

Research & Action Report

Wellesley Centers for Women

 Center for Research
on Women

 Stone Center

Featuring:

**Strengthening Our
Resilience in a Risky World**

**Removing Hurdles to
Higher Education**

Honor Roll of Donors

**Packing Power in After-
School Hours**

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Thank you!

Preparing this issue of *Research & Action Report* has reminded me once again not only of the complexity and the variety of the work we do at WCW but of the ways this work can affect the world we live in, a world that has felt particularly precarious this past year. It is a world that I believe desperately needs new perspectives that women can bring. Each page of this *Report* illustrates how work at WCW gives voice to the insights and solutions emerging from women's experiences.

Our work on the barriers low-income women confront in trying to obtain post secondary education illustrates the complexity of easy, one size fits all public policies. It is an example of work that seeks lasting solutions rather than the quick satisfaction of short-term fixes. The feature story on the National Institute on Out-of-School Time demonstrates the long-term impact of work begun over 25 years ago. We have come a long way from those earlier years when it was generally assumed that care for children in the after-school hours was the sole responsibility of mothers... whether they held jobs outside the home or not! The rewards of persistence and sustained, careful work are also obvious in the article describing the way our Open Circle program provided a "safe place" for children in the days following September 11. The importance of learning from women is the central message of the essay on resilience, and the interview with Linda Gardiner, founding editor of *The Women's Review of Books*, is a case study on the difference putting women's voices front and center makes—and how hard it is to do!

This issue also contains the first announcement of the Robert S. and Grace W. Stone Primary Prevention Initiatives: Empowering Children for Life Grant Program. This is a milestone for the Centers, the first time we will be awarding research grant funds, rather than seeking them. This new grant program is made possible by a generous endowment gift from The Stone Foundation and will support research and evaluation focused on furthering our understanding of the role of relationships in fostering child and adolescent well-being.



In a world torn apart by cultural, ethnic, and economic divisions, we continue to be committed to work that can increase understanding and frame the questions growing out of women's lives. By putting these questions at the center of our research and action programs, by acknowledging the complexity and the diversity of women, and by amplifying women's sometimes contrasting voices, we hope to contribute to forging new pathways out of old conundrums... for individuals, for families, and for communities, large and small.

This issue would be incomplete without an expression of gratitude to former Research & Action Report editor, Laura Palmer Edwards, for the decade of creative work she contributed to this publication. Laura left WCW this past spring to develop new creative ventures. We miss her and we wish her well!

PACKING



POWER

IN AFTER-SCHOOL HOURS

Little attention was being paid to the development of after-school opportunities twenty-five years ago when Michelle (Mickey) Seligson and Jim Levine met to create the School-Age Child Care Project. At that time, Jim was assistant director for the Human Relations-Youth Resources Commission in Brookline, Massachusetts, and Mickey was helping several parent groups in Brookline set up after-school day care programs. When mention of Mickey's projects in two national magazines drew over 1,500 letters requesting more information, it became clear that there was a great need for such projects across the country.

As a result, the School-Age Child Care Project was launched at the Center for Research on Women. It eventually evolved into the National Institute on Out-of-School Time (NIOST) with Seligson as the founding director.

Today, when national policy makers, educators, parents, and the public at large recognize the significance of children's after-school hours, NIOST has a reason to celebrate. Its work over the years has brought national attention to these issues. Since policy makers have recognized the promise of out-of-school time, millions of dollars of funding and resources have been directed to support quality after-school programs. For example, the funding for the 21st Century Community Learning Centers has grown from \$1 million to over \$1 billion in seven years.

As part of the Center for Research on Women, NIOST has not only successfully brought national attention to the importance of children's out-of-school time but it has also increased standards and professional recognition and spearheaded community action aimed at improving the availability, quality, and viability of these programs. "We are very happy to say that the national standards for school-age care and the self-study process for program improvement of after-school activities were born here," says Ellen Gannett, co-director of NIOST.

From its inception, a key feature of NIOST's work has been the research-based, collaborative approach to creating innovative and effective solutions to out-of-school-time needs from the individual to the national level. NIOST worked with the National School-Age Care Alliance (NSACA) to develop Standards for Quality School-Age Care for the implementation of the National Program Improvement and Accreditation System. NIOST continues to offer technical assistance and training to local organizations, school districts, and individual programs and to assist them in creating, implementing, and evaluating their programs.

NIOST is a national leader in program implementation and in highly interactive, research-based training with an emphasis on building local leadership capacity. It trains after-school directors and staff, school administrators, community leaders, and others through a variety of workshops, seminars, customized training programs, and multiyear community programs. "With our 'train the trainer' approach," says Gannett, "we make an impact on the entire after-school community."

The pioneering work done by NIOST boasts many "firsts," including the \$6.5 million MOST Initiative, the National Cross-Cities Network for Leaders of Citywide After-School Initiatives, and CityWorks Initiatives. In 1994, when the MOST Initiative was launched, it represented a big step towards organizing communities around after-school issues, as many had done for preschool, according to Joyce Shortt, MOST project director and co-director of NIOST. After-school time is complicated to organize because it includes so many different types of programs: licensed, unlicensed, drop-in, clubs, single-focus activities, and others. MOST developed a coordinated out-of-school-time system in three cities: Boston, Chicago, and Seattle. This approach provided these communities with a way to measure the demand for and the supply, quality, and standards of out-of-school-time programs, and a way to reach the practitioners in the larger out-of-school-time field.

Another NIOST project, the National Cross-Cities Network for Leaders of Citywide After-School Initiatives, brings 25 leaders in major cities across the U.S. together on a regular basis to explore common issues and develop personal relationships to sustain their work. Built on the successful foundation of the Cross-Cities Network, another NIOST initiative, CityWorks, is designed to investigate the development of infrastructures that can support sustainable quality program outcomes. The Network will strengthen and enhance citywide after-school initiatives and the communities they serve.

The high degree of interest and growth in resources create new challenges in the field. "We feel that although the increased attention to after-school issues is a welcome change, it also brings many challenges," says Shortt. Since children's out-of-school time is seen as a way to address a wide range of issues, from social ills to strengthening academic excellence, the policy makers and funding agencies remain divided as to what the goal of after-school activities should be. In fact, there are many goals for the after-school time. To integrate them into one coherent whole can be a challenge to the providers. The current emphasis on academic requirements makes it tempting for communities to use the after-school time for teaching academic skills. "Our challenge is to make sure that the after-school time does not become extended school time," says Shortt. Some after-school-care providers, especially providers who are not part of the school system, feel excluded from the surge of new initiatives and funding sources because many of these are directed at school districts.

