

NEWSLETTER

OF THE CPA/SCP



SECTION ON WOMEN & PSYCHOLOGY
SECTION : FEMMES ET PSYCHOLOGIE

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COORDINATOR'S MESSAGE

Mona Abbondanza

Happy and successful 1992 to all SWAP members!
Bonne et heureuse année 1992 à tous les membres!

SWAP's 15th New Year starts off with wonderful news from CPA. Dr. Meredith Kimball, our section's nominee for invited Speaker for the 1992 Annual Convention of the Canadian Psychological Association, has been selected. The Convention Committee received a large number of truly outstanding nominations this year, according to Dr. Keith S. Dobson, Convention Committee Chair. Dr. Kimball's reputation and status, as well as the breadth of interest of her recent work on gender similarities and differences, were contributing factors to her selection.

Joanne Gallivan has been actively involved in organizing the 1992 Pre-Convention Institute. The institute will assume a workshop format this year. Dr. Margaret Matlin, from the State University of New York, has agreed to direct a workshop on "Teaching the psychology of women course". This workshop should be very useful for many SWAP members who teach courses on women, as well as for those of us who teach other courses and/or train people in applied settings and have to deal with issues relating to the psychology of women in our work.

A special SWAP program for the CPA Convention in Québec is also being organized. This year, our section's program time will be devoted to a panel and discussion on the topic: "A decade and a half later: Progress in the field of women and psychology". Speakers from different fields will present their views on progress in our area of interest over the last 15 years. The discussion should enable us to share our views on the future as well as the past of our field. We hope you will save us a place on your busy CPA convention calendar for this event.

As one of our 15th anniversary projects, I asked members to contribute old SWAP and IGWAP newsletters to build a complete collection of past issues for the SWAP archives. Because of your responses, we now have 66% of the collection. I would particularly like to thank Dr. Paula Caplan for contributing a large number of issues. Of course, most of the missing 15 issues are older ones. As a New Year good deed, I would like to ask you to go through your old files and dig out the following newsletters: Newsletters of the CPA Interest Group on Women and Psychology: 76-77 volume 1 (no 1,2,3); 77-78 volume 2 (no 1,2,3); 78-79 volume 3 (no 1); 79-80 volume 4 (no 3). Newsletters of the CPA Section on Women and Psychology: 80-81 volume 5 (no 1,2); 84-85 volume 9 (no 2); 85-86 volume 10 (no 3); 86-87 volume 11 (no 1,2,3).

SWAP PRE-CONVENTION WORKSHOP

Joanne Gallivan

Subject to the approval of CPA's Continuing Education Committee, SWAP, with the assistance of HBJ-Holt Canada, will sponsor a half-day pre-convention workshop on **Teaching the Psychology of Women Course**. The presenter will be Dr. Margaret Matlin, Distinguished Teaching Professor of Psychology, State University of New York, Geneseo. Dr. Matlin has received both the SUNY Chancellor's Award for Excellence in Teaching and the Outstanding Teacher Award from the American Psychological Association Division on the Teaching of Psychology. Her publications include the following textbooks: The Psychology of Women (HBJ-Holt), Cognition (HBJ-Holt), Sensation and Perception (Allyn and Bacon), and the just-released Psychology: Tracing an Expert Path to an Integrated Science (HBJ-Holt), a text for introductory courses.

The workshop, tentatively scheduled for the afternoon of June 10th., will begin with a presentation by Dr. Matlin on her goals in teaching the psychology of women course. These goals include: (a) conveying the factual information; (b) developing critical thinking; (c) encouraging self-understanding and empowerment; and (d) developing concern for other women and other "disenfranchised" groups. Following a brief question-and-answer session and a break, participants will meet in small groups to discuss topics such as (a) techniques for teaching conservative students; (b) handling emotional issues in the classroom; and (c) incorporating material on women of color into the course. The session will end with a large-group discussion/wrap-up and a reception.

Dr. Matlin will distribute material such as film guides, a description of a research project, and lists of resources. Participants are encouraged to bring 60 copies of their course syllabus and other relevant material to share with others at the workshop.

HBJ-Holt Canada is sponsoring Dr. Matlin's visit to Quebec City as part of the promotional activities for the launching of her new Introductory Psychology text, so SWAP will not have to pay travel or accommodation costs. In addition, Dr. Matlin is not charging any fees for her services. Consequently, the registration fee is expected to be very reasonable (currently projected to be \$20, but this has not been finalized). The Continuing Education Committee has been very receptive to SWAP's proposals in the past, so we are optimistic that they will approve this latest submission. Watch for final details and registration information in the "Convention" issue of Psynopsis. For additional information, contact Joanne Gallivan (see p. 1 of the Newsletter for information on how to reach me).

