



NEWSLETTER OF THE CPA/SCP

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SECTION ON WOMEN & PSYCHOLOGY
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1998-1999 EXECUTIVE

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NEEDED

Please let us know if you

would be interested in reviewing abstracts for the SWAP Program for the Canadian Psychological annual convention. E-mail your interest to Maria Gurevich, Abstract Review Coordinator. Thanks!

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COORDINATOR'S MESSAGE

Thanks to Meredith Kimball, my transition from Coordinator-elect to Coordinator has been relatively easy. As you all must know, Meredith is a very well organized person. She turned over detailed files of the organization and lists of tasks to be accomplished over my coming year as coordinator. Somewhat intimidating, but better to know than not. SWAP, thanks to Meredith, enters the new year in good shape. During her term in office she set up the SWAP Newslit, organized an excellent CPA convention programme, and set the wheels in motion for the SWAP Institute next year in Halifax. I am particularly grateful for her help during the summer, since I was unusually busy with two conferences to prepare for, a research fellow to supervise, and negotiations for a new contract to deal with as a member of the faculty team. I can only repeat my admiration for Meredith's ability to cope with her multiple tasks and to serve SWAP as

well so effectively last year.

SWAP was well represented at the CPA convention in a number of well-attended events. It was timely to be informed by Hilary Lips, in her Keynote Address, that despite advances towards gender equity, men and women still have different expectations for their work roles, view their competencies differently with respect to various domains, and have different expectations about the pressures and problems they will encounter in achieving their career goals. The Section's invited speakers, Jean Clandinin and Joy-Ruth Mickelson discussed the role of narrative inquiry in their own research and practice. This is an emphasis on narrative as a way of understanding experience which owes much to feminist theory. Continuing in the vein of developing feminist theory and practice, Marla Steinberg organized a lively workshop on its extension to the classroom, the university, and the therapeutic setting. For myself, and I suspect for most of the audience, there were many familiar problems and potentially productive ideas in the presentations of Iris Jackson, Cynthia Matheson, and Charlene Senn. In fact, the entire convention programme contained much that was relevant to women's issues. Sandra Pyke's talk on the inferior sex: psychology's construction of gender was one particularly entertaining example.

The Section's Business Meeting included the usual ceremonial events. The Student Paper Award was presented to Nancy Johnson Smith. She wrote on the development of occupational aspirations in young women: a qualitative study, which was also presented in a paper session at the conference and is included in this Newsletter. The SWAP Distinguished Member Award was presented posthumously to Ellie Burwell by Sandra Pyke. Sandra's nomination can also be found in this Newsletter. The award was accepted by her former colleague, Fran Cherry.

More practical matters included a discussion of SWAP's precarious financial position. This is a predicament common to other sections, not specifically SWAP. Nevertheless, SWAP must deal with it. It seems as though we have already done what can be done to cut back expenses, including reducing student travel awards, a particularly unfortunate, however necessary move if we want to continue to encourage new scholars to join and participate in SWAP. The drop in membership which is largely responsible for our financial problems has turned out to be somewhat less than we expected at the time of the meeting. Nevertheless, I want to urge members to encourage colleagues to become SWAP members and I remind everyone that associate membership is a useful category for those who are not members of CPA but have a valid interest in the advancement of women in psychology and the topics discussed by SWAP members in our Newsletter and Section events. The Associate Membership Application Form is included in this Newsletter.

Apropos of the financial problem, you may recall that we passed a motion at the Business Meeting that CPA set up a system for receiving donations to be passed on to the sections with tax receipts to be issued to the donor. This motion was well received and endorsed at the subsequent meeting of sections, but has been ruled out of order by the Board of CPA because CPA, as a lobby group, is ineligible for a charitable receipt number. It is possible to set up a foundation that would be eligible for tax deductible charitable donations, and in fact, APA has such a foundation. A question for all of us to consider is whether it would be worthwhile for SWAP to pursue this issue with the Board of CPA. Indications are that the Board may be difficult to persuade.

SWAP's financial condition, its ramifications and possible solutions is one issue for the coming year. In addition, we should once again nominate members for fellowship status in CPA and I will welcome any

suggestions any of you may have.

Another issue which was raised at the Section Meeting was the possibility of returning to campuses for the annual convention of CPA. This is very relevant to the earlier issue of financial health and membership of the Section as well as, we believe, of CPA as a whole. My own personal experience this past summer may be relevant. I attended two other more specialized conferences than CPA hosted by university departments. For the cost of attending, I was able not only to register for each conference but received most of my meals, daily coffee and snacks between sessions, and a programme concentrated on issues of interest to all the registrants. In addition, membership costs are significantly lower than membership in CPA. This is particularly important in these days of reduced access to university funding for travel (I was unable, for example to obtain funding for our Edmonton meeting). Clearly the cost of membership in CPA and registration for its convention is a major disincentive to all psychologists (this is why the possibility of associate membership in SWAP is a particularly viable alternative to those with an interest in our particular area who do not want to incur the costs of full membership in CPA). A campus venue for the convention would be one way of reducing costs both for the organization and the individual members, thus encouraging wider participation. Our Board SWAP members, Joanne Gallivan and Mona Abbondanza indicated that they would raise this issue with the Board.

The next convention turns out to be a special one since it is the 60th anniversary since the founding of CPA. We will be thinking about ways in which SWAP can mark this occasion. There have already been sessions and addresses on the contribution of women to Canadian psychology. Perhaps something which brings this history up to date, describing the current situation with respect to gender and projecting the future in the light of that would be interesting and generate useful

thought. For the institute at the Halifax convention we have two energetic coordinators in Denise Larsen and Diane Priebe. The theme and call for proposals is included in the Newsletter.

In summary, we have a number of tasks before us as an organization in the coming year. I am very pleased to have such a helpful and congenial executive to work with this year on these tasks.

Chris Storm, Coordinator

EDITOR'S MESSAGE

Okay, I am ready to admit it. After a year of editing the Newsletter, I now understand that my job is essentially to be a professional pest. My *modus operandi* has become: beg, borrow, and when necessary, steal (with appropriate credits, of course!). Over the year, I have found myself "gently" encouraging those around me to "Think About It" (as some of you will note, I have stolen this slogan from Susan Piper, the president of UBC); think about how your work, thoughts, experiences could be shared with your colleagues through the Newsletter. My Editorial antennae are constantly in use. When someone unsuspectingly mentions a new project, interesting book, or thoughtful reflection on their work, they are enjoined to write about it. I must admit that I don't mind this position; in fact, I have greatly enjoyed being able to pester some of the top minds in Canadian Feminist Psychology. In particular, I would like to thank: Meredith Kimball, the past SWAP Coordinator, for all her assistance with the Newsletter; Joanne Gallivan for keeping us informed about CPA business as it relates to women, and for her continuing perusal of the Internet; and Cynthia Matheson for providing those of us unable to attend the convention in Edmonton with a copy of her talk in the symposium "Bridging Feminist Theory and Practice".

As you will read in this issue, my and others recent pestering efforts have resulted in an issue that is filled with reports from the past convention in Edmonton and ways of generating new SWAP members.

Included in this issue is the Call for Proposals for the 1999 SWAP Institute. The theme of the twelfth Institute is Feminist Psychology at the Crossroads: Looking Forward, Looking Back. It coincides with the 60th anniversary of the Canadian Psychological Association. Thank you to Denise Larsen and Diane Priebe for organizing this.

September is the time for associate members to renew their SWAP memberships. In this issue, you will also find the membership form. Please photocopy it and encourage your friends and colleagues to join. Associate memberships provide feminist psychologists with a less expensive option for being part of SWAP. They have the same rights and privileges as full members, including receiving the Newsletter three times a year!

A huge collective thank you is also due to Heather Walters for designing the SWAP Poster. A copy has been included in this Newsletter. Please post this on your walls, bulletin boards, or assorted other places of heavy traffic (inside doors of women's washroom stalls are guaranteed to attract attention).

As you will see, this issue invites all SWAP members to become professional pests. Best of luck!

Marla Steinberg, Editor.

FROM CPA

This will be my last note for the SWAP Newsletter as CPA Board Liaison. Mona Abbondanza, who joined the Board of Directors in June, now has this responsibility. For my 'last hurrah', I'd like to

focus on the upcoming elections.

The board reorganization that has gone on over the last few years included a reduction in the number of directors to nine. It so happens that five positions are open this year, including president-elect, two directors-at-large and two designated director positions. My concern about the large number of vacancies at once is that it allows for the possibility of creating a board membership that does not reflect the diversity of the membership. Moreover, should serious imbalances occur, there will be little opportunity to correct them soon; in the subsequent two years, there will be elections for only the president-elect and one other director.