To address these challenges, NIOST has developed a "three circles" framework in which "school-age child care," "youth development," and "education" each form a distinct component. "We see our role as a 'connector' between school-age child care programs, educational programs, and youth development programs," says Gannett. "The goal is to integrate these three circles into a coherent whole."

The growth of the after-school field has created a need for well-trained caregivers. "There is a staffing crisis in the area of after-school care providers," says Gannett. Chronic turnover, low compensation, and lack of professional development cripple the quality, delivery, and outcomes of the programs offered. NIOST, in collaboration with the Academy for Educational Development Center for Youth Development and Policy Research, is engaged in a nine-month national strategic planning process for workforce development throughout the after-school field.

NIOST will continue to play a key role in the out-of-school-time field. From its inception 25 years ago, NIOST has been a trendsetter in the area of after-school time and will continue to help shape the lives of children, parents, and communities for years to come.

To learn more about the work of NIOST, visit www.niost.org.

Strengthening Our Resilience in a Risky World:

It is All About Relationships

by Linda Hartling



Over the last year we have faced monumental adversity— a devastating national tragedy, ongoing concerns about terrorism, unpredictable international conflict, a serious downturn in the economy, as well as many other hardships related to these traumatic circumstances. These adversities are testing the courage and fortitude of individuals, families, and communities throughout our country and around the world. In response, many researchers and clinicians have renewed or expanded their efforts to understand how people overcome trauma, severe hardships, and adverse conditions — that is, they have been studying *resilience*.

In the past, many researchers have focused on identifying individual traits associated with resilience, which is generally defined as the ability to achieve positive outcomes after experiencing extreme difficulties. These traits include intelligence, a “good-natured” temperament, competence, internal locus of control, self-esteem, etc. Moving beyond this approach, in 1992 Judith Jordan, co-director of the Jean Baker Miller Training Institute (JBMTI), wrote a groundbreaking paper reconceptualizing the notion of resilience. Integrating her understanding of relational development and her work with trauma survivors, Jordan proposed that “we can no longer look only at factors within the individual which facilitate adjustment; we must examine the relational dynamics which encourage the capacity for connection.” She emphasized that “Few studies have delineated the complex factors involved in those relationships which not only protect us from stress but promote positive and creative growth.”

Expanding on Jordan’s observations, the JBMTI faculty engaged in an intensive examination of resilience at the 2000 Summer Training Institute. The discussion began with a review of the research and literature that suggests that resilience and the individual characteristics associated with resilience are most often developed in a context of encouraging relationships. Daniel Siegle (1999), for example, states that interpersonal relationships are the central source of experiences that influence how intelligence develops, which contributes to one’s ability to be resilient. “Human connections create neuronal connections,” he writes. Other researchers have demonstrated that a child’s closeness to his or her “mother was found to correlate most significantly with a child’s self-esteem” (Burnett & Demnar, 1996).

In a national longitudinal study of over 12,000 adolescents, Michael Resnick and his colleagues (1997) determined that “parent-family connectedness and perceived school connectedness” reduced children’s risk of emotional distress, early sexual activity, substance abuse, violence, and suicidal behavior. Renée Spencer’s paper (2000) documented numerous studies indicating that a relationship with one supportive adult is associated with good outcomes for children coping with poverty, maltreatment, separation from a parent, marital discord in the home, divorcing parents, and parental mental illness.

“We can no longer look only at factors within the individual which facilitate adjustment; we must examine the relational dynamics which encourage the capacity for connection.”

Inspired by more and more research suggesting that growth-fostering relationships promote healthy responses to adverse experiences, the JBMTI faculty has begun to explore a broader view of resilience: *relational-cultural resilience*. From this perspective, JBMTI scholars are examining the specific qualities of relationships that help people overcome overwhelming events, qualities that include mutual empathy, mutual empowerment, mutuality, authenticity, attunement, and responsiveness. Furthermore, they propose that our understanding of resilience can be dramatically enriched by investigating the resilience of individuals who have been systematically marginalized and devalued by the dominant culture — individuals who have experienced traumatic disconnections inflicted on them because of their race, sex, sexual orientation, social class, or mental or physical disabilities. Often these individuals have had to exercise extraordinary resilience to accomplish ordinary tasks (Genero, 1995). For instance, Elizabeth Sparks (1998), in her paper challenging the commonly held myths about African American mothers on welfare, describes how the mothers in her study used connection, collaboration, and community action to foster resilience in the face of paralyzing economic hardships and relentless discrimination.

The JBMTI faculty is continuing to explore relational-cultural resilience through various research and action projects. Renée Spencer, Judith Jordan, and Jenny Sazama (2002) have developed a preliminary report describing their findings from a set of focus groups conducted with children and adolescents about their relationships with adults. The purpose of the study, supported by the Robert S. and Grace W. Stone Empowering Children for Life Primary Prevention Initiatives, was to listen directly to the voices of youth from a variety of different cultural backgrounds and experience. These young people expressed their desire for strong relationships with adults and also described some of the barriers that prevent these relationships from developing. In another effort early this November, JBMTI faculty members invited community members to a workshop entitled “Raising Resilient Children in a Risky World: Prevention through Connection.” This collaborative workshop explored the protective qualities of relationships during infancy, early childhood, the turbulent years of adolescence, and during times when young people are particularly susceptible to high-risk behaviors such as eating disorders, substance abuse, and aggression.

“...our understanding of resilience can be dramatically enriched by investigating the resilience of individuals who have been systematically marginalized and devalued by the dominant culture ...”

When faced with trauma or hardships, Judith Jordan (1992) reminds us that relationships provide a “life-giving empathic bridge” that allows individuals to move out of devastation and isolation toward resilience. Clearly, this was demonstrated in the groundswell of national support extended to individuals, families, and communities directly affected by the September 11th tragedy. Ultimately, in the wake of heartache and uncertainty, interpersonal acts of compassion affirm that our courage grows through connection and our resilience grows through relationships.



Six Relational Ways to Strengthen Resilience in Ourselves and Others

- I.
Find and participate in mutually empathic, responsive relationships and/or help others find and participate in these types of relationships.

- II.
Listen and respond to others who are struggling and/or find someone who can compassionately and resourcefully listen to your struggles.

