in an atmosphere that stresses competitiveness and individual rather than collaborative learning.

2. Women's discomfort with the hierarchical structure associated with learning and achievement and the concomitant assignment of the title "expert."

3. More recent theoretical perspectives outlining the environmental and instructional factors that are considered requisite for optimal learning and achievement for women and other adult learners.

4. The feminist principles underlying an instructional model from the teacher's perspective.

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## DIFFERENT EXPECTATIONS: REFLECTIONS ON FEMINIST PRACTICE IN ACADEMIA

Ilona Lampi Miner

As feminist perspectives become increasingly "legitimized" within some sectors of academe, the question of our expectations as feminists requires consideration. Such expectations are embedded in, and reflect various feminist theoretical perspectives which take up the question of women's identity and development. In this paper I explore some of the visions proposed by two bodies of feminist literature and work, namely what has become known as "feminist pedagogy", and the work of North American feminists

working in the area of psychology, who are exploring dimensions of relationality and connectedness as crucial components of women's development and learning. To this end I draw on both my own experiences as a feminist graduate student, and on interviews I conducted with four feminist professors. I argue that by including an analysis of power relations, and a concern for social and political contexts, a focus on questions of ourselves-in-relation to others can have a transformative potential for educational process. Further, this calls into question the very basis of what is considered to be "achievement" in academe.

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## BARRIERS TO ACHIEVEMENT FOR IMMIGRANT WOMEN OF COLOUR

### Swapna Gupta & Amal Umar

This paper describes and analyzes the difficulties faced by immigrant women of colour in their attempts to find 'achievement'. In the context of this study, achievement is examined along its two distinct aspects. The first is a woman's sense of fulfilment in herself; the second, over and above the former, is her satisfaction in terms of her career goals and her work outside the home.

In attempting to find achievement in these areas, immigrant coloured women - like most of their white counterparts - suffer from the effects of sexism. In some aspects, however, their lives are similar to those of their male partners in that it is not gender-sexism that gives rise to their ultimate oppression, but "racism". These women also carry the additional burden of playing second-fiddle to their male partners. Social and domestic empowerment elude them. What they end up inheriting are feelings of insecurity, low self-esteem, lack of confidence, and unfulfilled personal and professional aspirations.

Using the theory of "The Multiple Negative", this paper discusses the disadvantages of race, ethnicity, class, and sex. It also analyses personal, social, institutional and economic obstacles that undermine self-confidence and equal participation in the society in which we live. The paper also presents data on these very issues collected through questionnaires from immigrant women of colour across Canada.

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## RESISTANCE AS ACHIEVEMENT:
## WOMEN OF COLOUR RESIST RACISM AND SEXISM IN MENTAL HEALTH SYSTEMS

### Nikki Gerrard

In this paper I discuss one aspect of research I did about racism and sexism, together, in mental health systems. I briefly summarize the results of interviewing ten women of colour about their experiences as clients in mental health systems and then discuss their resistance to racism and sexism in mental health systems. I define resistance and contextualize it as achievement. Through an examination of the women's paradigms of

racism, I discuss the relationship between resistance and achievement. Pairing resistance and achievement allows me to go from a description of what the women told me to a prescription of political action to combat racism and sexism in mental health systems. The implications for both women of colour and feminist therapists are discussed.

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## THE HINDU MARRIAGE: A DISCUSSION OF IDEOLOGICAL BARRIERS TO THE HINDU WOMAN'S ACHIEVEMENT OF EGALITARIANISM

### Sharda Vaidyanath

The Hindu arranged marriage is conceived within the concept of dharma, the religious/moral code that structures the spiritual progression of Hindu married males. The adherence to principles of dharma (in marriage) obtains for Hindu males, moksa, which is release from samsara or cycle of birth, death and re-birth for unity with brahman, an other-worldly realm of pure blissful consciousness. Dharma can only be fulfilled through achievement of male birth. A logical requirement is stri-dharma, an elaborate prescriptive religious/moral code for Hindu women that enshrines the total surrender of female sexuality and reproduction to the male ritualistic role in family. By linking theory and research, this critical, inter-disciplinary examination of the Hindu marriage within a radical feminist perspective, strongly argues against egalitarianism of the sexes within and outside marriage. The lack of achievement orientation for Hindu women in marriage is reflected in: demographic data favoring males, ongoing support for denial of benefits of adulthood for women, as in decision-making, denial of choice in adult relationships and negation of benefits of social class, education and employment for Hindu women seeking to marry. The paper also presents a substantial argument against some recently published Canadian scholarship in Hinduism.

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## MAKING THE INVISIBLE VISIBLE: EMPOWERING WOMEN'S ACHIEVEMENTS

### Suzanne Kyra

This workshop will focus on feministic theory and therapeutic approaches utilized with women re-entering the employment world. As women re-enter the work force many issues surface that are universal to women, such as low self-esteem, shame-based identity, learned helplessness, no sense of entitlement, weak personal boundaries, limited resources, inadequate role modelling, and a patriarchal social cultural milieu. These issues will be explored and case examples demonstrating how women can empower themselves will be presented. Experiential group participation will be included on empowering ourselves as achieving women.