Although women now comprise a majority of CPA Members, historically, fewer women than men have been willing to be nominated for Board positions. If all five current vacancies were filled by men, that would leave the 1999-2000 board with two women out of the total of nine members. By now, I assume you know what the point of all this is - I'm hoping that SWAP members will take the initiative to nominate women. The call for nominations, with all the details you need, is in the Summer issue of Psynopsis. The nomination deadlines are October 30 and November 13. We know there are lots of women in our midst who would make great CPA board members - let's encourage them to get involved.

Joanne Gallivan

FROM THE SWAP AGM

Minutes of the 1998
Annual Business Meeting
Shaw Centre, Edmonton, AB
June 6, 1998

Coordinator: Meredith Kimball
Past Coordinator: Vivian Lalande
Coordinator Elect: Chris Storm

The meeting was called to order by Meredith Kimball at 10:10 a.m. Eighteen members were present.

1. Meredith Kimball presented the agenda. A motion was made to move item 3, presentation of the 1998 Distinguished Member Award, to later in the agenda, when Dr. Fran Cherry could be present to accept the award. Moved by Chris Storm, seconded by Sandra Pyke, that the agenda be accepted as amended. Motion passed unanimously.

2. Motion to approve the minutes of the 1997 Annual Business meeting. Moved by Sandra Pyke, seconded by Vivian Lalande that the minutes be accepted. Motion passed unanimously.

3. Presentation of the 1998 Student Paper Award and Student Travel Bursaries
Charlene Senn presented the Student Paper Award to Nancy Johnson Smith for her paper entitled: The development of occupational aspirations in young women: A qualitative study. Four student travel awards were presented to: Paula Barata, Bette Brazier, Renee Cormier, and Sandeep Hunjan.

Charlene noted that because SWAP is running a deficit this year, it has not been possible to reinstate the student travel and paper awards to their previous value but that the award values will be reinstated as soon as possible.

4. Coordinator's Report: Meredith Kimball, 1997-1998 SWAP Coordinator.
Meredith summarized SWAP's activities over the past year including: the publication of three Newsletters under Marla Steinberg; a number of SWAP presentations at the CPA convention; honouring outstanding accomplishments through the student awards and the nomination of members to CPA Fellow status. There was also discussion among the executive about ways to increase SWAP revenues including having SWAP Institutes more regularly, recruiting new members and soliciting

donations from members for specific items, especially the Student Paper Award and Student Travel Bursaries.

Charlene Senn moved and Vivian Lalande seconded that the Coordinator's Report be accepted. Motion passed unanimously.

5. Financial Report: Elizabeth Church, Secretary/Treasurer.

The financial report was presented by Meredith Kimball on behalf of Elizabeth Church. It was noted that despite a number of cost-saving measures such as lower printing costs for the Newsletter, the coordinator's travel funds not being used, and reduction in the number and value of Student Awards, SWAP will run a deficit in 1998. The main reasons are that SWAP membership has dropped this year and that the costs of printing the last newsletter of 1997 were received in 1998. Sandra Pyke moved and Joanne Gallivan seconded that the financial report be accepted. Motion passed unanimously.

The possibility of members making a tax-deductible donation to specific sections through CPA was discussed. The following was moved by Chris Storm and seconded by Charlene Senn:

It is moved that CPA set up a process to accept charitable donations on behalf of sections. Ten percent of donations will remain in CPA head office and 90% will be sent to the secretary/treasurer of the section. CPA will send out tax receipts to the individuals. Meredith Kimball will present this motion at the meeting of section chairs, and the motion will then be presented by the Chair of Sections to the CPA board of directors. Motion passed unanimously.

6. Presentation of the 1998 Distinguished Member Award: Dr. Elinor Burwell.

Sandra Pyke presented the 1998 Distinguished Member Award to Dr. Elinor Burwell in memory of her outstanding work for women psychologists and Women's Studies in Canada. The award was accepted by Dr. Fran Cherry.

7. Newsletter Report: Marla Steinberg, Newsletter Editor.

Marla Steinberg published three editions of the Newsletter in 1997. She noted that because of reduced printing costs, we are now saving \$200 per edition. Marla made a request for articles for upcoming newsletters including book reviews, abstracts of recently completed dissertations, announcements of upcoming conferences, publications and other items of interest to SWAP members.

8. Report of the Status of Women Committee: Olga Favreau, Chair.

Meredith Kimball presented the report of the Status of Women Committee on behalf of Olga Favreau. Throughout the year the committee solicited input from SWAP members regarding revisions to the CPA code of ethics and regarding a Psy. D. Task Force. It was moved by Joanne Gallivan and seconded by Rhona Steinberg, that the Status of Women committee should make a reminder to the CPA Board of directors of a previously accepted recommendation that reports by journal editors should contain a breakdown of article authors by gender. Motion passed unanimously.

9. By-Law Changes.

Three SWAP by-law changes were suggested to accommodate SWAP taking over the running of the Status of Women committee. Moved by Meredith Kimball and seconded by Joanne Gallivan that the by law changes be accepted. Motion passed unanimously.

10. Student Awards and Bursaries Discussion.

It was moved by Meredith Kimball and seconded by Charlene Senn that any donations that are made to SWAP should go directly to finance student awards. Motion passed unanimously.

11. SWAP Web Page.

Heather Walters and Marla Steinberg announced that there will soon be a SWAP web page connected to the CPA web page. There was discussion about information that should be included on the web page.

12. Halifax SWAP Institute.

There will be a SWAP Institute before next year's CPA convention in Halifax. The coordinators will be Denise Larsen and Diane Priebe. They handed out a form requesting input about possible themes for the conference.

13. CPA Convention.

Move to campuses: There was discussion about the suggestion of moving future CPA conventions from hotels to university campuses.

Setting the Program: There was discussion about the suggestion of the SWAP Abstracts Coordinator integrating individual related papers to create symposia. This would give presenters the opportunity to present as part of a symposium rather than just an individual poster or theory review. It was suggested that Maria Gurevich consult with Gira Bhatt, Abstracts Coordinator of the History of Psychology section to find out how to implement this suggestion.

14. 1998 - 1999 Executive Slate

Coordinator: Chris Storm

Past Coordinator: Meredith Kimball

Coordinator Elect: Joanna Boehnert

Secretary-Treasurer: Elizabeth Church

Graduate Student Rep: Heather Walters

Newsletter Editor: Marla Steinberg

Abstract Review Coordinator: Maria Gurevich

Student Paper & Travel Award Coordinator: Charlene Senn

Rhona Steinberg moved and Mona Abbondanza seconded that the Executive slate be accepted. Motion passed unanimously.

15. Other Business

Meredith Kimball thanked Vivian Lalande for her work as coordinator of SWAP and presented her with a certificate of appreciation.

The Liaison between SWAP and the CPA Board of Directors for 1998/99 will be Mona

Abbondanza.

16. Adjournment

Moved by Charlene Senn and seconded by Elinor Ames that the 1998 SWAP Annual Business Meeting be adjourned. The meeting was adjourned at approximately 11:30 a.m.

1998 STUDENT AWARDS

For the 1998 Edmonton convention, notices for the SWAP Student Paper Award and the SWAP Travel Bursaries were published in the January 1998 SWAP Newsletter and mailed to all Canadian universities with a Chair in Psychology. This year we received many submissions for the travel bursaries and the Student Paper Award.

This year the \$300 Student Paper Award was given to Nancy Johnson Smith, Ph.D., who successfully defended her doctoral dissertation in October of 1997. Nancy's submission based on part of her dissertation was entitled The development of occupational aspirations in young women: A qualitative study. It is printed in this Newsletter.

Travel bursaries, in the amount of \$150, were awarded to Bette Brazier (University of New Brunswick), Sandeep Hunjan (University of Windsor), Renee Cormier (University of Windsor), and Paula Barata (University of Windsor).

Congratulations to all our winners.

The section had to cut back the award amounts and numbers of bursaries last year due to our financial situation. We are committed to reinstating them at the higher levels as soon as we are financially able to do so. Unfortunately, it appears that the 1999 awards will continue to be at the lower levels (see financial report published in May 1998 Newsletter). Any ideas for fundraising

(and volunteers to do it!) for the awards are welcome.

Notices of the Student Paper Award and Student Travel Bursaries for the 1999 CPA convention (in Halifax, May 19-21, 1999) will be published in the winter issue of the newsletter.