- III.
Find models of effective, resourceful responses to adversity and/or become a model.

- IV.
Find a mentor and/or become a mentor.

- V.
Expand your relational competence and/or help others expand their competence by assisting others or contributing to the community.

- VI.
Utilize, and/or help others utilize, services that provide professional or relational support, e.g., psychotherapy, social services, mutual support groups, church/community groups, etc.

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Linda Hartling, Ph.D., is associate director of the Stone Center's Jean Baker Miller Training Institute.

For more information on the Jean Baker Miller Training Institute, visit www.jbmti.org.

Coming Together, Learning Together

The Reach Out to Schools: Social Competency Program at Sweet Sixteen

On September 12, 2001, as the whole country was trying to make sense of the events of the previous day, parents and teachers had the even tougher task of helping young children deal with trauma. For participants of Open Circle, a social competency program of the Wellesley Centers for Women, the task was slightly easier.

“The success of Open Circle was never more evident than on September 12, when we sat and discussed the disaster,” remarked a teacher who participates in Open Circle. “The children listened to the facts, dispelled rumors, asked honest questions, and shared feelings openly. As the weeks progressed, I really felt that they came to view the Open Circle as their safety net—a place where they could ask questions, express fears, be reassured, and then go on with school.”

The Reach Out to Schools: Social Competency Program—also known to teachers and students as Open Circle—started as a pilot project at the Stone Center sixteen years ago with funding provided by Robert S. and Grace W. Stone to improve social skills of students at six Framingham, MA, schools. It is now a force that has trained over 4,500 teachers and over 200,000 children throughout New England and New Jersey, and is poised to grow nationally. The project continues to receive support from Pat and Barbara Roche, Roche Bros. Supermarkets, Inc., the DuBarry Foundation, the E. Franklin Robbins Trust, Seth A. and Beth S. Klarman, and a number of other generous individuals.

A recent study indicated that students who participate in Open Circle for two years or more in elementary school demonstrate better social skills, higher levels of adjustment, and lower levels of physical fighting in middle school than their peers who have little or no experience with the program. “In the Open Circle, kids are learning to value each person and each culture, and they are learning to be upfront in their exchange of information and respectful and caring in the way they treat other people,” says Marsha Mirkin, a clinical psychologist in Newton, MA.

Open

The formula for Open Circle is simple yet effective. Twice a week, children in the participating schools meet in their classrooms for 15 to 30 minutes. They come together in a circle that has one empty chair to signify that there is always room for another person — and another opinion. Led by a teacher who is trained in the Open Circle curriculum, they discuss seemingly simple issues, such as what listening is and how to express anger. “They learn social and emotional skills, so they can have conversations about things that are important to them and can handle real issues that come up, such as friendship problems or teasing on the playground,” says Pamela Seigle, founder and executive director of Open Circle.

At the core of Open Circle is the curriculum (kindergarten to grade five), which integrates research findings in child development with best teaching practices. It teaches the principles of communication, self-control, problem solving, responsibility, generosity, compassion, cooperation, respect, and assertiveness. The yearlong curriculum draws from research on risk and prevention and work in the area of emotional intelligence.

“Even the act of moving their chairs into an open circle teaches them many skills such as teamwork, cooperation, and problem solving,” says Lisa Sankowski, associate director of Open Circle, “and parents are a vital part of the program since they become partners in the process.” Open Circle stays in touch with parents through a newsletter that informs them of the skills and concepts that their children are learning in the classroom so that they can support the use of those skills at home.

Participating in Open Circle not only significantly reduces disciplinary and behavioral problems in the classroom, but it also empowers teachers to act as resources in supporting the social and emotional learning of their students. It increases teaching and learning time, reinforces leadership skills, assertiveness, interpersonal skills, and willingness to take positive risks. Most significantly, it strengthens the ability of students to form healthy relationships and to share responsibility for sustaining a positive climate in the classroom.

Studies show that the intellectual growth of young children does not happen in isolation but is closely linked to, and interwoven with, social and emotional growth. According to Sankowski, failure to address their complex social and emotional needs will undercut children’s academic and social success and emotional well-being and may contribute to serious outcomes such as drug use and addiction, teenage pregnancy, mental health problems, delinquency, and violence.

Open Circle’s most recent work focuses on the adult community through comprehensive training of teachers, school principals, and other staff. “We provide an opportunity for teachers and other adults in schools to reflect on their own beliefs, cultures, and assumptions and think about how these impact their relationships with their students and colleagues,” says Seigle.

Given the significant role that relationships play throughout our lives, it is clear that the contribution of Open Circle reaches far beyond elementary schools. “We see our program as a foundation for learning lifelong skills, not just skills for elementary classrooms,” says Seigle. “These skills will help children develop the capacity to have positive relationships in their lives and be good learners and good friends.”

For more information on Open Circle, visit www.wellesley.edu/OpenCircle.

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Circle



Short Takes

Girls' Coalition Moves to Boston

This past summer the Girls' Coalition, with Kathryn A. Wheeler continuing in her role as director, officially moved from WCW to Boston to be closer to the heart of its membership. The Coalition was founded in 1992 at WCW and has grown significantly over the past few years. A consortium of Boston-area organizations and individuals working to support the healthy development of girls, the Coalition acts as a resource, clearing-house, and convening agency on a wide range of topics related to the empowerment of girls. Members include researchers, practitioners, philanthropists, and community members.

"All of us at WCW are proud of our role in launching the Coalition and the fact that it has served as a model for emerging girls' coalitions across the country. We will stay actively involved in the ongoing work and Sumru Erkut, senior researcher and associate director at CRW, will continue to serve on the Coalition's leadership council," said Susan McGee Bailey, executive director of WCW.

In addition to WCW, the Coalition includes more than 125 organizations, among them the Big Sister Association of Greater Boston, the Patriots' Trail Girl Scout Council, Girls Incorporated of Lynn, the Malden YWCA, the YWCA Boston, the Junior League of Boston, and the Boston Women's Commission, as well as over 3,000 individuals. Membership in the Coalition is open to all and events are free. To learn more about the Coalition, visit their Web site at www.girlscoalition.org.

Wellesley Faculty Scholars

Elissa Koff, professor, and Nancy Genero, associate professor, in the Psychology department at Wellesley College, join the Centers this year as faculty scholars. At WCW, they will be studying adolescent girls from Hispanic backgrounds in an attempt to describe and integrate bicultural efficacy, mutuality, and resilience among a high-risk group of first- and second-generation Hispanic female adolescents.