EDITOR'S MESSAGE

Joanne Gallivan

My thanks to Margaret MacLeod for all the typing she did for this issue and to all who submitted items for this issue of the Newsletter. It is your contributions that make this newsletter possible. If you have ideas for books to be reviewed or would like to volunteer to be a book reviewer, please contact our Book Review Editor, Beth Percival, at the Department of Psychology, University of Prince Edward Island, 550 University Ave., Charlottetown, PEI, C1A 4P3. We also need your submissions. You can send items directly to me or through your provincial representative (see the first few pages of the newsletter for addresses). **THE DEADLINE FOR SUBMISSIONS FOR THE MAY ISSUE IS APRIL 16, 1992.** 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.

PUBLICATION OF 1991 INSTITUTE PROCEEDINGS

The Coordinators of the SWAP Institute, Sharon Crozier and Vivian Lalande, and the SWAP Newsletter Editor, Joanne Gallivan, have been working on the possibility of publishing the Proceedings of the 1991 SWAP Institute. We are pleased to inform you that GARAMOND PRESS, of Halifax, Nova Scotia have given us a letter expressing very strong interest in publishing the manuscript. A letter was sent to participants requesting submissions and almost all responded by sending manuscripts.

We are trying to have the publication completed for the Spring of 1992, so that it may be available at major spring conferences such as the CPA Conference and the Learned's. We are asking the authors to agree to have their portion of the royalties from the manuscript contributed to SWAP. The Section executive will be asked to approve the provision of seed money to the Publisher to reduce the publication lag time. It is our hope that sales will offset this contribution by SWAP.

REQUEST FOR TEACHING TOOLS

Cheryl Malmö, Ph.D. and Toni Ann Laidlaw, Ph.D.

We are currently planning a new text on feminist counselling. It will cover the topics of women's oppression, the counselling relationship, process and strategies, etc. We would like to include creative teaching tools used by Canadian feminist counsellors, instructors and professors who teach concepts in psychological theory and practice. Some examples of the type of experiential exercises we are looking for are found in Healing Voices: Feminist Approaches to Therapy With Women, (Laidlaw, Malmö & Associates, Jossey-Bass, 1990):

1. Rosmary Liburd's exercise on gender-role tracing, pp. 19-24.
2. Susie Orbach's exercise on identifying feelings; pp. 26-27.
3. Cathy Mayhew's guided fantasies for reparenting adult children of alcoholics, pp. 53-55.
4. Maureen McEvoy's exercises for encouraging boundaries for incest survivors; pp. 72-74.

An example of a teaching tool would be Toni's use of 80 slides of paintings depicting children from 1500 to 1980 so that students can see how dramatically the concept of childhood has changed over four hundred years and that it is socially constructed. Another would be her use of selected short stories or novels such as Alice Munro's Lives of Girls and Women to depict female adolescent development.

If you have one or more favourite creative teaching strategies which you would like to have published in our book, please send us a detailed outline of them together with an explanation of how you use them to Toni Laidlaw, 1559 LeMarchant Street, Halifax, Nova Scotia, B3H 3R2. If they are suitable for the book we will include them and credit you appropriately. We would appreciate receiving them by February, 1992.

SWAP STUDENT PAPER AWARD

In keeping with its goals of advancing the place of women in psychology and of promoting research of special relevance to women, the Section on Women and Psychology will offer a \$500.00 student paper award this year. The award will go to the best paper submitted to the CPA Annual Convention, which advances psychological knowledge about issues of particular concern to women.

Submissions may be in French or English. Papers co-authored with another student, faculty member or non-faculty are acceptable, but the research must be primarily that of the applicant who must be first author. If the paper is research oriented, an overview of the results must be included.

Interested students should submit two (2) copies of a summary (approximately three (3) pages in length) of their paper or poster, with all identifying data as to the author's name and university omitted from the summary. If any of the authors are not students, this should be indicated. Submissions must be received no later than April 30, 1992. Selection will be by blind review, and selection criteria will include the following:

1. Scientific excellence/significant contribution to psychological knowledge
2. Absence of sexism
3. Clear and effective writing style

Students submitting papers for consideration for the award will automatically be considered for a SWAP Travel Bursary.