Charlene Y. Senn, Ph.D.

Student Paper and Travel Awards Coordinator.

1998 STUDENT AWARD PAPER WINNER

THE DEVELOPMENT OF OCCUPATIONAL ASPIRATIONS IN YOUNG WOMEN: A QUALITATIVE STUDY

Nancy Johnson Smith
University of Calgary

Women make up almost half of the workforce but our participation still differs radically from men's. We remain under-represented in the sciences and engineering as well as the skilled trades (Betz, 1994). To explain this, researchers have investigated why many girls, even among the gifted, emerge from adolescence silenced and with low esteem (e.g., Brown & Gilligan, 1992; Kerr, 1994). Others have studied higher education's unfriendly climate for women in non-traditional fields (e.g., Arnold, 1993; Holland & Eisenhart, 1990; Tobias, 1990). However, as Eccles (1994) noted, a major gap in our understanding remains the meaning of achievement-related behaviours, such as career selection, to women themselves. Instead, researchers have focused on why women do not behave more like men rather than exploring, from women's own viewpoints, how they arrive at the choices they do make. To help fill this gap and suggest more empowering ways women can view occupational choice, I interviewed women in their last years of

university to learn from them how they made sense of their choices and aspirations.

METHOD

I recruited 26 participants (age 20 to 23) using purposive and snowball sampling. All had at least two years of university; 12 were in humanities or fine arts majors, 14 in science. None had married or had borne children. Half still lived at home. Most were raised in, or near, Calgary, including four who immigrated as children. All but two had entered university directly from high school. Backgrounds included several ethnic groups and ranged from professional parents with advanced degrees to parents employed as unskilled labourers with less than a high school education. The interviews (average total: three and a half hours, all taped and transcribed) were unstructured except for my orienting request: "Looking back over your life, how do you think you came to hold your present occupational aspirations?" Before the second interview each woman read a narrative summary prepared from the first transcript. Accordingly, I made any changes she wished to her life story. To meet my goal of interpreting the overall story line plus variations for these interviews, I used constant comparative analysis (Glaser & Strauss, 1967). Taking an interpretive, constructivist stance, I assumed that the participants' stories were shaped in part by the general cultural stock of stories about how life proceeds (e.g., Polkinghorne, 1988; Sarbin, 1986). In other words, they were not a simple mirroring of the past.

RESULTS

In contrast to the male's culturally prescribed obsession with career from adolescence on (Gergen, 1994), these women recalled their lives, including adolescence, as preoccupied with everyday adult and peer expectations. In turn, according to their stories, they responded in ways that could gain them local support and respect. Although they credited such experiences with providing the interests and skills largely responsible for their adult

aspirations, most described dealing realistically with career choice only in university. Until then, their aspirations were based on minimal information about their options in the workworld.

In general, the stories divided into five "chapters." First was "Getting Oriented," the elementary school years, when long-term interests and values were shaped by local opportunities along with parental expectations. Most influential, according to these accounts, were activities that seemed like play; formal schooling generated fewer enduring interests. Science majors generally recalled their interests arising early through outdoor play, working with fathers and playing sports with boys. Humanities majors generally traced their aspirations to more gender-traditional activities, such as reading, composition, drawing, dance, and drama.

Second was "Getting Shook," middle school, when the chief concerns were metamorphosing bodies (five recalled eating disorders) and the peer pecking order. Similarly to previous studies (e.g., Brown & Gilligan, 1992; Hancock, 1989) all but two described feeling unpopular and confused about adult expectations. But in contrast, most also described their struggle as temporary. They talked of gradually learning to cope by seeking out extracurricular activities in which to excel. For example, Maria, a fine arts major, recalled several benefits of her gymnastics and dance performances: "Even if I wasn't good at making friends and I wasn't good at being like a social butterfly, at least I was good at something." Participants also described here the first exhortations from adults to consider their occupational futures (including the message that women can be anything they want to be). However, they still characterized their aspirations at this point as daydreams.

Third was "Getting Social," high school, when the focus was on working just hard enough to qualify for university. Most recalled achieving these minimal grades

without much effort. Their energy, instead, was poured into additional activities, especially sports and part-time jobs, to develop social skills and gain back the self-worth lost in junior high. For example, one science major said, "I mean I was cruising through high school as far as academics went. So I spent most of my time working on my social stuff." In the long term, most indicated, such non-academic activities instilled a sense of discipline and confidence, which produced a general sense of competency that prepared them to deal with the rigors of university. For example one humanities major with aspirations for a university professorship said, "I was really into drama when I was in high school. That's I think what really got me to become an extrovert. I was a really shy little girl." Likewise, a competitive skater with aspirations for international work said, "I think it's [skating], definitely that's given me a feeling of self-worth. Definitely something that says, 'Hey, I'm different from you. Hey, I'm capable of this.'" Unfortunately, as researchers (e.g., Sadker & Sadker, 1994) have observed, this sense of competency is still not provided to women by their classroom education.

Fourth was "Getting Serious," early university, when interviewees recalled a sharply increased workload and disillusionment with original aspirations. Despite their rich pre-university experiences, most described their initial choice of major as based on a marked lack of informed analysis or counselling. For example, one physics major attributed her initial pre-med major to the advice of teachers: "I mean it was not my idea, it was kind of put in my head and so I said 'OK, fine, that sounds good, what the heck.' I couldn't think of anything else. There were no other options given." Thus I was not surprised to learn that 16 interviewees had switched majors by second year. As one woman phrased it: "If I have to work this hard, I might as well find something I like."

This situation led to the first serious examination of their own goals and values.

For example one lab science major described how, after winning a full scholarship for pre-med, she found herself "completely unhappy": "I finally just put my foot down and said, 'I don't care what my teachers think, I don't care if anyone's disappointed, I can't stay here.'" Surprisingly, given researchers' focus on the influence of math/science self-efficacy in choice of major (e.g., Betz & Hackett, 1986), ability self-perceptions were not portrayed as a major influence on choice. Instead, these women talked of becoming willing to do whatever was necessary to fulfill requirements once they had committed to a major. For example, several decided to attempt a science field despite their continuing reservations about their math capabilities. The reason cited was that, although they still risked failing, they had developed enough interest to put in the extra effort to achieve math grades good enough to qualify for the degree. One such woman, whose failing math/science grades first year had put her on probation, said that after taking geology as an option and discovering how much she enjoyed it, she became determined to pass her failed courses. She said, "It's one of those things that I have to do [pass calculus]. Like I like geology too much that I'm not gonna let it stop me really. I'll go to [name of nearby community college] if I have to do it. It'll just stall my plans for a while."

Fifth was "Getting Focused and Fretting," late university, when the goal became preparing to win well-paying jobs or advanced training. Despite the competition they faced, most expressed an unwillingness to sacrifice time with friends or family to achieve higher grades. One woman who aspired to medical school said, "Marks play such an important role but for me to go through university and, you know, get the 4.0 because you haven't volunteered, you haven't gone out, you haven't supported your campus teams or anything like that. I mean, that's not what an undergraduate degree is about." Indeed most indicated that a more narrow focus would have decreased their motivation to

study and retain their ambitions. Thus, they described themselves as avoiding the double-bind women tend to experience in educational contexts previously set up for men: feeling that they can only win male acceptance in academic terms by denying their sense of themselves as female with a need for connection and support (Seymour, 1995).

IMPLICATIONS

Evidence for cultural change

In contrast to women their ages even ten years ago (e.g., Arnold, 1993), the interviewees did not express a need to compromise their career plans for traditional roles. Instead, all indicated they were putting marriage and/or childbearing on hold to concentrate on education and establishing themselves in the workforce first. Men came second to studies, they indicated, although about half were in serious relationships. One science major, said, "And everybody says, 'Why don't you have a boyfriend?' But, I mean, what it really comes down to is that, I'm on my own track and I will determine my own path and nobody else will." Furthermore the interviewees did not report a persisting loss of self-confidence during their schooling as depicted for earlier cohorts. In general the interviewees' willingness at this point in their lives to express ambitious goals--a good living and personally interesting and challenging work--suggests they have benefited from major shifts in the cultural scripts available to women. Their discourse drew heavily upon the increasingly accepted counternarrative for women--the confident, ambitious woman of the '90s (Chase, 1995). As members of the baby bust cohort, they also would have benefited from a general lack of competition for part-time jobs and extracurricular opportunities (Foot, 1996).