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## SUBSTANTIVE THEORIZING ON SECONDARY SCHOOL INTERRUPTION AND SUBSEQUENT UNIVERSITY ATTENDANCE OF WOMEN

S. M. Grant, M. Longstaff & M. Russell

The purpose of this project is to develop theory relating to women's interruption and resumption of academic studies. This study focuses on a subset of the substantive domain of women who leave high school prior to its completion. The group focused on here resumed their education and are now studying at the university level. Using the ecologically oriented approach labelled "substantive theorizing" and recommended for use in psychological research by Allen W. Wicker (1989), a sample of women form Maritime universities will be interviewed. Women who had an interruption of at least one year in their secondary school education will be invited to be co-participants in this research through advertisements placed in student newspapers and mature students' organizations. They will be asked, through an open-ended format, to discuss the factors which precipitated the interruption of their high school education and those which lead to the resumption of their education. It is anticipated that among the factors discussed will be economic, social support, relationships, and personal identity. The women's audio-taped responses will be transcribed and examined for common themes. These themes will be developed into a theoretical framework that will aid in the understanding of the elements that facilitate the achievements of this group.

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## DIFFERENTIATING FACTORS OF UNIVERSITY FEMALES PERSISTING AND WITHDRAWING FROM MATHEMATICS

Val Blair & Judith Lupart

Research and practice over the past two decades indicates quite clearly that it is premature to accept that opportunities for females have increased while barriers to their achievement have decreased substantially. A closer review refutes the belief that gradually increasing access to higher learning has resulted in steadily increasing equality with highly educated men. This is reflected in the underrepresentation of women in the scientific and technological life of the nation: the skilled trades, engineering, scientific and medical careers, and computer science.

Math and math-related courses are required for many of the best career opportunities in our society but too few highly able females are enroling in these courses. To explain the math avoidance phenomenon, the literature suggests a variety of fundamentally different causes at different developmental levels. The common themes that emerge from the literature as most prominent to explain mathematics course enrolment and achievement are mathematics self-concept, mathematics attitude, mathematics interest, mathematics confidence, mathematics achievement, and sex-role stereotyping.

Higher education plays a role as a gateway to decision-making positions in society, and the possibilities available to participants themselves to introduce changes. Though the rate of college student attrition has remained stable over the past 100 years, female

withdrawal and dropout rates have always exceeded that of her male peers. Thus, the field of higher education is a vital starting point to examine selected variables associated with persistence and withdrawal behaviour.

This presentation will focus upon the interplay of factors emerging from literature concerning dropout from higher education and research which addresses female attrition from math and math-related domains at all levels. Following this, a specific study pertaining to differentiating factors of university females persisting and withdrawing from mathematics will be presented.

The conceptualization of specifically selected variables may help clarify some of the conflicting results obtained in previous research. The results will provide the opportunity to map out the course of the young women over a four-year period to learn why some have persisted while others changed majors or have withdrawn completely from university. The study is unique in its focus as it will endeavour to go beyond statistical averages to explore the complexity, salience, and variability of contributing factors to attrition rate of female mathematicians.

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## CAREER-RELATED GENDER DIFFERENCES IN UNIVERSITY SCIENCE STUDENTS

### Gillian Rejskind & Eileen Harris

Fewer females than males study science at university and plan for science careers. Nevitte, Gibbins and Coding (1988) found the greatest discrepancy among the most able students, and reported that the most able women science students are less likely to continue past the first degree than are less able women. No research or theory was found that explained these results. This study was intended to fill that gap by examining a number of variables, including perceptions of abilities, motivations for career choice, and attributions for academic success.

Approximately 570 questionnaires were sent to science students at two universities and 173 responded. Follow-up interviews were conducted with 15 individuals. The questionnaires combined open-ended questions about students' career and educational plans and their perception of reasons for academic success in science and non-science subjects with questions asking them to rate their perceptions of their academic and general abilities. The interviews also focused on respondents' experiences as students.

The responses to the questions concerning career goals, achievement and perceptions of ability are being analyzed using chi-square statistics and analysis of variance; qualitative techniques were used to analyze the interviews and the questionnaire items concerning career motives and attributions for success.

Initial analysis revealed no gender differences in educational and career plans. However there were gender differences in motivations, perceptions of ability and attributions for success. Both genders expressed dissatisfaction with their university experience but women expressed more and more varied dissatisfactions, suggesting that the university experience is less rewarding for them than for their male colleagues. Even at this early stage in their careers women described themselves as more marginal in the informal collegial networks developed among their predominantly male peers.