WCW Researchers Teach at Wellesley College

Nancy Marshall, associate director of the Center for Research on Women, and Nan Stein, senior research scientist, are both teaching at Wellesley College during the 2002-2003 academic year.

Marshall's three courses in the Women's Studies department include "Social Construction of Gender," "Women in Contemporary American Society," and "Women and Work."

Stein is teaching a course with Sally Merry, professor of anthropology, entitled "Gendered Violations." Focusing on domestic violence and sexual harassment, the course combines social science research with questions about policy making, exploring gendered violations worldwide and human rights efforts to change them.

Peggy McIntosh Keynotes Arkansas Summit on Race

In Little Rock on September 25, 2002, Peggy McIntosh keynoted the Summit on Race commemorating the 45th anniversary of the racial integration of Little Rock's Central High School. In attendance were two of the "Little Rock Nine" — students who entered the doors of the High School under the protection of the 101st Airborne Division of the U.S. Army, sent in by President Dwight Eisenhower. In addition to her keynote address on "White Privilege," McIntosh presented a workshop on diversifying curricula, school climates, and teaching methods in K-12 education.

Conferences and Presentations

Project directors and researchers at WCW regularly present their work at conferences, workshops, and professional meetings. Listed below are some recent highlights.

Nan Stein and Linda Williams, co-directors of the National Violence Against Women Project, presented at the Centers for Disease Control conference on sexual violence held in Chicago May 28-31, 2002. Stein's topic was "Bullying or Harassment? The Missing Discourse of Rights in an Era of Zero Tolerance." Williams presented with Dean Kilpatrick on "Making Sense of Rape in America: Where Do the Numbers Come From and What Do They Mean?"

WCW executive director Susan McGee Bailey and senior research scientist Nan Stein led a panel discussion, "New Directions for Gender Equity: From Shortchanged in the Mainstream to Pushing the Boundaries," at the 23rd Annual Conference of the Association for Gender Equity Leadership in Education, July 10-13, 2002, in San Diego. Panelists discussed ways to frame gender equity in education within the context of a global, interconnected world; ways to infuse the missing discourse of gender into the dominant school-violence conversation and, in particular, into state policy; and ways to incorporate past gender-equity work while pushing the boundaries of conventional approaches.

Meg Striepe, research scientist, and Deborah Tolman, director of the Gender and Sexuality Project, presented a paper entitled "Mom, Dad—I'm Straight: Impact of Concerns About Sexual-Minority Youth on Heterosexual Adolescents" at the American Psychological Association conference held in Chicago from August 22-25, 2002.

WCW researchers Veronica Herrera, Vera Mouradian, Nan Stein, and Linda Williams participated in the Victimization of Children and Youth International Conference held in Portsmouth, NH, August 4-7, 2002. The conference was sponsored by the Family Research Laboratory and the Crimes Against Children Research Center at the University of New Hampshire and the National Institute for Victim Studies at Sam Houston State University.

At the conference, Nan Stein presented on the topic "Bullying or Harassment? The Missing Discourse of Rights in an Era of Zero Tolerance;" Vera Mouradian, presented a paper co-authored with Linda Williams entitled "Perpetration of Dating Violence: A Longitudinal Comparison of Modeling Effects in Children Exposed to Domestic Violence and Child Victims of Physical and Intra-Familial Sexual Abuse;" and Veronica Herrera, WCW postdoctoral fellow, presented a paper entitled "Methodological Issues of Reporting Violence: Examining Discrepancies between Parent and Child Reports of Marital Violence and Child Abuse."

In addition to the presentations cited above, Nan Stein was the keynote presenter at the Education Law Conference at the Franklin Pierce Law Center in Concord, NH, in July. She also spoke at the Sociologists Against Sexual Harassment conference in Chicago in August; at Florida's annual sexual violence conference, "Create Awareness and Change," in Clearwater in September; at the Voice and Power: Multidisciplinary Perspectives conference, sponsored by the University of Arizona James E. Rogers College of Law and the Rogers Program on Law, Philosophy, and Social Inquiry in October, and at the Train the Trainer Conference sponsored by the Iowa Coalition Against Sexual Assault in Des Moines in November.

Honors and Awards

Jean Baker Miller, director, and Judith Jordan, co-director, of the Jean Baker Miller Training Institute, were honored for their outstanding contributions to feminist therapy theory at the 20th meeting of the Feminist Therapy Institute on November 2nd in Boston. Dr. Miller and Dr. Jordan were recognized for their seminal work in articulating the role of relationships in therapy and healing and for their contributions to the evolution of Relational-Cultural Theory, which extends into multicultural and nonclinical areas.

WCW executive director Susan McGee Bailey is one of 125 women featured in *Every Woman's Voice: 125 Years of Women's Leadership*, a photography exhibition that opened in June at the Massachusetts State House. The exhibit, organized by the Women's Educational and Industrial Union, honors women throughout the Commonwealth who have made significant contributions to the lives of other women and families.

Deborah Tolman, senior research scientist and associate director at the Center for Research on Women, received a Leadership Award from the Committee on Women in Psychology at the American Psychological Association meeting in Chicago in August.

The Stone Center's Open Circle was represented in Washington, DC, in August at "Leaving No Child Behind," the national technical assistance meeting of the U.S. Department of Education's Safe and Drug-Free Schools Program. At this year's event, the Collaborative for Academic, Social and Emotional Learning (CASEL) presented "Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning Programs," identifying the Open Circle Curriculum and 21 other programs as CASEL Select Programs.



Removing Hurdles to Higher Education

This September, as thousands of men and women headed back to college in pursuit of higher education, many welfare recipients were deprived of this opportunity. Current restrictive welfare policies, with their stringent time limits and work requirements, make access to post-secondary education extremely difficult. Both the passage of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996 and the institution of Temporary Assistance to Needy Families (TANF) emphasize moving welfare recipients into the workforce as quickly as possible, making it difficult for them to pursue higher education. According to Haskins and Blank, writing in *Poverty Research News* (Joint Center for Poverty Research, 2001), the work-first approach has raised the employment rate without improving job quality, pushing low-income women in particular into low-wage, unstable jobs.