Such results are consistent with feminist arguments that how women approach work is not predetermined by something essential to being female. Cultural expectations play a major role. As Lott (1996) observed: "Let us not forget the ease and speed with which

World War II women went from being happy homemakers (if they were white) or domestic servants (if they were Black) to being skilled Rosie-the-Riveters in shipyards and munitions plants" (p. 155).

Growing similarity of science and nonscience majors

Researchers have expressed puzzlement about not finding predicted differences in career commitment between those who retain their science aspirations from high school and those who switch to other fields (Farmer, Wardrop, Anderson, and Risinger, 1995). This study's results help explain such discrepancies because, as noted by interviewees themselves, stated aspirations before university often reflect primarily the wishes of others. Bright women today are under pressure to enter science and, even if they have little interest in the area, enjoy the admiration of those who consider science majors the elite in intellectual ability, stamina and resolve (Seymour, 1995). In contrast, as this study's participants reported, women aspiring to the arts or humanities often find themselves facing disapproval. Thus to quit science, it makes sense that a woman would be very committed to her new field.

Benefits of non-school activities and earlier information about work

Although academic achievement has traditionally been the primary predictor of success, we know little about the influence of extracurricular activities on one's sense of efficacy, self-esteem and well-being (Masten & Oatsworth, 1998). Thus, it is noteworthy that these interviewees' stories suggested that their early focus on gaining social approval and contact through varied non-scholastic activities may have gained them the very attitudes, habits, and interpersonal skills identified by Hackett (1995) as necessary for later occupational success. In retrospect, they also called for more counselling in high school about their options and exposure to the realities for women in the workworld.

Benefits of aid for changing majors

Participants' accounts of their lives also support policies to help students more easily acquire missing prerequisites, particularly math. As interviewees noted, once they had found a major fitting their own values and interests, they were willing to use a range of resources--including summer programs, extra tutoring and policies allowing longer time to graduation--to qualify for the desired program. The accounts also suggest the benefits of requiring high school math and science whatever a student's stated aspirations. Women's math avoidance has been long documented (e.g., Chipman & Thomas, 1985). However, those concerned that lack of math shuts women out of technical majors can take heart from interviewees' accounts of their willingness to make up math prerequisites once they realized their necessity for achieving their aspirations.

Childhood play's effect on interests

Descriptions of play's influence on long-term interests support early exposure to informal activities related to science. The experience of deep enjoyment while performing an activity is one of the most important determinants of a young person developing a talent in that area (Csikszentmihalyi, Rathunde & Whalen, 1993). Thus, early play related to science may be more effective than later, formal efforts to recruit women into science.

CONCLUSION

In conclusion, these results provide reason for some optimism despite observations that women in higher education still generally suffer lowered self-esteem and frustration unless they learn to approach work with the single-mindedness so traditional for men (e.g., Seymour, 1995). In contrast, this particular sample of women reported finding specific ways, likely useful to women in general, to gain the skills to adapt to increased achievement demands on women while still satisfying needs for affiliation. Moreover, many attributed their success in part to female-associated relational skills.

However, what was also significant for those concerned about women in the workplace were the issues not brought up. Not only did these women not identify as disadvantaged and likely to encounter gendered structural barriers on the job, e.g., the glass ceiling, but they dismissed the need to join women's support organizations, such as WISE (Women in Science and Engineering). Their accounts reflected the North American emphasis on "the self-made man" and the campus myth of individualism: if you just try hard and do good work, you will succeed but if you fail, it must be your own fault (Caplan, 1993). Yet, as Rich (1979) has warned, "To become truly educated and self-aware, against the current of patriarchal education, a woman must be able to discover and explore her root connection with all women" (p. 145). Thus, despite their expressed confidence at this point in their lives, the interviewees' accounts generated doubt about how well even they, as relatively privileged young women, are being prepared for their futures. To answer this I am presently re-interviewing them to learn if, once having left their relatively sheltered university environments, they re-frame their aspirations and the importance of connections with other women.

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SWAP DISTINGUISHED MEMBER AWARD

Nomination of Elinor Burwell
by Sandra Pyke

I would like to nominate Elinor Jean Burwell (1925-1997) for the CPA Section on Women and Psychology 1998 Distinguished Member Award.

Elinor Burwell was quietly moving mountains on behalf of women before most of us had any notion of the formidable inequities inherent in the discipline and the societal context supporting it.

Like many women, Elinor's career path diverged from the male model. After an undergraduate degree at the University of Toronto, and marriage in 1946, she worked for four years as a Clinical Psychologist for the Department of Veteran's Affairs and then for five years as the Scientific Information Officer with the Defense Research Board in Ottawa. She obtained her Masters degree from Carleton University in 1961, the recipient of the first graduate degree awarded by Carleton, having also completed all the course work for the doctoral programme. Her three children were born during this period. She then joined the faculty of the Department of Psychology at Carleton, first as Lecturer in 1963, then as Assistant Professor in 1967 and subsequently as Associate Professor in 1983. During the late 50s and 60s, this combination of marriage, motherhood and a demanding professional career was quite atypical. Professor Burwell retired from her position at Carleton in 1996.

Right from the outset of her distinguished career at Carleton, Elinor directed her energies to the support of women with the development of a preschool at the University. In the face of not insignificant opposition, she introduced and taught one of the first psychology of women courses in Canada in 1973. This was the first women's studies course to be offered in the Faculty of Social Sciences at Carleton. The

following year she, with two collaborators, designed and taught the first interdisciplinary Introduction to Women's Studies course at the university. This was another pioneering effort as the course was one of the first such in the country. In 1985, another first, Elinor introduced Carleton's first graduate level course on the psychology of women. As a consequence of these initiatives and Elinor's continuing unremitting commitment to the academic study of women, the university established the Institute of Women's Studies in 1987. Latterly, Elinor's interests were directed to the topic of women and aging, the focus of her SSHRC reorientation grant in 1980. I would like to share with you one of Elinor's compositions written for the occasion of her 65th birthday, which I think captures her humanity, humour, and sense of optimism.

THOUGHTS ON TURNING 65 OR HOW GOLDEN ARE THE GOLDEN YEARS?

Becoming a senior is the pits.
The waistline grows, and nothing fits.
And there are no cosmetic kits.
To deal with fat, or saggy tits.
In the Globe and Mail I read obits.
And I'm terrified I'll lose my wits!

My eyes grow dim, I cannot see.
Unless I have my specs with me.
My right foot hurts, and then my knee.
My height has shrunk to five foot three.
I've lost the drive to have a spree.
I'll soon be eating toast and tea.
And spending my days with my TV.
Mike Wilson's got it in for me.
He's clawing back my O.A.P.
And all because I'm elderly!

My hearing I'm about to lose.
And arch supports are in my shoes.
I'm hooked on cigarettes and booze.
I know that none of this is news.
But is this quite the life you'd choose?

To all of you whom I revere,

And that means everybody here,
I want to make my message clear:
"At 65, there's lots to fear!"

But, now that I have shed a tear,
I'll change into another gear.

Things aren't as bad as they appear.
My kids are great. My friends are dear.
I still take pride in my career.
Oh, what the hell! There's cause for cheer.
Greg! Open up another beer!
I love you all! Come back next year!

Throughout her 33 year career as a faculty member at Carleton, Elinor made students her principal focus of concern. She was always available for consultations and thesis supervision, offering Carleton psychology students an opportunity to study issues relevant to women and at the same time serving as an important role model for them.

Within the discipline, Professor Burwell's contributions were again most significant. She served as a member of the Canadian Psychological Association Task Force on the Status of Women in 1975. In this context, she made several consciousness-raising presentations at CPA conventions and authored an important report for the Task Force on the education and training of women in Canadian Psychology (Burwell, 1977). In this influential paper, she explored the issues related to the high attrition rate of women from graduate programmes. It was in this context that I first met Elinor and developed enormous respect and affection for her. We found we had much in common, not the least of which was our mutual affection for cigarettes. Sharing this habit ensured that we spent quite a bit of time together and hence I was fortunate to have many opportunities to experience and enjoy her wit and wisdom. Elinor was, of course, a founding member of the Section in 1976 which at that time was titled an Interest Group. She served as co-editor of the first issues of the Section

Newsletter.

Similarly in her work in the community, Elinor's interventions were of benefit to women. She was involved in research and program evaluation at Amerthyst House, a treatment centre for alcoholic women, prepared a literature review on pornography and violence for the Advisory Council on the Status of Women, was a Board member for Interval House, a shelter for battered women, and a participant on a group formed to establish a women's detox facility in Ottawa.