Address inquiries and submissions to:

Dr. Marion Cuddy
Department of Psychology
Brockville Psychiatric Hospital
P.O. Box 1050
Brockville, Ontario
K6V 5W7

SWAP TRAVEL BURSARIES FOR STUDENTS

The Canadian Psychological Association Section of Women and Psychology is offering travel bursaries to students in psychology who are interested in attending the Canadian Psychological Association Convention in Quebec City, June 1992. Priority for the travel bursaries will be given to those students whose papers have been accepted for the CPA convention programme and who need the money to help defray their expenses.

Interested students should fill out the following application in French or English. Submissions must be received no later than April 30, 1992 and be sent to:

Dr. Marion Cuddy
Department of Psychology
Brockville Psychiatric Hospital
P.O. Box 1050, Brockville, Ontario, K6V 5W7

APPLICATION FOR SWAP STUDENT TRAVEL BURSARY

Name: _____

Mailing Address: _____

_____ Postal Code _____

Telephone: (H) _____ (W) _____

University: _____

_____ M.A. or M.Sc. candidate _____ Ph.D. candidate

Are you presenting at CPA? _____ Yes _____ No

If you are presenting, is it a _____ paper? _____ poster?

Are you the senior author? _____ yes _____ no

Please attach a copy of your abstract(s).

Are you a SWAP student member? _____ yes _____ no

Estimated Travel Costs: _____

Other considerations:

1991 STUDENT PAPER AWARD WINNER

Women's Perceptions of the Impact of Pornography on their Lives: A Q-methodological Investigation

Charlene Y. Senn and Sandra W. Pyke, York University

Knowledge about the effects of pornography on women and the role of pornographic materials in women's lives has not advanced over the past twenty years due to androcentric bias. In addition, previous research on pornography has rarely gone beyond laboratory investigations of the effects of exposure on attitudes and behaviours. In almost all of the studies, the researcher's conception of "the problem" has limited the variables studied or the focus taken. The current research used Q-methodological techniques to permit women participants to construct the issue of pornography as they understand it and have experienced it in their lives.

Research tool - Q-Methodology

Q-methodology involves the use of a particular technique and philosophy for gathering data (a participant-centred, social construction approach) and a research instrument, the Q-sort. This methodology was chosen for the proposed research as the best way of allowing women to construct for themselves the ways in which they feel pornography has had an impact on their lives. The statistical procedures that are conducted following Q-sorting permit the researcher to identify groups of women participants whose beliefs and experiences with pornography are similar. These sets of experiences can then be interpreted on the basis of prior research and theory, fully in the context of the women's lives.

Method - Phase One

The first phase of the investigation involved semi-structured interviews with 30 women recruited and specifically selected for their varying views and experiences on pornography. The women ranged in age from 20 to 52 ($M=32.5$, $SD=9.73$). Twenty-five women (83%) were heterosexual, three (10%) were lesbian, one (3%) was bisexual and one (3%) woman was uncertain as to her sexual orientation. Participants were paid \$10.00 for their participation in the interview.

The interview schedule followed a mixed open-ended and semi-structured format to establish whether the interviewee had been exposed to various types of sexually explicit materials and, if so, to what extent, and under what circumstances. The interview also established approximate age of first exposure. Diana Russell's (1980) question on the coercive use of pornography was embedded in the interview format and repeated in varied form in several probes. Open-ended questions were designed to establish how the woman views pornography in the context of her life, her perception of the distinction between different types of sexually explicit materials, what she sees that their role has been in her life, and other such questions.

Themes were extracted from the interview transcripts by three raters. Items were written in the form of statements (which could be agreed or disagreed with) to cover all aspects of the themes. The resulting 98 item pool was the basis of the Q-sort deck.

Method - Phase Two

In the second phase of the research, there were 60 female participants. Forty-four mature women students and their female professors were recruited across a variety of disciplines. These women ranged in age from 20 to 52 ($M=31.86$, $SD=9.44$). Forty-two (95%) were heterosexual and two (5%) were lesbian. Sixteen of the women who had participated in the first phase of the research also agreed to participate. All Phase Two participants were paid five dollars.

All 60 women sorted the 98 item Q-sort decks to represent their experiences and beliefs about pornography and other sexually explicit materials. They also filled in a number of questionnaires which will not be discussed in detail here.