Time and again, higher education has proved to be a pathway out of poverty. According to *Welfare Graduates: College and Financial Independence* by Thomas Karier (1998), a four-year college degree can reduce the rate of welfare dependency by 88%. A woman holding a bachelor's degree can expect to earn 68% more per year than a woman who holds only a high school diploma (U.S. Bureau of Labor Statistics, 2000). Clearly, providing access to higher education can help reduce dependency on welfare and provide a way out of poverty.

A four-year college degree can reduce the rate of welfare dependency by 88%.

Since 1997, Women in Community Development (WICD), a Boston-based collaborative, has been providing low-income women with access to higher education. Created as a joint venture of Project Hope, the Women's Institute for Housing and Economic Development, and the College of Public and Community Services (CPCS) at the University of Massachusetts at Boston, this unique program is designed as an economic development strategy to lift women out of poverty and as a community approach to build the leadership capacity of low-income women. It offers low-income women the opportunity to enroll in a four-year degree program with financial assistance in the form of tuition waivers, grants to cover student fees, and book stipends. The program also offers peer support, academic guidance, job referrals, professional-development opportunities, and leadership training.

Recently, with funding from the Nellie Mae Education Foundation, the Center for Research on Women conducted a yearlong evaluation of WICD programs. "One of the goals of the evaluation was to help the program better understand its work and to establish in-house monitoring, accountability, and evaluation activities to guide future program development," according to the study's principal investigator Fern Marx. The evaluation revealed that one of WICD's most outstanding accomplishments is the number and quality of its graduates. "WICD can be a model for how to get a low-income woman on a professional career track instead of [getting stuck in] a low-paying job," commented one program participant. The evaluation showed that a whopping majority (over 90%) of participants showed interest in pursuing postgraduate studies. "At first, my goal was to get my B.A., and then when I entered WICD my goal was to get my M.A. As I moved along, I decided I definitely needed to get my Ph.D.," responded another participant.

Despite its many success stories, WICD faces challenges in finding both political and financial support. Many issues, such as more state aid for scholarships, require aggressive lobbying efforts. WICD's major challenge is to ensure that the 2002 reauthorization of TANF makes access to higher education a reality for these women.

In its current form, TANF puts several limits on women who are interested in higher education. "TANF makes distinctions between what can and cannot be counted as work activities, and nonvocational post-secondary education is not currently recognized as a work activity," says Marx. TANF permits only two years of college, which does not provide an adequate bridge to a bachelor's degree program. It also lacks essential vouchers for child care and has no funding for transportation.

"As TANF comes up for reauthorization at the end of September 2002, we would like to see the barriers to higher education reduced," says Marx. At present, there are arbitrary restrictions on the length of time that TANF recipients may participate in education or training. Removing these arbitrary restrictions and expanding the types of educational programs recipients can attend are a few of the critical changes that the reauthorization can bring. In addition, creative changes such as developing new ways to encourage employers and educational institutions to offer additional programs using work-study arrangements or flexible scheduling of training and work will encourage the pursuit of higher education.

In the long run, regardless of all the hurdles, higher education holds the key to improving lives. The WICD study shows that not only did participants' personal relationships benefit from their experience, but also that they were able to serve as role models to friends and family members. Participants felt that their children learned the importance of education through their example. These women wanted to "give back to the community" through their careers. One participant expressed the feelings of many: "I want to become a leader of a women's group, and maybe even a group of teenagers, since I feel that there are not enough positive role models in the lives of young, poor women."

For more information, visit www.wcwonline.org/wicd.

Stone Center Announces New Grant Program

The Stone Center is proud to announce the creation of a new grant program growing out of the Robert S. and Grace W. Stone Primary Prevention initiatives: Empowering Children for Life. The Empowering Children for Life Program was established in 1998 with a generous gift from The Stone Foundation in Cleveland, OH. The gift honored the wishes of Robert S. and Grace W. Stone, who founded the Stone Center for Developmental Services and Studies at Wellesley College in 1981.

The new grant program, which will make its first awards in 2003, will support research and evaluation efforts that advance understanding of the role of relationships in fostering child and adolescent well-being and healthy human development. Proposals for research grounded in Relational Cultural Theory are particularly encouraged, as are those that give particular attention to the ways findings can be used pragmatically to help children. Both doctoral dissertation work and larger research proposals will be considered.

For more information, visit our Web site at www.wcwonline.org/grant_program or write Kristina Thaute, Grants Administrator, Stone Center Initiative, Wellesley Centers for Women, 106 Central Street, Wellesley, MA 02481.



Supporting Healthy Adolescent Sexuality: Why Just Saying No Is Not Enough

by Deborah L. Tolman

For many years, I have been frustrated by discussions surrounding abstinence-only sex education. One has little choice but to enter these discussions by taking a for or against stance on abstinence, a term I dislike because it obscures the complexity of sexuality itself and the multidimensional reality of sexuality in adolescence. It limits sexuality to sexual intercourse and reduces decisions about sexual behavior to whether an adolescent will or will not engage in it.

Sexual intercourse is, after all, only one among many ways to express sexual or emotional feelings. And there is a lot more to sexuality than making decisions about sexual behavior. Most of all, the abstinence-for-or-against framework makes it very difficult to convey my perspective—one that is shared by a majority of parents and professionals dealing with these issues—that sexuality is a normal part of adolescence, and that there are myriad ways of dealing with and understanding this part of growing up. Failing to acknowledge the normative reality and the complexity of sexuality as part of adolescent development is shortsighted and unfair.

I am stunned that so many people in positions of power fail to pay attention to empirical evidence that shows that denying adolescents accurate information about sexuality does not protect them. Instead, lack of knowledge increases their risk of engaging in unprotected sexual intercourse.

I feel stymied by the unabashed willingness of abstinence-only advocates to report partial statistics. For example, such advocates point to an article by Peter S. Bearman and Hannah Bruckner, “Promising the Future: Virginity Pledging and the Transition to First Intercourse,” published recently in the *American Journal of Sociology* as “proof” that virginity pledging works to keep adolescents abstinent. That, however, is not an accurate picture of what the article says. In the first half of the paper, the authors report that, in their initial analyses, they found that virginity pledging does appear to delay adolescents’ transition to first intercourse. What the abstinence-only advocates neglect to relay is that the second half of the article tells a different story. It turns out that when it comes to pledging, context is everything. If there are no other pledgers around, the pledge effect disappears—and if any single group of pledgers grows too large, it does not work. The authors conclude that “*universal* pledge-based policies will succeed only if they fail” (my italics).