# SEX-ROLE DEVELOPMENT:
## A PATHWAY TO UNDERSTANDING FEMALE ACHIEVEMENT

Cheryl Washburn

Sex-role orientation contributes significantly to our understanding of female achievement because of its impact on various intrapsychic variables thought to be associated with achievement. Factors such as self-confidence, attributional style, achievement orientation, and fear of success for example, have been found to vary as a function of sex-role orientation. It is important however, to move beyond the descriptive level of measuring the impact of sex-role orientation on achievement-related variables to one of understanding of the mechanisms underlying this influence. Traditional theories of sex-role development each offer some explanation of these mechanisms. The contributions and limitations of psychodynamic, social learning, and cognitive behavioral theories of sex-role development are summarized in this regard. Following this, new directions in sex-role development theory, arising in part out of a critique of traditional theories, are considered as these hold the promise of advancing our conceptualizations of female achievement even further. Specifically, considerations of multidimensionality, cognitive mediation, life-span development, social construction, and optimal development characterize many of the new developments in sex-role development theory. The ways in which these contribute to our understanding of female achievement are explored, and implications for intervention arising out of this understanding are considered.

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## A FEMALE DEFINITION OF CAREER ACHIEVEMENT

Laurie Hashizume & Sharon Crozier

Traditional theories of career development have been based on research with males and contain the underlying assumption that the work role is the primary arena for achievement. The definition of achievement or career success has also been restricted to advancement along a predetermined career ladder, where the structure of work has often required individual, independent effort in a competitive atmosphere.

As women enter the workforce in ever increasing numbers these patriarchal views of achievement within the work role are being questioned. Women's process has been mislabelled at times as "fear of success" or "lacking in achievement motivation". In this paper the male definition of achievement, will be critiqued and an alternative view of achievement for women will be discussed.

A definition for career achievement from a women's perspective would include achievement across various life roles, not just in the work domain. It will also include achievement through collaborative efforts and allow for a different conceptualization of achievement which integrates "nurturing, facilitating others and the development of self through relationships". Some of the more recent models of women's career development and motivation, which incorporate Gilligan's model of "self-in-relation", will be reviewed in this context.

# WOMEN AND RISK-TAKING: THE OVERLOOKED DIMENSION

## Jane Templeman

This research was based on the premise that psychological research on risk-taking behaviour has emphasized a one-dimensional model of instrumentality and cognitive functioning derived from male experience. The central research question "How do women experience risk-taking?" was investigated by analyzing definitions and examples of personal risk described by 44 women, and by comparing relationships between subgroups assigned by occupation and by sex-role orientation. The findings indicated that women experienced risk-taking that spanned both dimensions of affiliation (connection to others) and instrumentality (attainment of personal goals). A new definition of risk-taking was proposed that incorporated elements of uncertainty, emotional involvement, loss, and a process of change. Women in traditional occupations described a similar number of affiliative and instrumental risks, while women in non-traditional occupations emphasized instrumental risks. It was observed that the opportunity and demand for risk-taking appeared related to social context and work activity. Significant differences were also found between women in traditional and non-traditional occupations with respect to sex-role orientation (from the Bem Sex-Role Inventory), employment status, income level, and number of children. No differences were found between sub-groups designated by occupation and by sex-role orientation with respect to estimates of risk-taking tendency from a self-estimate scale and the Choice Dilemmas Questionnaire. The results supported a critique of the Choice Dilemmas Questionnaire, citing an emphasis on instrumental and hypothetical risk-taking. Participants also reported that the CDQ was not relevant to their lives. The feminist approach encouraged active participation and evaluation by the women in the study. As a result, participants reported an increased understanding of themselves and of the process of risk-taking.

In summary, a redefinition of risk-taking is required to include female experience. Traditional definitions have led to the assessment of women's risk-taking as problematic. This research suggests that women are indeed willing to engage in risk-taking behaviour and that the nature of that risk-taking values affiliation as well as instrumentality. The problem lies not in women's behaviour but in the construction of theory and social definitions of what constitutes risk-taking behaviour.

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# PERCEPTIONS OF COMPETENCE IN A SAMPLE OF EARLY ADOLESCENTS: WHAT FEMALES DEFINE AS HEALTHY AND ACHIEVING

## Lydia Kwa

In some literature on achievement, the role of self-perceptions of competence is emphasized as an important factor influencing individuals' actual academic performance, as well as their general sense of self-worth (e.g., Kaslow, Tanenbaum, Abramson, & Seligman, 1983). Previous research had also indicated gender differences in the salience

of certain competence domains in relation to ratings of self-worth and depression (Cate & Sugawara, 1986; Wilson & Cairns, 1988).

The present study investigated the perceptions of 56 female and 36 male adolescents, their parents and teachers, about the adolescents' competence and depressive behaviours. A principal components analysis yielded two components, identical across the three groups of raters (parents, teachers, adolescents). The first was labelled a peer/interpersonal component, consisting of scores on social acceptance, physical appearance, and athletic competence; the second was a performance component, consisting of scores on scholastic competence and behavioral conduct. Stepwise multiple regression analyses using these two component scores as statistical predictors of depression scores were done for each group of raters. It was found that the performance component was more important for parents and teachers and male adolescents, while the peer/interpersonal component was more importantly associated with female adolescents' self-ratings of depression.