Results and Discussion

The Q-sortings of the Phase Two participants were factor analysed using principal components analysis. Five meaningful factors were extracted. Each of these factors represented a different conceptual view of pornography.

Women's loadings on these factors were determined by a combination of life experiences, including experience with male consumers, exposure to pornography, and experiences of sexual abuse. Differences between the five perspectives exist along attitudinal and experiential domains including: views of censorship, views of harm to the self and others, thoughts about women who work in the pornographic industry, experience with male consumers, definitional distinctions between sexually explicit materials, and quantity of exposure to sexually explicit materials (both educational and pornographic).

Summary of Perspectives on Pornography

The five perspectives found were: (1) a radical feminist perspective: pornography is described as violent, degrading and incontrovertibly negative, women have had negative experiences with pornography and/or with male consumers of pornography, identify with the women in pornography, have seen a lot of pornography and have had trouble avoiding it in their lives; (2) a conservative perspective (secular or religious conservatism): pornography is defined in terms of sexual explicitness, as inappropriately showing private things in public, women have moderately strong negative feelings about it, have had no (or extremely limited) personal experience with male consumers and/or pornography, separate themselves from the women in pornography, and have had no trouble avoiding pornography in their lives; (3) a humanist perspective: pornography is seen as wrong because it demeans and uses human beings by taking away their humanity, women place a special emphasis on the harms of children viewing pornography, have not

seen a lot of pornography, do not identify with the women in pornography, and have not thought that much about it; (4) an ambivalent but mildly pro-pornography perspective: pornography is not described as violent or degrading, it shows women as sex objects but this is not necessarily negative, body image has been negatively affected by exposure to pornography however, women do not mind if their partners use pornography (extreme contrast with other perspectives); (5) mild anti-pornography perspective held on an intellectual rather than emotional level: pornography is violent and degrades women, negative feelings but not strongly held, have not themselves been affected by pornography, but feel other people may be harmed.

It is clear from the perspectives which emerged that women's experiences and attitudes toward pornography cannot easily be collapsed into a unitary category "female". All women do not think about pornography in the same way nor have they had the same or similar experiences. Different combinations of life experiences and exposure patterns join with individual coping styles and cognitive frameworks to create a number of unique perspectives. However, as hypothesized, these views do not occur haphazardly; there are patterns. A number of distinct perspectives emerged, shared by groups of women, and a number of others are suggested by the interviews.

It was hypothesized that while there would be differences across women, more women would view pornography to have been a negative influence on their lives than would say it had been a positive influence. This hypothesis was supported. In fact, none of the perspectives identified was a completely pro-pornography perspective or even a perspective which described moderately positive influences of pornography. Some of the women believed pornography had a neutral impact on them. The only women who answered that pornography had a positive impact on them went on to make clarifications that made this a much more mixed assessment. For example, Jean answered "positive" when asked whether pornography had an overall positive, negative or neutral impact on her life. She had previously related an experience of gang rape following her husband's friend's exposure to snuff films and her husband's continual pressure on her to use dildos and do other things she did not want to. She explained, "I'll say positive, because learning, even if your learning, what you learn is wrong, then it is still positive, it has a positive effect on you, so I'll say positive." Amelia also answered "positive" explaining, "Well, only positive in the sense that it has politicized me, that there is a high need for more consciousness and education around it and its effect. But pornography in general is degrading I think and shouldn't be around."

For women, pornography is a complex issue that is affected by their history of sexual victimization both as adults and children, their attitudes toward the acceptability of sexual representations, their identification with the models/actresses in pornography, their religious or political perspective, their experience with male consumers (whether they are now currently heterosexually active or not), the quantity of their exposure, the type of materials they have been exposed to, and their perception of the adequacy of their sexual education. No one perspective can be described which would adequately represent all women. This does not mean, however, that women might not agree on certain issues. In general, women did not like pornography and felt it reduced women

to being sex objects. Most women did not want it in their homes and would have preferred if their partners not look at it. Of the women who felt pornography had an impact on their lives, almost all felt that the impact had been negative. The complexity of that negative impact only becomes obvious when multiple perspectives are examined.

References

- D. E. H. Russell (1980). Pornography and violence: What does the new research say? In L. Lederer (Ed.), *Take Back the Night: Women on Pornography* (pp. 218-238). New York: Morrow.
- C.Y. Senn (1991). The impact of pornography in women's lives. Unpublished doctoral dissertation. York University, North York, Ontario, Canada.