Commentary features perspectives of individual staff members at the Wellesley Centers for Women.

Why are we so reluctant to say what we know: that the laws and funding that, in essence, strong-arm or bribe many communities into delivering abstinence-only sex education do no less than force falsehoods on students who have every right to expect and trust that their teachers are providing them with accurate information? One answer is that, in the current climate, to do so is to open ourselves up to vicious attacks premised on misrepresentations of our work. This was the case in the recent overheated and misguided reaction to Judith Levine's informative and courageous book, *Harmful to Minors*. Why was the author, a respected journalist, such a target? Because she said out loud what so many of us understand: that adolescents need and are entitled to correct and complete information about their emerging sexuality, and that not telling adolescents about their sexuality causes more harm than good.

It is striking that adolescents themselves have been left out of most of the national conversations on the usefulness of abstinence-only sex education. I was reminded of this recently when I heard a young man call in to a radio talk show on the topic. At 17, he described himself as a virgin by choice and was insulted that adults believed that providing him with information would be the impetus for him to have sex.

If we ask young people what they think about abstinence, the first response usually is "What *does* that mean"? Indeed, what does it mean? Over half a billion dollars have been dedicated to educational efforts that are anchored in a concept that lacks any clear meaning. In fact, I believe that the word "abstinence" implies what those who are pushing these programs seem so anxious to impose: the absence of sexuality in adolescence. Those who have any illusions that we can subtract sexuality from adolescents' lives to allay our own anxiety, should talk with a

few teens about their experiences. The complexity, confusion, excitement, and intensity of becoming a mature adult, in body and soul, that teens do talk about when asked is a collective cry for more, not less, information. Whatever our anxieties may be, adolescent sexuality—which cannot and should not be equated with adolescent sexual intercourse—is part of life. Our obligation is to help young people learn about their own sexuality in constructive ways. Abstinence-only education, premised on a limited and limiting vision of adolescent sexuality, is destructive and dangerous.

Deborah L. Tolman, Ed.D., is associate director and senior research scientist at the Center for Research on Women. Her new book, Dilemmas of Desire: Teenage Girls Talk about Sexuality, was published this fall by Harvard University Press.



Interview with Linda Gardiner, Editor of *The Women's Review of Books*

The Women's Review of Books is published monthly at the Center for Research on Women. It is the only U.S. publication to focus exclusively on books by and about women. Linda Gardiner founded *The Women's Review of Books* in 1983 and has been its editor ever since.

Q&A

What do you like most about editing the Review?

It's an unending education — being able to keep in touch with so much that's going on in women's writing, everything from fiction and poetry to science, music, sports, biography and memoir, psychology, criticism, politics. And the chance to work with an enormous range of smart women and good writers — editing their manuscripts is usually an opportunity for discussing with them the issues the books raise, and for me to learn a bit more about each subject we cover.

What do you like least?

Always being on deadline!

Why publish a *Women's Review* — why is that necessary?

Twenty years ago when we began planning the *Review*, the new writing coming out of the women's movement was hardly noticed by the mainstream, and any attention it did attract was rarely favorable. Most book reviewers were men. A number of women tried to convince the *New York Times* to review more women's work — Marilyn French and Carolyn Heilbrun were among them — but they had a very small impact. The only way to get serious attention for women's writing was to start a new publication, run by women for women. So that's what we did. Unfortunately, things have not changed very much in the last 20 years, although the number of books published about and/or by women has skyrocketed. If you go through three or four months' worth of *Times* book reviews and count up the number of books by women or about women and the number of women reviewers, I guarantee you'll be shocked. The same is true for other well-known review media like the *New York Review of Books* or the *London Review of Books*.

Who are some of the well-known writers who review for you?

Many creative writers don't write book reviews at all, but there are a number who do at least now and again. Novelists like Marge Piercy, Barbara Kingsolver, and Rosellen Brown, and poets like Marilyn Hacker and the late June Jordan have written for us. So have many well-known nonfiction writers like Alix Kates Shulman, Ellen Willis, and Jill Nelson. In academia, of course, people review much more frequently, and many of the senior figures in most fields have reviewed for us at one time or another — Gerda Lerner in history, Evelyn Fox Keller in science, Catharine Stimpson in literature, Arlie Hochschild in sociology, Susan McClary in music, and so on.

You've been publishing *The Women's Review of Books* for almost 20 years now. That's pretty impressive. What keeps you going?

Most of all the sense that we fulfill a real need that no one else is meeting. Readers regularly tell us we're their lifeline, their only contact with the world of women's writing. A reader in Chile wrote to tell us that her copy is passed around among 20 women who then meet to discuss issues arising out of it.

With all the books by all the talented women writers, how do you choose which books to review?

From the 200 or more books that we receive each month we select 40 or 50 that look as if they would be interesting to an audience as wide as ours — that is, new (not reprints), reasonably nonspecialized, nontechnical books on topics of interest to what we think of as the feminist intellectual community at large. We try to spread our reviews by subject matter — not too much 19th-century history, not too many critical studies of 20th-century English novelists, and so on. Books on “new”

subjects are more likely to catch our attention than the 200th book about Virginia Woolf. In each issue we schedule reviews of books about women of color, poor and working-class women, lesbians, women outside the U.S.—groups that mainstream reviews hardly recognize.

How has that changed over time . . . or has it?

We haven't changed anything central to the publication, but we find ourselves reviewing rather different kinds of books than we did initially, because what is being published has changed. We review much more memoir and biography and fewer feminist critical or theoretical books coming out of academia, because so many of those are written in impenetrable jargon or address very technical "insider" issues.

What makes the *Women's Review* unique? What role does it play in the world of women's writing?

Other women have published book review magazines that were rather different from ours. One was *Belles Lettres* which was published in the 1980s and focused more directly on fiction and poetry, not on the broad range of topics that we do. They weren't able to keep going, for a variety of reasons, for more than a few years. One thing that makes the *Review* special and keeps readers wanting it is, I think, that we use the genre of book review to address all sorts of burning political and cultural issues. It's not just a "what-to-read" consumer guide—we often say that it's "a monitor of the currents in contemporary feminism." It's less heavy going than an academic journal, but more serious and thoughtful than something like *Ms.* (though I admire *Ms.* a great deal for what it does do). We really don't have a way to gauge our influence, but we hear many anecdotes from individual readers who tell us that a particular review got them thinking about a new topic, or introduced them to a writer they wouldn't otherwise have heard of.