There are several major implications of this study. One is that research and theoretical initiatives must acknowledge the existence of multiple perspectives, that several psychological realities are being measured, indicating the particular schema, or set of organized values, of a group of raters. Another implication is that female adolescents have a different schematic representation of themselves, compared to parents', teachers', or male adolescents' assessments. These findings emphasize the importance of attending to gender as a psychological construct, and the ways in which female and male adolescents are perceived differently in terms of their competence and depressive behaviours.

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## BULIMIA NERVOSA: THE SHADOW SYMPTOM OF A NARCISSISTIC CULTURE

### Lynne C. Walker

"Now all the plagues that in the pendulous air hang fated o'er men's faults, light on thy daughters." Shakespeare

The paper will explore theoretically, and by the use of detailed clinical extracts, the dynamics of bulimia nervosa from an object relations point of view. The intrapsychic correlates of this symptom pattern will be shown as related to the female self which is itself an embodiment of the North American cultural context of our era. This context, or rather "text of the self" will be outlined historically, sociologically, and psychologically, to bring into view the "empty Self" at the heart of the narcissistic culture. The author's attempt is to stand behind such a woman and read over her shoulder the cultural text, translated by her family, from which she herself is reading. This text features the North American dream of success, achievement, and personal accomplishment, quite blatantly propagated by the fuelling of greed, envy and jealousy. Illustrations of this text would show people living secluded secular and disconnected lives forsaking even the nuclear family, in their attempts to be self sufficient, self soothing and self loving. The effect of this constellation on the female psyche will be linked to the symptomatic pattern of

eating disorders in general and bulimia specifically, which has commonly been subtitled 'Addiction to Perfection'. Over 75% of North American women admit to a pervasive preoccupation with their intake of food. This is generally a conflict between desire (for self soothing purposes) and denial (for self achieving purposes), where achievement for females is intrinsically linked to body image, and the body is ideally required to look thin, or empty. In its mildest form this conflict is resolved through periodic dieting, which is inevitably unsuccessful, and destined to become a repetion compulsive defence, the conflict itself persisting as a never ending source of mild anxiety. For approximately 15% of these women, greater anxiety is experienced and more serious solutions undertaken, namely the symptomatic pattern of bulimia nervosa, whereby food is gorged and then purged.

The prevalence of eating disorders as observable phenomena in women's psychology, appears to have roughly paralleled the emancipation of women with increased expectations for their roles, capacities, performance and achievement. The thesis of this paper is to link these symptoms, as significant, metaphorical in detail, and as representative of the shadow side of female equality in a masculine dominated and narcissistically-oriented milieu.

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## WOMEN'S ATTITUDES TOWARDS MONEY

Susan Macenko & Kathy Ingraham

The authors, a psychologist and a stockbroker, propose to present an overview of workshops held for women concerning attitudes about money. The genesis for the presentation originated in discussions about the anxiety concerning money both professionals observed and heard reported by women clients.

Women appear to experience conflict about money in somewhat the same manner as they experience conflict about achievement (Horner, 1972). Sex-role stereotypes depict women as financially unsophisticated, risk-averse, and/or economically dependent. This view presides along with data indicating that female entrepreneurs are typically more successful than male entrepreneurs and women are more careful consumers. Women frequently report anxiety about money, whether it has to do with overspending or fear of not having enough.

The presenters will describe the workshop and relevant literature, provide an experiential component and report on information gleaned form participants. The presentation will end with time for discussion.

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# WOMEN'S EXPERIENCE OF GRIEF AFTER SUICIDE:
## A THEORY OF GRIEF INTEGRATION

Lois Sapsford

The focus of this study is on women's experience of grief after the suicide of a family member. The time elapsed since the suicide ranged from three to seventeen years. The purpose of the study was to develop a theoretical understanding of the process of the long term grief experience of women surviving a family member's suicide.

The qualitative method of grounded theory was followed as outlined by Glaser and Strauss (1967; Glaser, 1978; Strauss, 1987). Analysis was guided by the constant comparative methodology of Glaser and Strauss (1967; Glaser, 1978; Strauss, 1987, Field and Morse, 1985; Chenitz and Swanson, 1986 and Bogdan and Biklen, 1982).

Literature reviewed by the researcher included: 1) general bereavement research and clinical findings, 2) suicide bereavement research and clinical findings, and 3) women's psychological development research and clinical findings.

The interpretations of the study will be presented in a three phase conceptual model which describes the process of women's grief experience after the suicide of a family member. The basic social process is described as the experience of "Grief Integration". Rather than seeing grief in a finite "resolution" sense, this research identifies the evolving process of grief after suicide as a "life-long process", with the language of resolution being foreign to their experience. The model does not suggest that the stages are experienced in strict linear fashion, but rather points to the re-experiencing of the stages comprising a cycle of development, with each repetition bringing the woman to a new level of integration. Rather than seeing grief in terms of a finite stage of "resolution" and "emotional withdrawal", the women within this study describe it as "maintaining and re-creating the relationship" with the deceased. This shift in focus may seem like a minor shift in language or nuance, however it calls forth a different expectation of the griever and demands a different interaction from a social and clinical perspective. Implications for further research based on the study will then be presented. In conclusion, recommendations from the study toward application of the model will be presented in the form of suggestions to the clinician who works with this defined population.