NOTES AND NEWS

Call for papers for "Alice in Wonderland, First International Conference on Girls and Girlhood: Transitions and Dilemmas," to be held June 16-19, 1992, in Amsterdam. Papers should relate girlhood to one of the following: eros, sexuality, and the body; policy-making and the state; imagination and representation; education and upbringing; youth culture and life-world; employment and schooling; theory and epistemology. For further information, write to Alice in Wonderland, First International Conference on Girls and Girlhood, Conference Service Vrije Universiteit, De Boelelaan 1105, 1081 HV Amsterdam, The Netherlands.

The editors of "Connections and Disconnections: Mothers, Daughters, and Death," a collection of essays, have issued a **call for submissions** for a multidisciplinary collection of feminist perspectives on adult daughters' experience with the death of their mothers. Writers of poetry and short fiction, as well as creative and scholarly prose in the areas of philosophy, religious studies, critical and literary theory, developmental and clinical psychology, and related fields, are invited to submit their work. Send submissions by June 30, 1992, to Editors, Disconnections, Philosophy Department, De Paul University, 802 W. Belden, Chicago, Illinois 60614. For further information, call Mary Larrabee at 312-362-8224.

Announcing a **new book** just released, "Re-Placing Women in the History of Psychology: Readings Toward a More Inclusive History" by Janis S. Bohan, published by Kendall/Hunt. It is described as "a thoughtful look at women's place in the history of psychology, interpreted from a constructionist perspective. The book combines a scholarly yet readily understandable presentation of the basic principles constructionism and historiography with an introduction to the women of psychology."

The American Psychological Association has published a new pamphlet, **Violence at Home**, designed to help persons who are being beaten by their partners or spouses. The pamphlet may be reproduced without further permission of the American Psychological Association, so it may be included in newsletters and other community education materials. For a free copy of **Violence at Home**, send a self-addressed, stamped envelope to: Public Interest Initiatives, APA, 1200 Seventeenth Street NW, Washington, DC 20036.

NOTES AND NEWS

A call for manuscripts has been issued for a special issue of the *Psychology of Women Quarterly on International and Cross-cultural Perspectives on Women and Gender*. This issue will examine theory and research on women and gender from an international and cross-cultural perspective. The focus of this issue is to explain gender processes in interaction with other socio-cultural practices in order to facilitate the understanding of gender as an explanation of people's behavior. Inquiries concerning suitability of material should be directed to: Rhoda K. Unger, Honors Program, Montclair State College, Upper Montclair, N. J. 07043 (201) 893 - 7374, UNGER@APOLLO.MONTCLAIRE.EDU (Internet). Manuscripts should be submitted in quadruplicate with a \$10 processing fee to Dr. Unger at the above address. Deadline for submission of manuscripts is October 1, 1992.

The 15th Annual Conference of the Organization for the Study of **Communication, Language, and Gender** will take place October 15-17, 1992, at Hofstra University, Hempstead, New York. We invite papers and presentations which explore communications, language, and gender issues in the arts, education, family, government, health professions, legal professions, mass media, political process, and the workplace. Papers and presentation proposals on other issues and multicultural perspectives will be considered. Deadline for submission of papers and presentations (in duplicate) along with a one-page abstract is March 15, 1992. Presentation time will be limited to 20 minutes (12-14 typed double-spaced pages excluding notes). Selected papers will be published. For more information, contact Mary Frances Klerk, Conference Coordinator, Hofstra Cultural Center, Hofstra University, Hempstead, NY 11550-1090. Tel: (516) 463-5670.

Mount Saint Vincent University invites nominations and applications for appointment to the Nancy Rowell Jackman **Chair in Women's Studies**. The Chair is designed to bring to the University visiting scholars in Women's Studies or persons in public life who have contributed to the advancement of women, for a term ranging from one to two years, renewable, beginning July 1, 1993 (negotiable). The holder of the Chair should be a distinguished scholar or generalist of stature. Duties associated on and off campus, the teaching of one course in women's studies and conducting stimulating research. Nominations and/or applications, the latter accompanied by a curriculum vitae and the names and addresses of three referees, should be sent prior to March 15, 1992 to: Dr. Rosemarie Sampson, Chair, Nancy Rowell Jackman Committee, Mount Saint Vincent University, Halifax, Nova Scotia B3M 2J6.