Are there publications like the *Women's Review* in other countries? Who are your colleagues around the world?

There have been, but most, perhaps all, are no longer publishing. Until a few years ago, an International Feminist Book Fair was held every other year, which we always went to. We met some fantastic women publishers and writers from all over the world. A group of Italian women published *Leggere Donna*, a group of women in the Netherlands published *Surplus*, a group of German women published *Virginia*—all book review magazines, mostly run by volunteers. We would all get together in Barcelona or Amsterdam or Montreal and share stories and ideas. Sadly, the Book Fair stopped happening because it had no continuing permanent organization and it just ran out of volunteers to keep it going. Many of the women who were publishing magazines moved on to other things. It's a great loss, but it's very hard to keep a magazine going on a mostly volunteer basis for years and years. We're very lucky to be able to pay our staff and writers from the income the *Review* generates.

What is happening in feminist publishing right now? Are there upcoming writers we should be looking out for?

There are always new writers and scholars coming along, but it's hard to pick individual ones out right now. One thing we've tried to do is reach out to younger women and invite them to write for us—I think of Leora Tanenbaum, Jennifer Pozner, Angela Ards, Veronica Chambers, Lori Tsang, and others in their 20s and 30s, really sharp, creative, politically energetic young women and good writers. I'm sure that many of them will become well-known names as time goes on. I'm also delighted that the daughters of several feminist scholars are now writing for us just as their mothers have done—Lisa Marcus, the daughter of critic Jane Marcus, and Rebecca Walkowitz, the daughter of historian Judy Walkowitz, are two examples.

Aren't small publishers having a hard time these days? What are some of the particular challenges you face?

As I said, a number of feminist organizations and publications have gone out of business in recent years, in most cases because they were never able to get on a permanently secure economic and organizational footing and just ran out of steam. More broadly,

small presses and magazines see the costs of publishing going up but see no new sources of support that will cover the increases in postage, paper, and so on. The advent of the Internet has created an enormous competitor for readers' time and attention, and many publications have tried to move to online publishing, usually without much success. The biggest challenge isn't to find and publish good, valuable, important work—there's lots of that around. The challenge is to stand out from the great mass of other publications and other media and find those readers who will want your publication and value what you're doing.

What's in the future for the *Review*?

It's very hard to see what lies ahead in publishing generally, let alone in women-focused publishing. Realistically, times are hard and the growing monopolization of the media by a few giant conglomerates makes it harder for any magazine or press without enormous financial resources to do more than just keep their heads above water. I think that the Internet will soon become a way to expand our readership, but right now it's in a state of flux—in particular, we're hoping that the notion that all Internet content ought to be free will go away before too long! We have some ideas for developing a Web site that would be an innovative adjunct to the *Review*, not just a place to post content from the print edition. And we would like to publish more general cultural and political essays from feminist perspectives, as well as book reviews, since there is really nowhere else to find those anymore. At the same time, I think the key thing for us to remember is that everything we hear from our readers tells us that we're offering a unique and irreplaceable resource. To keep on doing what we have been doing for the last 20 years, in as fresh and engaging a way as we can every month, is the most important thing we can do.

To subscribe to The Women's Review of Books or to read excerpts from current and recent reviews, visit www.wellesley.edu/WomensReview.

New Funding

Maine Cost/Quality Study

*Project Director: Nancy L. Marshall
Funded by the State of Maine Department
of Human Services*

An initial year of funding examined full-day, year-round community-based center care for preschool-age children, looking at the quality, cost, and relationship between cost and quality in early care and education services in Maine. A second year of funding will allow the Wellesley team to look at these issues in Maine's family-based child care settings.

Planning Grant: Views of Puerto Rican Youth

*Project Director: Sumru Erkut
Funded by the William T. Grant Foundation*

This grant will allow for the development of a larger proposal to work with Puerto Rican adolescents on reframing policymakers' views of Puerto Rican youths.

Making Sense of the Wild Anecdotal: Creating and Refining Portraits of the Impact of Zero Tolerance

*Project Director: Nan Stein
Funded by the Soros Open Society Institute
through the Juvenile Law Center*

This project will look systematically at zero tolerance policies and incidents to better understand zero tolerance as a national, social phenomenon, why it remains such a popular disciplinary tool in schools, and how to effectively advocate for alternatives that are less harmful to children. The Harvard Civil Rights Project will be a subcontractor on this project.

Explore It! Science Investigations in Out-of-School Programs

*Project Director: Ellen Gannett
Subcontract from Education Development
Center, Inc.
Funded by the National Science Foundation*

This project, in partnership with Arizona Science Center, Boston Children's Museum, Children's Discovery Museum (San Jose, CA), Children's Museum of Houston, New York Hall of Science, and North Carolina Museum of Life and Science is a follow-up to the previously funded Design It! project. This new funding will allow for development and implementation of a science curriculum for out-of-school programs for children ages 8-12.

White Paper: How After-School Programs Can Most Effectively Promote Positive Youth Development as a Support to Academic Achievement

*Project Director: Georgia Hall
Funded by the Boston After-School for All Partnership*

In collaboration with the Forum for Youth Investment, the National Institute on Out-of-School Time has been commissioned to research and write a paper on academic achievement and out-of-school-time programming. The first part of the paper will discuss the developmental needs of children that are critical preconditions to academic success and how after-school programs can help meet those needs; how after-school programs can help overcome some of the critical barriers to academic learning; and the characteristics and features of effective learning environments. The second part of the paper will present effective practices and explore the needs of providers, funders, and the field as a whole in trying to reach “best practice.” Recommendations for systemic change will also be included.

Clinical Interventions and Research on Depression

*Project Director: Robin Cook Nobles
Funded by The E.H.A. Foundation, Inc.*

This funding will allow the Wellesley College counseling service, in collaboration with the office of the Stone Center director of research, to conduct research on depression in college students. The goal is to learn more about the students so that appropriate outreach activities and clinical interventions can be devised and implemented.

Trauma and Family Education

*Project Director: Amy Banks
Funded by the Farm Fund of the Crossroads Community Foundation*

This funding will support research on trauma and family education, creation of a family awareness intervention model, and the development of a manual for clinicians and family members.

Relational Practice in the Workplace: A Group Manual

*Project Director: Judith Jordan
Funded by the Claneil Foundation*

This funding will support efforts of the Jean Baker Miller Training Institute Working Connections Project to develop a manual applying relational-cultural principles to workplace practices. The aim is to provide useful tools for transforming workplaces into growth-fostering organizations.