# CALL TO FORM A WORKING GROUP TO DEVELOP
## A FEMINIST APPROACH TO PSYCHOLOGICAL ASSESSMENT

Students, teachers and practitioners have begun to show an interest in feminist critiques of, and approaches to, psychological assessment. Very little has been done in this area, and I suggest that we form a working group with the following goals:

1. to collect, share and review published and unpublished papers on feminist critiques of assessment

2. to begin to describe and analyze the experiences of feminist psychologists when responding to requests for psychological assessment in main-stream institutions

3. to develop the rationale, assumptions, scope and outlines of a feminist approach(es) to psychological assessment.

If you are interested in any of these goals or would like to suggest others, if you know of or have any relevant literature on the topic, please contact:

Dr. Eva A. Szekely
Psychology Department
Centenary Hospital
2877 Ellesmere Road
Scarborough, Ontario
M1E 4B9

## NOTES AND NEWS

**Call for Papers:** The Canadian Journal of Education is planning a special issue on feminist pedagogy to be published in 1992. Submissions are invited from persons working in the foundational disciplines including sociology, psychology, philosophy and history or in interdisciplinary fields such as curriculum studies, policy studies, and administrative studies. Articles that move beyond the experiential to theorize feminist pedagogy and to situate it analytically in relation to critical pedagogy, progressive education, popular education, and feminist theory are especially encouraged as well as shorter descriptive accounts of attempts to engage in feminist pedagogical practices in the classroom or notes on research-in-progress. Contact: Linda Briskin (York) / Rebecca Coulter (Western), Guest Editors of Special Issue on Feminist Pedagogy, c/o Canadian Journal of Education, Faculty of Education, University of British Columbia, 2125 Main Mall, Vancouver, B. C. V6T 1Z5.

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The proceedings of **Women, Stress and Coping: An Interdisciplinary Research Workshop,** which was sponsored by the Academic Women's Association in May 1990, are now available. Edited by Sharon Kahn, Bonita Long and Anita DeLongis, this collection of papers covers a broad range of topics. This publication is available for $8.00 plus $2.00 postage from the Academic Women's Association c/o Dr. Sharon Kahn, Room 119, Old Administration Building, 6328 Memorial Road, University of British Columbia, Vancouver, B. C. V6T 2B3.

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Recent publications from the **Women's Research Centre** include "Strategies for Change: From Women's Experience to a Plan for Action" and "Keeping on Track: An Evaluation Guide for Community Groups". For further information, contact the centre at 101-2245 West Broadway, Vancouver, B. C. V6K 2E4, (602) 734-0485.

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The National Film Board of Canada recently completed **NO TIME TO STOP: Stories of Immigrant and Visible Minority Women,** a film directed by Helene Klodawsky and produced by Chantal Bowen for the Federal Women's Film Program. NO TIME TO STOP is a moving portrait of three eloquent women - a sewing machine operator, a domestic worker, and a garment worker/labour organizer - and the barriers they face as visible minority women who are also newcomers to Canada. The film shows - through the women's personal experiences, how racism and lack of access to good language and skill training are major obstacles to fulfilling their potential. NO TIME TO STOP is available in both 16 mm and VHS, in English and French, at all NFB offices coast to coast.

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**The Portrayal of Gender in Canadian Broadcasting** is a recently released study produced for the Canadian Radio-television and Telecommunications Commission by Erin Research. Based on an examination of more than 600 hours of television programming, 800 hours of radio programming and 3500 TV and radio advertisements, in both English and French from across the country, the report provides numerical comparisons of the representation of men and women in Canadian broadcasting and an analysis of the roles they portray. To obtain a free copy of the report (in English or French) contact: Information Services, Canadian Radio-television and Telecommunications Commission, Ottawa, Ontario KIN 0N2, telephone (819) 997-0313.

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**Women, Work and Wellness** is a collection of articles commissioned by the Addiction Research Foundation, which examines issues affecting women, their employment and their health. Topics include women and stress, workplace child care, family violence, rural women's issues and chemical dependency among women. Edited by Virginia Carver and Charles Ponce, the book is available in English only, and may be purchased for $24.95 from ARF Books, 33 Russell Street, Toronto, Ontario M5S 2S1, telephone (416) 595-6054.

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The **Directory of International Networking Resources on Violence Against Women and Children** lists individuals, international organizations, American organizations and periodicals concerned with international aspects of violence against women and children. Available in computer disc or hard copy versions. Contact: Response, 4136 Leland St., Chevy Chase, MD, USA, 20815.

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Atlantis announces a new **national competition for undergraduate and graduate research** on the topic of women. The journal invites professors to encourage outstanding students to submit their research papers on any aspect of feminist studies for consideration. Deadline: June 30, 1991. Contact: Atlantis, Student National Competition, Institute for the Study of Women, Mount Saint Vincent University, Halifax, Nova Scotia, B3M 2J6.