Elinor Burwell is clearly someone who never lost the faith, whose commitment to women's issues and women's interests were evident early in her career at a time, when to put it euphemistically such dedication was a source of confusion at best or derision at worst. Her pioneering efforts truly demanded Herculean force; how else could she have been so successful at moving mountains? Throughout her entire life in family, academic, profession and community contexts, the focus was on improving the lot of women. We all owe her a great deal. It is with considerable affection and sincere admiration and appreciation for her accomplishments that I propose Elinor Burwell for the posthumous award of 1998 SWAP Distinguished Member Award.

The Distinguished Member Award was accepted by long time friend and colleague, Dr. Fran Cherry.

ANNUAL REPORT OF THE STATUS OF WOMEN COMMITTEE OF SWAP 1997-98

Presented at the annual meeting of CPA
in Edmonton
June, 1998.

1. Membership. The members of SWC are:

Olga Eizner Favreau (Université de Montréal), chair
Chris Storm, (Mount Allison University) ex officio
Mona Abbondanza (Université du Québec à Trois Rivières)
Anne Crocker, student member (Université de Montréal)
Maria Gurevich, (Mount St. Vincent)
Naomi Holobow, Sacramento, California
Karen Korabick (University of Guelph)
Tannis MacBeth (University of British Columbia)
Charlene Senn (University of Windsor)
Marla Steinberg, (Health Canada)
Shake Toukmanian (York University)

The Status of Women Committee dealt with the following items that were referred to us by the CPA Board:

The Board asked SWAP if we had any suggestions to make for a revision of the CPA Code of Ethics. This request was forwarded to the members of the committee, and everybody seemed to agree that the code was satisfactory in its present form as far as the status of women is concerned. I would like to note in passing that in the French version third person singular pronouns are all feminine.

The Board also asked us for input regarding a Psy.D. Task Force. We received two comments, which take opposite points of view, but I think that they can perhaps be reconciled. One comment is to the effect that creating a Psy.D. degree would be good for women psychologists, as it would upgrade Masters' level training, and yet not require the kind of investment of time and money that many women can't afford. She proposes that the Psy. D. should, like the Ph.D., emphasize research training, but that this training should be in a practice context rather than be an original theoretical contribution. However, she thinks that both degrees should be offered, to benefit students and the profession. In contrast, the other commenter is not in favour of implementing Psy.D. programmes. For one, she feels that it is unlikely that they

would pass the appraisal process in Ontario for graduate programmes. Furthermore, she points out that the dissertation is regarded as a key requirement for post graduate doctoral programmes at her university. She also feels that our research expertise is our main claim to fame and is what distinguishes us from psychiatry, social work, counselling and the like, and that to introduce it into psychology could lead to the creation of "second class" practitioners in terms of the medical hierarchy perceptions.

Although apparently diametrically opposed, each of these views emphasizes the importance of a research thesis, and this might be one way towards coming up with a proposal that satisfies the concerns of both.

I would like to encourage all SWAP members to refer any concerns that they may have about the status of women in regard to psychology.

Finally, I am pleased and honored to report that I accepted Christine Storm's invitation to chair the Status of Women Committee for another two years.

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BRIDGING FEMINIST THEORY AND PRACTICE IN THE CLASSROOM

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June, 1998

Paper presented at SWAP workshop

Teaching students to recognize and utilize theory may be the most important thing I do in the classroom. This is my major conclusion after almost a decade of teaching gender-related courses at the university level. My repertoire of classes includes Gender Differences, Human Sexuality, Women's Health Psychology, and Research Methods. A thread that runs through most of my experience is that enabling Psychology undergraduate students to recognize theory is challenging enough. Throw in feminist theory and you really have your work cut out for you. In the final analysis, though, it is the ability to apply theory - as critique and as a guidepost for how we view our world - that makes a theory driven approach to teaching an essential pedagogical tool. Theory is the one aspect of a course that students retain even when the course content has faded.

I want to say at the outset that I constantly grapple with my own students' inability to identify theory, and that I take full responsibility for this. I am not talking about memorizing a definition; that, they can do.

I am talking about whether I have given my students the skill to read an article or watch a video and enabled them to identify the theoretical framework of the piece. This point has been driven home to me many times. Usually my first glimpse of the problem occurs after we read the key chapter in Gender Differences that actually outlines different theories: psychoanalytic, evolutionary, social learning, etc. I've shown videos right after that chapter, videos with clear and unmistakable biases premised on a specific theory, and it is the rare student who can identify the theory, or use some of the theoretical components to tell me what's problematic with the piece being considered. I need to teach these analytical skills to enable students to apply the theoretical principles to their own lives.

In the last several years, I have used three types of assignments that allow me to

develop and track undergraduates' understanding and application of theory. One type of assignment, the reaction paper, challenges students to identify theoretical perspectives in general, not just feminist theory. Other types of assignments, such as journal writings and the personal health narrative, zero in on connecting feminist theory to their own lives and the lives of other women. I will present two of these, the reaction paper and health narrative. In my discussion here of feminist theory, I am assuming some principles as given; these include issues of: power, diversity, privilege, and the political.

Reaction papers

Reaction papers are 30-45 minutes of in-class, on-the-spot, writing in response to a question or stimuli. In other words, the student is asked, "What do you think?" or "React to this." Stimuli can include recent newspapers, magazine articles or videos. However, I have found that because there is a certain amount of intended ambiguity surrounding the exercise, some specific stimulus is a good idea. Depending on the size of the class enrolment, students usually write three reaction papers during a course, and the dates and topics of these papers are not announced ahead of time. I make them worth about five marks each, and students can rewrite them (and hence improve their grade) to correct poor grammar, as long as they honour a turnaround time of a few days. I sprinkle the papers liberally with my own reactive comments, keeping in mind my priority to emphasize theory.

For example, several years ago when Brain Sex had just been aired, an editorial was published in a local newspaper arguing that since gender differences had now been shown to be biological, we could begin to understand and accept gender stereotypic behaviours. I gave all the students a copy of the editorial and asked them to identify its theoretical framework and then to write back to the editor by using what they had learned in class so far. We were about four weeks

into the course. I have to say that the editorial itself was blatant and had me jumping up and down in response to its sexist rhetoric. I also have to say that I thought I had given the class the tools to generate a formidable critique. What I received in about a quarter of the reaction papers was quite sobering: students could neither locate nor describe the perspective of the speaker, nor mobilize classroom readings or notes to debunk the biased attitude. Other reaction papers have been more or less successful in terms of allowing me to gauge what I think I've been teaching. You can utilize the reaction paper feedback immediately by discussing excellent ideas in class. At times, I have even asked selected authors themselves to read their papers to us.

The advantages of reaction papers are many. I've used them in classes ranging from 40-70 students, and I don't find the grading too onerous since they are relatively short pieces and I can space them out as convenient. Second, in larger classes where students may never speak, the papers provide an important link to personalizing education. They allow me to directly assess how students think about theory. The papers are "low risk" for students, who can always re-write them. Most intriguing to me is why students report having trouble writing them. The frequent complaint is that "I don't know what you want." My feeling is that this complaint springs from learning styles geared to test-taking rather than problem solving (or theorizing). In some ways, the real success of the assignment is helping students make the transition from trying to guess what I want to articulating what they think and what they've learned. Compared to tests/exams, it is in the reaction papers where I sense a real development in thinking theoretically.

Personal health narratives

I intercepted this idea originally at a paper presentation by K.P. Morgan (1996) given at the Women's Health Conference held in

Toronto a few years ago. The idea has been adapted for my special topics course in Women's Health Psychology, taken by Psychology majors only. The course itself was theory driven, with a series of readings demonstrating a variety of frameworks from which to view women's health (e.g., biomedical, epidemiological, psychosocial, or feminist). The ultimate goal of exposure to the different frameworks was that students would be able to apply the theories as a form of critique when viewing their personal health and the health care delivery system.

In this major take-home assignment (about 1,000 words), students are asked to move from the personal to the political by: a) locating themselves on "various axes of significance" that have shaped their own health care, such as gender, race, economic position, etc.; b) apply feminist principles to critically evaluate their health care and the care of women in general; and c) use feminist theory to critique the health care system and make suggestions for change.

Students told me that they found this assignment challenging, if not difficult, especially making the leap into how theory actually informs our construction of health on a personal level. From my perspective, I found the assignments fascinating, and they confirmed the importance of placing theory front and centre in a course such as this. It is the theoretical scaffolding that allows the articulation of feminist principles to emerge. As an example, the excerpt below from one student's narrative draws on such principles while summarizing how this student comes to view her own experience:

Because I am literate, white, Euro-Canadian, with a reasonably good education, I can take for granted that my world is familiar to me, and that I have the ability to access information when and if I please. I don't have to rely on another person's interpretation of information...which may often reflect sexist, racist, or ethnocentric biases. Such biases have a

negative impact on...women's health.... Many health care providers mirror the institutional biases because they are not trained to be sensitive to and respect...cultural differences....