NOTES AND NEWS

Call for papers for a conference on women-focused research, September 25-26-27, 1992 at the University of Winnipeg - Feminist Scholarship: Revising the Canon. Feminist academic work is changing perceptions of knowledge and scholarship within the disciplines and in interdisciplinary and multi-disciplinary areas across the humanities, social sciences and sciences. There will be special sessions on the following areas of research: Gendered Responses; Mary Wollstonecraft and After; Revising the Canon in Canadian Literature; Conversations: The Community and the University; Women Folklorists & Folklore: Marginal or Mainstream?; Gender in Class-Race-Ethnicity. Persons interested in presenting a paper should send a one-page proposal to: Dr. Uma Parameswaran, Chair, Women-Focused Research, Department of English, University of Winnipeg, Winnipeg, Manitoba, R3B 2E9, Fax: (204) 786-1824. Deadline: January 31, 1992. A limited number of partial subsidies may be available.

A **women and language conference** will be held in Berkeley, California on April 4 and 5, 1992. Focusing primarily on definitions of linguistic power, the conference will explore the possibility of forging a closer connection between feminist theory and language-based research. The abstracts deadline is February 5, 1992. For information, contact: Women and Language Conference Organizers, 2337 Dwinelle Hall, Department of Linguistics, University of Berkeley, Berkeley CA 94720; E-mail: khall@garnet.berkeley.edu; Tel: 510-642-2757.

EMPLOYMENT OPPORTUNITIES

The Department of Psychology at the University of Windsor invites applications for a tenure-track position available in its APA- and CPA-approved **Clinical Psychology** program. The appointment, subject to final budgetary approval, will be effective July 1, 1992. The successful candidate will have a Ph.D. in Clinical Psychology, a strong commitment to research, be eligible for Registration in Ontario, and be qualified to teach and supervise adult and/or family psychotherapy. Applications will be accepted until January 15, 1992 or until the position is filled. The University is committed to equity in employment; female candidates are especially encouraged to apply. Each applicant should send a curriculum vitae and the names of three referees to: Dr. Robert Orr, Department of Psychology, University of Windsor, Windsor, Ontario, N9B 3P4, Fax: (519) 973-7050.

EMPLOYMENT OPPORTUNITIES

The University of Calgary, University Counselling Services, invites applications for two tenure-track junior level positions effective July 1, 1992 and September 1, 1992. Necessary qualifications include a doctorate in **Counselling Psychology** or related discipline. Excellent counselling skills and knowledge across a broad range of client problems, and ability to deliver academic, career, and personal skill development programs are required. Specialized skills in crisis management, counsellor training and supervision, and/or computer applications in counselling settings would be an asset. The University of Calgary has an Employment Equity Program and encourages applications from all qualified candidates, including women, aboriginal people, visible minorities and people with disabilities. Applicants should submit a curriculum vitae and have three letters of reference sent by March 1, 1992 to: Dr. L.C. Handy, Director, University Counselling Services, The University of Calgary, 2500 University Drive N.W., Calgary, Alberta, T2N 1N4.

The Psychology Department on the Saint John Campus of the University of New Brunswick invites applications for a tenure-track position, effective July 1, 1992. Applicants should have a strong research background in **applied areas**. Preference will be given to those specializing in Personality, Human Development, or Clinical Psychology; other areas of expertise will be considered. Applicants should have a completed or nearly completed Ph.D., commitment to effective teaching at both the graduate and undergraduate levels, and an interest in academic program development. Opportunities exist both on campus and in the community for applied work and research. Salary and rank will commensurate with qualifications and experience. Applications, with curriculum vitae, the names of three referees, and reprints of articles should be sent to Dr. Peter McGahan, Dean of Faculty, University of New Brunswick, P.O. Box 5050, Saint John, N.B. E2L 4L5.

The Department of Psychology at the University of New Brunswick (Fredericton Campus) invites applications for a tenure-track position in **physiological/behavioural-neuroscience**. The successful candidate will have an active research programme and a strong commitment to teaching, and will be expected to teach undergraduate physiological courses and labs, contribute to our biopsychology programme, and teach at the graduate level. Quantitative or applied/clinical interests would be welcome as secondary fields. The University of New Brunswick is committed to the principle of employment equity. In accordance with Canadian immigration requirements, this advertisement is directed towards Canadian citizens and permanent residents. Interested applicants should send a curriculum vitae, recent publications, a statement of research and teaching interests, and 3 letters of reference to C.A. Cameron, Chair, Psychology Department, University of New Brunswick, Fredericton, N.B., E3B 6E4. Applicants should respond as soon as possible. The expected closing date is 29 February 1992.