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The 13th Annual **Guelph Conference and Training Institute on Sexuality,** a Continuing Education conference organized by the Department of Family Studies at the University of Guelph will take place June 17-19, 1991 at the University of Guelph, Guelph, Ontario. For registration form and fee schedule contact: Division of Continuing Education, University of Guelph, Guelph, Ontario, N1G 2W1, Telephone: (519) 767-5000, Fax: (519) 767-0758.

What Works, October 28-30, 1991, Halifax Sheraton, Halifax, Nova Scotia is a national conference on the **Reduction of Illicit Drug Use**. The conference will provide a forum for communities to share their knowledge, skill and experiences of what works to reduce illicit drug use. Contact: Conference Secretariat, Canadian Public Health Association, 1565 Carling Avenue, Suite 400, Ottawa, Ontario, K1Z 8R1, Telephone: (613) 725-3769, Fax: (613) 725-9826.

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**Learning Together/Working Together: A South-North Dialogue**, November 20-24, 1991 at the Omni Shoreham Hotel, Washington, DC is being organized by the Association for Women in Development (AWID). It is dedicated to featuring the vision and accumulated knowledge of people working at the community level and to enable them to interchange on an equal basis with their colleagues who work on policy formulation and scholarly research. Contact: AWID, Susan Shome, AWID Secretariat, 10 Sandy Hall, Virginia Tech, Blacksburg, Virginia, USA, 24061, Telephone: (703) 231-7615.

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The creation of positive, productive and comfortable environments for women engineers will be the focus of a national conference to be held in Fredericton, N.B., May 21-23, 1991. Entitled **Women in Engineering: More Than Just Numbers**, the conference is sponsored by the Canadian Committee for Women in Engineering, chaired by Monique Frize. For more information, contact Jeanne Inch, Canadian Committee for Women in Engineering, Faculty of Engineering, University of New Brunswick, P.O. Box 4400, Fredericton, New Brunswick, E3B 5A3, Telephone: (506) 453-4515, Fax: (506) 453-4516.

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Canadian Women Studies/les cahiers de la femme invites contributions to a special issue of the journal on the topic of **Women and Aging**, to be published in the Fall of 1991. Papers in either English or French are published in their original language and may be accompanied by summaries in translation. Criteria for accepting material are clarity, relevance and interest to the lives of a diverse readership. Articles should be typed and double-spaced, 7-12 pages long (1500-2000 words), with notes following the article. Send two copies of your manuscript, along with a brief biographical note and an abstract. Deadline: August 31, 1991. To indicate your intention to submit an article or for additional information, write to: Canadian Woman Studies, 212 Founders College, York University, 4700 Keele Street, Downsview, Ontario, M3J 1P3, Telephone: (416) 736-5356.

# NOTES AND NEWS

The conference **Lifelong Learning: An Odyssey to the Future** sponsored by the American Association for Adult and Continuing Education, will be held in Montreal, Quebec, October 14-20, 1991. A look at adult education into the 21st century, with over 200 workshops and presentations to be offered. Contact: AAACE, 1112, 16th Street N.W., Suite 420, Washington, D.C., 20036, U.S.A.

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**Beyond the Problem: Women and Mental Well Being** is a provincial conference being held on October 25-27, 1991 in Saskatoon, SK. Contact: Glenis Joyce or Sue Mitten, Women and Education Saskatchewan Institute, Extension Division, University of Saskatchewan, Telephone: (306) 966-5553.

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Studies in Technological Innovation and Human Resource Management, a book series, solicits manuscripts for an upcoming volume on **Women and Technology**. This series brings together research, critical analysis and proposals for change on technological innovations and how they affect people in the workplace. Manuscripts must have a concluding section entitled "Implications for Research and Management". Women and Technology will include papers that are international, interdisciplinary, theoretical, empirical, macro or micro. Submit five copies of your manuscript before October 31, 1991 to Dr. Urs Gattiker, Editor, TIHRM, Faculty of Management, University of Lethbridge, University Drive, Lethbridge, Alberta T1K 3M4. For further information, phone (403) 320-6966, FAX (403) 329-2038, E-mail GATTIKER2@HG.ULETH.CA (on Bitnet).

# NEWS FROM CRIAW

The following programs of the **Canadian Research Institute for the Advancement of Women** may interest SWAP members. Contact CRIAW/ICREF, 151 Slater Street, Suite 408, Ottawa, Ont. K1P 5H3; Tel: (613)563-0681, FAX: 563-0682, TDD: 563-1921. Where noted, inquiries/submissions should be directed to the indicated individual c/o CRIAW.