All in all, the medicalization of women's experience has had an impact on all women's health. Many of the health problems of women are not fundamentally biological, medical problems. Although their immediate symptoms are often treatable on a medical level, their causes are not often identified by health care professionals as stemming from social circumstances.... Lack of financial autonomy, job availability, access to education, and other life choices are all factors.... Women, being those who bear the brunt of these social barriers, will experience the greatest health consequences....

In summary, in this assignment, students had to understand their medicalization of their own health care experience in order to start to utilize theory as a critique for the health care system at large.

Concluding remarks

If my job in the classroom is to bridge theory and practice, that is, the practice of teaching students how to think a certain way, then both of the assignments above are central pedagogical tools. The reaction papers serve a general function for me in helping students to locate theory. In classes that are suitable for something like a personal narrative, the professor has the opportunity to watch the emergence of feminist theorizing at closer range. I would be interested in hearing from our readers about adaptations of the above assignments and about their own experiences using similar writing approaches.

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Conference, Toronto, Ontario, June, 1996, Abstract 410, p. 44.

Editor's Note: I second Cynthia's call to tell us about your classroom assignments and reflections.

ANNOUNCEMENTS

FEMINIST TEACHER

In addition to its regular call for papers, the journal, *Feminist Teacher*, seeks essays for a special issue on "Linking the Classroom and Community." We welcome discussions from all disciplines, across grade levels as well as from traditional and non-traditional classroom settings. Topics might include (but are not limited to) feminist discussions of service learning, internships, teaching in the community, working with non-native English speakers, helping women make the transition from welfare to school or work, getting parents and/or community involved in K-12 education, etc.

Deadline is 15 December 1998.
Please send 3 copies in MLA style to:
Theresa D. Kemp
University of Alabama at Birmingham
Department of English
217 Humanities Building
900 South 13th Street
Birmingham, AL 35294-1260
e-mail: TKEMP@UAB.EDU
fax: (205) 975-8125

Requests for information or a copy of our "Guidelines for Authors" may be e-mailed to TKEMP@UAB.EDU (manuscripts will not be accepted electronically).

WOMEN AND HEALTH

The United Nations Division for the Advancement of Women is conducting a three-week online dialogue (Aug. 31 to Sept. 21) on women and health. This will provide input to an Expert Group Meeting

on national health policies at the end of September 1998 and will inform the March 1999 UNCSW meeting. The topics being discussed are: Access, Promotion, Education, Nursing, and Health Reform.

For more details please visit the website:
<http://www.un.org/womenwatch/daw/csw/womenhealth.htm>

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WORKING TOGETHER ON WOMEN'S HEALTH RESEARCH

(working title)

You are invited to contribute to an exciting new venture in women's health research. We are producing a handbook that will help researchers to partner with others in the community, universities, and health services to facilitate research on women's health. The handbook will build on the document General Guidelines for Health Promotion Research Proposals, produced by the Atlantic Health Promotion Research Centre in 1995.

Purpose:

To support women's health research in Canada through a plain language handbook that explores what research means to different people and in different contexts, with special reference to social diversity and social marginalization.

Goals: bring together and share the knowledge and lived experience of people; encourage research approach through which skills and partnerships can be built and shaped; facilitate access to research funds through sharing of knowledge sources and skills; identify and address gaps in current research methods on women's health.

These goals will be accomplished through an exploration of the factors (e.g. social, cultural, economic) that affect women's health research. Personal accounts and insights will be used to illustrate the challenges and promises of women's health research. Both community & academic

perspectives will be presented in each section of the handbook.

We are inviting contributions of two types:

- 1) One of five major sections of the handbook. An honorarium of up to \$400 will be awarded for each section. Each section will be a synthesis of the current knowledge in the area and will include a 1-2 page summary/outline and glossary of terms. If you are interested in contributing a major section of the handbook, please submit: a resume and a cover letter identifying the section in which you are interested, and your background in this area of women's health research; and a one page overview of the proposed contents of the section.

- 2) Short contributions on experiences, insights, stories, personal accounts, and lessons learned from women's health research. These may take any publishable form, e.g. illustrations, poems, stories.

For more information please contact:
 Atlantic Health Promotion Research Centre
 Room 5200, Dentistry Building, 5981
 University Avenue
 Halifax, NS B3H 3J5
 Phone: (902) 494-2240; Fax: (902) 494-3594
 E-mail: Lynn.Langille@dal.ca or
Pratima.Devichand@dal.ca

We encourage applications from women, aboriginal peoples, visible minorities and people with disabilities.

Sponsored by the Atlantic Health Promotion Research Centre (AHPRC), the Community Health Promotion Network Atlantic (CHPNA), and the Maritime Centre of Excellence for Women's Health (MCEWH).

Deadline for Submission of cover letter, resume and overview: June 26th, 1998

For the full document see:
<http://www.web.net/~lanfran/whr.htm>

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GLOBAL REPRODUCTIVE HEALTH FORUM

I'm writing you to announce the recent launch of the Global Reproductive Health Forum (GRHF), <http://www.hsph.harvard.edu/Organizations/healthnet>, and to call for submissions of original research for this Internet project.

The current discussions of reproductive health on the Internet often fail to encourage original approaches and critical analysis of the ideas of reproduction, gender and rights. The need for innovative work and ideas cannot be overstated. Even more pressing, is the necessity of allowing these ideas a space for representation and distribution on the Internet.

We seek to encourage the proliferation of critical discussions about reproductive health and gender on the net by providing an electronic forum presenting work from a variety of disciplines and approaches. We are interested in material which uses reproduction as an entry point to the study of social life, and discusses the (re) production of power relations as embodied in the discourses of public health and biomedicine within a global context. We are particularly interested in analysis which examines the roles of race, class, gender, and ethnicity within reproductive health.

To reach this end we are soliciting materials to present via our web project. We are interested in submissions of publications, articles, research, websites, and commentary concerning the following topics:

- 1) Gender representation in the discourses of reproductive health and/or international development.
- 2) Critical discussion of population and family planning projects within the context of globalization.
- 3) Emerging Reproductive Technologies (both assisted reproductive technologies and contraceptive technologies).
- 4) Reproductive Rights.

5) Any other work which challenges dominant ideas of reproductive health, including training/teaching materials, and activist materials.

We encourage graduate students and non-academic organizations to submit work. Acceptance of work is rolling, and there is no deadline.

We prefer full text with full citations, references and a bibliography. Submissions should be no more than 5000 words. Submissions can be in English, Spanish or French. Please include short biographical information with the submission.

Your submission will be refereed by our board of academic staff. Submissions can be returned with comments and changes suggested by the editorial board.

Please send submissions by email attachment in Microsoft Word. Our e-mail address is: grhf@hsph.harvard.edu or you can submit via our website at www.hsph.harvard.edu/Organizations/healthnet.

If you do not have access to email, you can send the work by snail mail. We require a hard copy of the submission and a copy on diskette (IBM 3.5 diskettes). Please send submissions to:

Department of Population and International Health
Harvard School of Public Health
665 Huntington Ave.
Boston, MA 02115 USA

Copyrights remain with the author and full academic credit and citation will go to the author and/or copyright holder of the article. We will gladly link back to organizations, publishers, or authors from the article, simply send the URL with the work.

Your input and participation are invaluable to us and we welcome your submissions as well as your comments and ideas about our

Internet project.

If you would like more information on our project, please contact us at:
grhf@hsph.harvard.edu

Ra'eda S. Al-Zu'bi, Project Coordinator
Global Reproductive Health Forum
<http://www.hsph.harvard.edu/Organizations/healthnet/>
Tel: (617) 432-2936 Fax: (617) 566-0365

**UNITED NATIONS INTERNATIONAL
RESEARCH AND TRAINING INSTITUTE
FOR THE ADVANCEMENT OF WOMEN
(INSTRAW)**

The United Nations International Research and Training Institute for the Advancement of Women (INSTRAW) seeks submissions for a publication dealing with topics related to ageing and women's life cycle, slated for publication in January 1999. This publication is being prepared as INSTRAW's contribution for the International Year of Older Persons 1999.