CRIAW offers **research grants** of up to $2,500.00 for projects that promote advancement of women. In memory of the fourteen women massacred in Montreal priority will be given to projects on women and violence and women and science. The research can be the subject of a proposal that is complete in itself, or part of a larger study. The work can be in its initial stages, or it can be an on-going project. A regional and linguistic balance shall be maintained in the awarding of grants. The criteria for selection are (1) the project must make a significant contribution to feminist research, (2) the project must be non-sexist in methodology and language. Priority will be given to emerging independent researchers, women's groups, and projects with Canadian content. The grants are directed to those in research based on field or community studies, as well as to those with professional university affiliation. CRIAW does not fund research which is part of the requirements for an educational degree nor does it fund projects for aid to publication. Each project will be evaluated by members of the CRIAW Research Committee. The decision of the committee will be final. No individual critiques provided. Submissions must be postmarked no later than August 31, 1991. Candidates should send four copies of their application. Applicants will be notified of the results prior to the AGM and conference in November 1991.

CRIAW invites nominations for the **Laura Jamieson Prize**, intended to encourage the recognition and celebration of the growing body of feminist research in book form. The prize is offered annually to a non-fiction feminist book by a Canadian author; the work must advance the knowledge and/or understanding of women's experience; it may be theoretical in character, a monograph, or an edited collection; it may be drawn from any discipline, or be multi-disciplinary. Full information on the book to be nominated for 1991 (title, author, publisher, publication date) should accompany your nomination, to be submitted by August 31, 1991 to Chairperson, Laura Jamieson Prize. The winner of the prize will receive a certificate and $50.00.

CRIAW invites nominations for the **Marion Porter Prize**, to be awarded for the most significant feminist research article from a journal or an anthology published between July 1990 and August 1991. The purpose of the award is two-fold: to recognize Canadian authors or articles set in a Canadian context, and to publicize work that has been done. To be considered, the article must promote the advancement of women, and will be judged in the following areas: importance of the issue to women, originality of the theme, academic excellence. Nominations must be received by August 31, 1991 in order to be considered for the Prize. Photocopies of articles nominated would be appreciated. The Marion Porter Prize consists of a certificate and artistic work. Please forward nominations to Chairperson, Awards Committee.

# COMMENTARY

## HOW INCLUSIVE IS FEMINIST PSYCHOLOGY?

### Oliva Espin

(NOTE: Based on an excerpt from the chapter, "Women's Diversity: Ethnicity, Race, Class and Gender in Theories of Feminist Psychology, coauthored by Oliva Espin and Mary Ann Gawalek; reprinted with permission from the Association for Women in Psychology Newsletter, Fall 1990.)

Feminist psychology theory does not exist. Any theory that is not based on women's experience is, by definition, not feminist. What we now embrace as feminist psychology theoretical formulations is based on the experience of a very limited group of women. Thus, feminist psychology as we know it is limited as theory but, further, is not truly feminist.

Most theory developed by feminist psychologists assumes that the psychological characteristics exhibited by white middle class women (e.g. connectedness, empathy, nurturance, affiliative orientation, emphasis on the value of human interaction) are core to the psychology of women. (This assumption is made without considering that these characteristics may, in fact, be the consequence of defense mechanisms developed by these women to deal with oppression, but that is another topic altogether.)

Although feminist psychologists frequently speak of the need to address issues of class, race and culture, most elaborations of theory and practice proceed with an assumption of universality in the experiences of women. Some feminist scholars express their distress with a data base and theoretical perspective that equate "women" with "white middle-class women." For the most part, feminist psychologists continue to believe that this limited theory is applicable to all women and is truly feminist.

It is evident that feminists have been unsuccessful so far in integrating variables of race, class and ethnicity into the psychology of women. The complexity of issues of race, ethnicity, socio-economic class, etc. makes integration of these variables into theories of personality development, psychopathology, and psychotherapy quite difficult and, yet, absolutely essential if we intend to have a truly feminist theory.

An isolated chapter on Afro-American women in psychology of women books is not an adequate response to the ethnocentric perspective of most of the field. This ethnocentric perspective is expressed through the focus on the experience of white women in the development of feminist theory in the United States, as well as by a disregard and lack of knowledge of feminist perspectives being developed in other areas of the world. While French feminists (who are white and European) are at least known by name to North American feminists, and have been translated into English, perspectives and theories on the psychology of women being developed in Latin America or in other parts of the world or even some perspectives on feminism developed by Latinos, Asian or Afro-American

feminists in the United States remain either untranslated into English or largely unknown to most white North American feminists.

There are several factors that contribute to the focus of psychology of women theories on the experience of white middle-class women. The first is that, as Peggy McIntosh has so aptly discussed, although feminist theoreticians and therapists are conscious of the fact that the power structures of society are the cause of women's oppression, they tend to disregard their own participation in this structure of power when they are its beneficiaries. As such, white middle-class women, by virtue of being members of the dominant race, have greater opportunities than women of color to be in positions of power, to engage in research, to publish the results of that research, and to otherwise be involved in professional and academic institutions where such knowledge is distributed. As with all privilege, this leads white women to assume that their experiences are universal, normative and representative of other's experiences.

This is not to say that these feminist therapists or theoreticians are not well-intentioned, it is only to note that they are restricted by the limitations of their own phenomenological context. Since the political and social context in which a woman lives has importance as a force influencing her psychology, it is not surprising that white feminists focus on their experiences. Because "the personal is political" in feminist thinking, it is the lived experience of the women theorists that determines what is "political," in other words, what is considered essential and important for feminists to focus on.

When the experiences of white middle-class women are presented as the yardstick of women's experiences, the impact of racial, cultural, and class factors is ignored not only for women of color but also for white women. Most white women are blind to the fact that their racial privilege is an important cultural influence/factor in their lives. Even when decrying the lack of feminist theory development by non-white women, white feminists ignore the lack of access to sources of power by women of color, while minimizing the fact of their own connection to the sources of power in society. In other words, they tend to be oblivious of their own existence as dominant cultural beings.

An important factor that contributes to the myopia that has characterized feminist personality theories is the difference between our feminist ideals and the realities of our behavior. For example, much commentary has taken place regarding the lack of attendance and participation by women of color and working class backgrounds in professional women's organizations and conferences. While white women in these organizations often speak of wanting to increase the number of participants from different cultures and classes, or to shift the focus of the conferences to more drastically include these groups of women, feminist organizations as a group have yet to achieve this goal. The level of participation of women of color may be related to some of the structural conditions in these organizations.

It may be possible that women of color do not participate in these conferences and organizations because the atmosphere is not comfortable for them. Or, it is also possible

that these endeavors are approached with a "colonizer's mentality" in which "we" want to include "them" into "our" organization, expecting that "they" will come to hear from "us," while at the same time "we" have determined in advance what the relevant agenda should be. This last situation is exemplified by conference programs in which the sessions topically addressing women of color are seldom attended by white women while women of color are expected to attend "general" sessions presented by white women on the psychology of women, which, needless to say, are mostly about the psychology of white women. Therefore, attitudinal and behavioral realities continue to lag behind "good intentions" in our process. Feelings of guilt obviously do little to remedy the situation and only result in affective distress without behavioral gains. Further understanding of the agenda of all women is necessary in order to make these efforts significant.

For feminist theory to really reflect an understanding of diversities and commonalities among women, it must be true to itself. As I have already suggested, the importance of more involvement and participation of women of color in conferences and professional organizations where feminist theory is being developed is not a question of "affirmative action." It has far-reaching consequences for the development of the theory itself and for the development of models of psychotherapy for women. Personality theory about all women will not be developed until women of color can also shape the questions to be asked and interpret the results. True feminist psychology will be developed only when the voice and experience of all women becomes an intrinsic component of the theory.

# EMPLOYMENT OPPORTUNITIES

## University of New Brunswick

The Faculty of Physical Education and Recreation invites applications for a tenure-track position at the rank of Assistant Professor. The successful candidate should possess or be near completion of a Ph.D. and will be expected to teach Sociology, Psychology, or Philosophy of Leisure, Commercial Recreation and Tourism, and Leisure Marketing and Behaviour. This appointment may also involve some responsibility in the teaching of activities as well as coaching. This position is subject to final budgetary approval. Closing date for applications for is May 30, 1991. Applicants should submit a brief statement outlining their teaching, research and coaching strengths along with the names of three referees and a current curriculum vitae to: Dr. W.W. MacGillivary, Dean, Faculty of Physical Education and Recreation, University of New Brunswick, P.O. Box 4400, Fredericton, New Brunswick, E3B 5A3.

The Division of Curriculum & Instruction, Faculty of Education, invites applications for a tenure track position in Early Childhood Education at the rank of Assistant Professor (subject to budgetary approval). We are seeking candidates with a strong commitment to both scholarly activity and teaching. They must possess expertise in integrated curriculum, experiential learning and informal education. A commitment to field development in some aspect of Early Childhood Education is essential. Preference will be given to candidates who have demonstrated excellence in teaching young children or their parents, and for whom interdisciplinary co-operation is a strong priority. Ideally candidates will have one of the following research interests: play, maternal practices in teaching, early intervention, early literacy, parental/community education. Other areas of specialization will be considered. Applicants should have completed or be nearing completion of a doctoral degree in education. Closing date for applications is May 31, 1991. A letter of application, curriculum vitae and the names of three referees should be submitted to: Dr. Timothy G. Cooper, Chairperson, Curriculum & Instruction Division, Faculty of Education, University of New Brunswick, Bag Service #45333, Fredericton, New Brunswick, E3B 6E3.

## Queen's University

A Health Policy Research and Evaluation Unit has recently been established in the Department of Community Health and Epidemiology at Queen's University, Kingston, Ontario, and a suitably qualified individual to serve as its first director is being sought. The mandate of the Unit is to develop a program of research and evaluation projects and to provide training in the disciplines relevant to the program. The director should have an M.D. or Ph.D. in an appropriate discipline and several years research experience. An academic appointment at an appropriate rank in the Department of Community Health and Epidemiology will be offered for this senior level position. Interested individuals should write to Dr. Joseph L. Pater, Head, Department of Community Health and Epidemiology, Community Health and Epidemiology, 3rd Floor, Abramsky Hall, Queen's University, Kingston, Ontario, K7L 3N6.