Gender inequality exists in all aspects of life and throughout a woman's life cycle. There is a need to understand the problems older women face and how these are a result of inequalities derived from earlier stages of her life cycle and as a result the specific gender discrimination manifested in old age. These problems require multi-faceted and longitudinal approaches, which can guide policy actions for the empowerment of older women.

Possible topics include:

- * Macroeconomic policies, poverty and productive ageing.
- * Implications of population trends for gender-sensitive policy.
- * Empowerment of older women.
- * Formal/informal support systems.
- * Women's productive and reproductive roles throughout their life cycle.
- * Inter-relatedness of women's status and age.

- * Impact of modernization and urbanization on the older woman.
- * Identity, culture and older women.
- * Legislation and older women.

The Institute welcomes submissions that are based on either collaborative or independent scholarship. It also welcomes submissions from a wide variety of disciplines and approaches to this complex and multifaceted topic.

Please submit an abstract of the proposed article to INSTRAW by 20 September 1998. Final articles should be submitted no later than 25 October 1998:

HEADQUARTERS: Calle Cesar Nicolas
Penson No. 102-A, Santo
Domingo, Dominican Republic
Tel: (809) 685-2111
Fax: (809) 685-2117
E-mail: instraw.hq.sd@codetel.net.do

LIAISON OFFICE: Room DC1-1106, One
United Nations Plaza, New York, NY 10017
Tel: (212) 963-5684 Fax: (212) 963-2978
E-mail: INSTRAW-NY@un.org
MAIL: UN/INSTRAW, EPS A-314 Box 52-
4121 Miami, Florida 33152 U.S.A.

THE GRADUATE SCHOOL AND
UNIVERSITY CENTER OF THE CITY
UNIVERSITY OF NEW YORK
presents

**WHICH WAY FOR WOMEN AND
DEVELOPMENT? DEBATING
CONCEPTS, STRATEGIES, AND
DIRECTIONS IN THE 21st CENTURY**
The Borough of Manhattan Community
College
199 Chambers Street
October 15-17, 1998

The conference will bring together scholars and practitioners from around the world and working in divergent disciplines, including Women and Development experts, ecofeminists, postmodern and postcolonial

feminist theorists and others, to address some of the recent debates over the goals, means, and theoretical frameworks informing the field of Women and Development. We will open with an evening plenary and continue for two more days of three panels each. The panels will cut across orientations, disciplines, and professions to provide the basis for an unprecedented interchange among scholars, practitioners and policy-makers to discuss some of the current challenges to the field -- intellectual, political, economic and ecological.

Keynote Addresses by:

Gayatri Chakravorty Spivak, Department of English, Columbia University
Irene Tinker, Department of City and Regional Planning, University of California, Berkeley

Panels Include:

Re-Inventing Aid: International Agencies and the "Woman Question" in Development
Locating Women/Locating Work: Emerging Capitalisms and the Gendered/Racial Division of Labor

More Worldly Feminisms: Feminist Theories and the Politics of Location

Stories from the Field: Theorizing Action/Acting on Theory

Techno-Science Questions in Development: Intersections of Gender, Science, Media and Environment Can the Subaltern Desire?

For the complete Conference Program, please visit

<http://www.geocities.com/athens/7364/program.html>

**ASSOCIATION OF WOMEN IN
PSYCHOLOGY
VISION TO ACTION: FEMINIST SOCIAL
CHANGE
MARCH 4-7, 1999
PROVINCENCE, RI**

For information:

Kat Quina, Conference Coordinator
Kquina@uriacc.uri.edu
Trish Morokoff, Program Coordinator,
Morokoff@uriacc.uri.edu
Mary Zahm, RIAWP Coordinator
Mzahm@uriacc.uri.edu

The Call for Programs is available on the AWP website at:

<http://www.theworks.baka.com/awp>.

Deadline for submission is October 1, 1998.

**FOURTH INTERNATIONAL
CONFERENCE ON SEXUAL
MISCONDUCT BY
PSYCHOTHERAPISTS, OTHER
HEALTH CARE PROFESSIONALS &
CLERGY
October 3-4, 1998
Boston College**

Sponsored by the Boston Psychoanalytic Society. You can get a brochure via 617-266-0953 or BPSloffice@aol.com.

**CONFERENCE '99:
INSPIRING THE JOURNEY,
THE CANADIAN GUIDANCE
COUNSELLING
May 18 - 21, 1999
Calgary**

Three subthemes are Changes and Challenges, Life's Choices: Consider this and Counsellor Wellness: What about Me?

Call for Presenters: Please submit proposals to Dianne Williams, Program Chair C.G.C.A. Reference Conference c/o Lakeview Dr. S.W. Calgary, AB T3E 5T1
Tel: (403)298-1688 or Fax: (403)249-3054

**THE ROLE OF NGOS IN NATION
BUILDING**

The Pearson-Shoyama Institute is undertaking a project to explore the role

NGOs play in national building; specifically in developing and implementing Canadian values, ideals, standards, policies and programs, as well as cultivating a sense of obligations of citizens toward each other and toward communities. In Phase I of this project, they are preparing a paper on the women NGO sector by conducting a literature review, distributing questionnaires, and holding focus group meetings in Vancouver, Winnipeg, Toronto, Ottawa, Montreal, and Halifax.

To participate in this project or to obtain more information contact:

Anne Clarke
Executive Director & Project Coordinator
Pearson - Shoyama Institute
219 Argyle Avenue
Ottawa, Ontario
J2P 2H4
Tel: (613) 230-8284
Fax: (613) 235-3160

**NATIONAL SOCIAL ACTION
PROGRAM
(NSAP)**

The National Social Action Program has been formed as a grass roots movement to change the legal system for sexual assault victims and to better support women and children in the legal process. To join contact:

Wendy Hovdestad
Department of Psychology
Carleton University
1125 Colonel By Drive
Ottawa, On K1S 5B6
whovdest@ccs.carleton.ca
(613) 520-2600 Ext. 2679

Sylvia Chu
Community Activist
27 Reaney Court
Kanata, ON K2K 1W7
(613) 592-3172

The web site:

<http://www.carleton.ca/~enenner/nsap.html>

THE 1998 CONFERENCE FOR WOMEN OTTAWA

November 17-18, 1998

Talisman Hotel
National Businesswomen's Leadership
Association

To register call:
1-800-682-5078
or register online at
<http://www.natsem.com>

CANADIAN INTERNATIONAL DEVELOPMENT AGENCY

The next Request for Proposals is expected to be launched in early October, 1998. The launch will consist of the posting of a formal RFP document identifying preferred themes. The RFP document will be posted on the Program's web site <<http://w3.acdi-cida.gc.ca/dip>>. If you do not have access to the Internet, please call (819) 997-1663 to obtain a paper copy of the RFP.

STATUS OF WOMEN CANADA POLICY RESEARCH FUND CALL FOR PROPOSALS

This call for proposals includes three themes:

1. Women and the Canadian Tax System
2. The Intersection of Gender and Sexual Orientation: Implications of Policy Changes for Women in Lesbian Relationships.
3. Trafficking of Women: The Canadian Dimension.

Calls for Proposals are posted on the web site (<http://www/swc-cfc.gc.ca>) or can be obtained by contacting:

Research Directorate
Status of Women Canada
5th Floor, 350 Albert Street
Ottawa, ON
K1A 1C3
Fax: (613) 957-3359

QUALITATIVE STUDIES IN PSYCHOLOGY

New York University Press announces a new series edited by Michelle Fine (CUNY Graduate Centre) and Jeanne Marecek (Swarthmore College). Submissions should be sent simultaneously to:

Michelle Fine
Social-Personality Psychology
CUNY, Graduate Centre
43 West 42nd Street, Room 1536
New York, NY 10036-8099
Mfine@email.gc.cuny.edu
212-642-2509
and

Jeanne Marecek
Department of Psychology
Swarthmore College
Swarthmore, PA 19081
Jmarece1@swarthmore.edu
610-328-8674

CALL FOR PAPERS

1999 INSTITUTE OF THE CANADIAN
PSYCHOLOGICAL ASSOCIATION'S
SECTION ON WOMEN AND
PSYCHOLOGY
May 19, 1999
Halifax, Nova Scotia

Proposals for the Twelfth Institute of the Section for Women and Psychology (SWAP) of the Canadian Psychological Association (CPA) are now being solicited. The Institute will be held on May 19, 1999, the day immediately preceding the CPA annual convention, at the Hotel Halifax, Halifax, Nova Scotia. The theme will be Feminist Psychology at the Crossroads: Looking Forward, Looking Back.

The Institute will focus on feminist approaches to psychological theory, research, therapy, and teaching, as well as women's professional lives and professional development. Proposals presenting original research, reviews of theory or research,

clinical issues, theoretical perspectives, and therapeutic methods are welcome. The format can be a paper presentation, workshop, or symposium. Workshops and symposia are welcome, but must be limited to one and one-half hours in length. Individual paper presentations will likely be clustered by the Institute coordinators into workshop formats. Student papers are especially welcome.

FORMAT

Please submit, for proposals of all types, the following:

1. A cover sheet which lists the title of the proposal, the authors' names, professional affiliations, addresses and phone numbers, and the approximate amount of time required for the presentation.
2. Three (3) copies of a 200-300 word abstract/summary.
3. Two (2) stamped, self-addressed envelopes.

Proposals should be mailed to:

Denise Larsen
13911 - 109 Avenue
Edmonton, Alberta
T5M 2H1

All submissions will be subject to blind review. To ensure unbiased selection of proposals, please include the requested cover sheet. Do not include cover sheet information, except for the title, on any other sheet of your proposal. Take care to avoid giving clues to your identity within the abstract/summary.

WHO MAY SUBMIT PROPOSALS

Anyone may submit a proposal regardless of sex or membership (or lack thereof) in SWAP or CPA. Submissions may be made by people in disciplines other than Psychology.

DEADLINE

Proposals must be received by January 15, 1999. Notification of decisions about proposals will be made as soon as possible.

TRAVEL FUNDS

Student awards are available. In addition, anyone who also presents a paper at the CPA meeting is eligible for SSHRC travel funds distributed by CPA.

ADDITIONAL INFORMATION

If you have any questions about a proposal you may wish to submit, please contact Denise Larsen at (403) 454-6298 or by e-mail at:

larsen@gpu.srv.ualberta.ca

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ISSUES OF RIGOUR IN QUALITATIVE RESEARCH

Melbourne, Australia
July 8-10, 1999.

The Call for Papers is out for a landmark event in qualitative methods, the first conference of the Association for Qualitative Research. To be held at the Euro-Asia Heritage Hotel in Melbourne, 8-10 July 1999, the conference has the theme: Issues of Rigour in Qualitative Research. International plenary speakers confirm AQR's goals of promoting methods discussion and debate that is cross-disciplinary, cross-methods and crosses national boundaries, linking qualitative researchers.

The conference will bring together theoretical discussion and tales from the field. Sections on qualitative methodology include: Issues of trustworthiness and credibility, Blending qualitative and quantitative methods, Qualitative computing and Selling qualitative research. Sections on research include: Communication, Health and the body, Gender and sexuality, Education, Evaluation and Business.

'ABSTRACTS'

Abstracts of 250 words should be submitted by October 31 (the first round of submissions) the final deadline for abstract submission is November 30, 1998. Send a disk in PC format (IBM compatible) or email a copy (in PC format if sent as an

attachment). Abstract submission should contain presenter's details (name, title, institution/company name, postal address, telephone and fax numbers, email address) and paper title.

'GRADUATE PRESENTATION AWARD'

There will be an award for the best graduate student presentation at the conference. The prize is a software license and accompanying introductory textbook, donated by Qualitative Solutions and Research, value \$500. To be eligible, you must be a full-time student. To enter for this prize, when submitting your abstract, place at the bottom the words "Full-time student presentation".

'WEBSITES'

The Association:

<http://www.latrobe.edu.au/www/aqr/>

The Venue:

<http://www.euro-asia.com.au/euromedia/heritage/heritage.html>

Jenine Evans

PR Conference Consultants

Email: prcc@mail.austasia.net

Postal address:

PO Box 2954

Fitzroy Delivery Centre 3065, Australia

Telephone: +61 3 9419 6199

Facsimile: +61 3 9419 6400

Dr Jo Lindsay

Secretary

Association for Qualitative Research

Email: J.Lindsay@latrobe.edu.au

AQR website:

<http://www.latrobe.edu.au/www/aqr/>

RESOURCES AVAILABLE

From time to time, the CPA office sends to the SWAP Coordinator information that comes to the main office from the government and other sources. Depending

on the content these items are kept by either the Coordinator or passed onto the Chair of the Status of Women Committee.

Sometimes they are given to a member of SWAP to review and comment on. As a regular part of the Newsletter, these items are listed along with a brief description of each. All items for this Newsletter are in the Coordinator's office. If you wish to receive an item, please let her know.

Items Received:

1. Psy.D. Task Force Issues Paper, May 1998. This document is a report of feedback received by the Task Force to their earlier Consultation Document. It is 13 pages long. The Task Force is to report to CPA on the feasibility and desirability of establishing in Canada a Doctor of Psychology degree which would entail more training than an MA degree, but less of a research focus than the Ph.D. This is a very important issue for the future of clinical training in Canada.

2. A Review of the CPA Accreditation System consultation document, April 1988. This is a 17 page paper that reports the results of a survey of individuals and programs concerning issues of accreditation.

From Status of Women Canada:

3. Who will be responsible for providing care? The impact of the shift to ambulatory care and of social economy policies on Quebec women. (118 pages)

4. Family mediation in Canada: Implications for women's equality. (167 pages)

5. The impact of block funding on women with disabilities. (50 pages)

6. A complex web: Access to justice for abused immigrant women in New Brunswick. (40 pages)

7. Benefiting Canada's children:

Perspectives on gender and social responsibility. (100 pages)

8. Women's support, women's work: Child care in an era of deficit reduction, devolution, downsizing, and deregulation. (160 pages)

9. Relocation of custodial parents. Final report. Martha Bailey and Michelle Giroux. (75 pages)

10. Women and the equality deficit: The impact of restructuring Canada's social programs. Shelagh Day and Gwen Brodsky. (166 pages)

11. Access to justice for sexual harassment victims: The impact of Beliveau St-Jacques on female workers' rights to damages. Katherine Lippel and Diane Demers. (46 pages)

12. Finding Data on Women: A Guide to Major Sources at Statistics Canada

13. Benefiting Canada's Children: Perspectives on Gender and Social Responsibility.

14. Spousal Violence in Custody and Access Disputes: Recommendations for Reform

15. Women and the CHST: A Profile of Women Receiving Social Assistance in 1994

16. Aboriginal Women in Canada: Strategic Research Directions for Policy Development.

17. Gendering Immigration/Integration: Policy Research Workshop Proceedings and a Selective Review of Policy Research Literature 1987-1996.

From Department of Justice, Canada:

18. Reforming criminal code defences. Provocation, self-defence and defence of property. A consultation paper. Available at

http://canada.justice.gc.ca/Consultations/ind_ex_en.html.

19. A strategy for the renewal of youth justice. (37 pages)

20. The national strategy on community safety and crime prevention. Building safer communities. A package containing news releases on this national prevention initiative aimed at developing community-based responses to crime, with particular emphasis on children and youth, women and Aboriginal people, and the programmes associated with this initiative.

21. Safer communities. A parliamentarian's crime prevention handbook.

Other items:

22. Network. Spring, 1988. A publication of the Canadian Women's Health Network.

23. Annual Report 1997 of Bangladesh Women's Health Coalition. A 68 page report on their work and experience in the field of sexual and reproductive health and women's development.

24. Promoting mental health and serving people with mental illness. The activities, in many different countries, of the International Women Leaders for Mental Health, a committee of the World Federation for Mental Health.

supervision of Charlene Senn.

The deadline for submission for next year's prize is April 1, 1999. Guidelines for submissions will be posted in POWR-L in a few months. If you have questions, contact the Incoming Committee Chair, Ingrid Johnston-Robledo, at ikjoh@conncoll.edu

SWAP WELCOMES YOUR INPUT

THE NEXT NEWSLETTER WILL BE PRINTED IN JANUARY 1999. THE DEADLINE FOR SUBMISSIONS FOR THE NEXT NEWSLETTER IS JANUARY 1, 1999. PLEASE SEND ANY ITEMS TO THE EDITOR.

REMEMBER

STRATEGICALLY DISPLAY YOUR
SWAP POSTER

DISTRIBUTE ASSOCIATE
MEMBERSHIP APPLICATION FORMS

CONGRATULATIONS!

The winner of the 1998 AWP/Division 35 Student Research Prize is Sherry Bergeron, a Master's candidate in Applied Social Psychology at the University of Windsor. Her prize winning paper "Body Image and Sociocultural Norms: A Comparison of Heterosexual and Lesbian Women" was based on her undergraduate thesis research, which was conducted under the