Open Circle Video Project

*Project Director: Pamela Seigle
Funded by Seth A. and Beth S. Klarman*

This new funding will support development of a video introducing Open Circle to educators and other key constituents.

Continuation Funding

The Women’s Rights Network, directed by Carrie Cuthbert and Kim Slote, received additional funding for the Battered Mothers’ Testimony Project from the Claneil Foundation, The Ford Foundation and the Shaler Adams Foundation.

Fern Marx received continuation support from the Commonwealth of Massachusetts, Children’s Trust Fund, for training on the Healthy Family Topics as well as additional funding for the evaluation of Girls Incorporated’s Project Bold.

Peggy McIntosh and Emily Style, co-project directors of the National S.E.E.D. (Seeking Educational Equity and Diversity) Project received additional funding from the Caroline and Sigmund Schott Foundation.

Open Circle, directed by Pamela Seigle, received continuation funding from Pat and Barbara Roche and Roche Bros. Supermarkets, Inc. The project also received additional support from the E. Franklin Robbins Trust for development of the Principal Leadership Curriculum, and the DuBarry Foundation for development of a new model for sustaining and enhancing elementary schools’ commitment to social and emotional learning.

Shockro Fund Brings Asian Colleagues to the Centers

This fall, with support from the Centers' Ellen Krosney Shockro International Hospitality Fund, WCW became temporary home to two distinguished Asian scholars.

Professor Tao Jie of the English department of Peking University in Beijing has a particular interest in the work of the Centers after serving as the founding deputy director of the Center for Research on Women at her university in China. A skilled translator and interpreter for English-speaking writers and authors, Professor Tao Jie has been an essential liaison between women's studies programs in the West and those in Asia. She has co-hosted numerous international conferences and produced and edited many writings, including a book on women in China, which will be published in 2003 by the Feminist Press of New York. The Chinese Writers' Union awarded her a prestigious prize for her translation of William Faulkner's novel *Sanctuary*. While at WCW, she presented a luncheon seminar entitled "A Chinese Scholar, Translator, and Interpreter Looks at Research on Women in China and Discusses Her Work on Women in the Fiction of William Faulkner."



Tao Jie and Raquel David-Ching share insights from their time at the Centers with International Hospitality Fund founder, Ellen Krosney Shockro.

Raquel David-Ching of Manila has a long history with the National S.E.E.D. Project on Inclusive Curriculum, co-directed by Peggy McIntosh and Emily Style. Following S.E.E.D. training in the summer of 1991, Raquel returned to the International School of Manila where she led S.E.E.D. seminars for her colleagues. Having been encouraged to create S.E.E.D. seminars to fit the context of her own school and culture, she found that the lenses of gender, race, class, and nation gave her a new awareness of injustice in the school salary structure, whereby Filipino teachers and staff were paid far less than their American counterparts. After a six-year struggle to amend this situation, Raquel and the teachers' union, of which she was president, took their case to court. In 2000, the Supreme Court of the Philippines ruled in favor of pay equity. Another international school in the Philippines immediately complied with the ruling, and now various other international institutions are looking at their policies. David-Ching is a staff member of National S.E.E.D., and comes to the U.S. twice a year to attend the winter planning meeting and the summer New S.E.E.D. Leaders Week. While at the Centers she is writing about diversity programs in the U.S., including Anytown, S.E.E.D., and the Institute for Cross-Cultural Communication in Portland, Oregon.

Peggy McIntosh Visits Four Asian Universities

In May 2002 Peggy McIntosh, co-director of the Centers' National S.E.E.D. Project on Inclusive Curriculum, visited four Asian universities. At Chinese University of Hong Kong, hosted by the Gender Studies program, she lectured on "Coming to See Privilege Systems of Gender and Race." At Hong Kong Institute of Education, she met with Professor Betty Eng and colleagues, including the dean of the Institute. Dr. Eng co-led S.E.E.D. seminars for several years at Hong Kong International School before joining the Institute of Education. In China, at Peking University in Beijing, Peggy lectured on Sylvia Plath to students in the English department, and met with deputy director Professor Tao Jie and others connected with the Center for Research on Women. Peggy traveled with Professor Tao Jie and Professor Zhu Hong of Boston University to China's Dalian University to do presentations and hold discussions at a three-day conference, "Culture, Language, and Women," hosted by Professor Li Xiao Jiang, and attended by scholars from many parts of China.

Joan Kaufman Consults on Global Issues

Joan Kaufman joined WCW this past summer as special consultant to the executive director on global issues. From 1996 to 2001 Joan was The Ford Foundation's program officer for reproductive health in China where she was responsible for formulating the foundation's reproductive-health programming and then supporting work in the fields of sexuality, reproductive health, and gender throughout China. During the 2002 academic year she was a fellow at the Radcliffe Institute for Advanced Study. In addition to her role here at WCW this year, she is a visiting scholar at Harvard Law School in the East Asian legal studies program.

S.E.E.D. Seminar Starts in Africa

Melissa Madden of the International School of Tanzanyika in Tanzania attended the July 2002 New S.E.E.D. Leaders' Workshop held in San Anselmo, CA. By leading a monthly seminar in her school, Melissa will be following in the footsteps of other S.E.E.D. leaders in international schools in Canada (Toronto and Vancouver), Latin America (Buenos Aires), and Asia (Hong Kong, Jakarta, Kuala Lumpur, Manila, Singapore, Thailand, Taipei, and Tokyo). The aim of S.E.E.D. seminars is to make space for faculty to discuss ways of making school climates, curricula, and teaching methods more gender fair and multiculturally equitable.

AAUW International Symposium

WCW executive director Susan Bailey and senior research scientist Sumru Erkut facilitated a workshop, "Perspectives on Engaging in Gender Equity Work Around the Globe," with colleague Indira Ahluwalia from Development and Training Services, Inc., in Washington, DC, on November 16, 2002. The dialogue, which offered participants an opportunity to share perspectives on engaging in international gender work, was part of a symposium, "International Perspectives: Global Voices for Gender Equity," co-sponsored by the American Association of University Women and the Educational Testing Service. The symposium explored the ways women have addressed literacy, peace education, conflict resolution, governance, and the education of people with disabilities.

Celebrating

WOMEN OF COURAGE

JEANNETTE RANKIN LECTURE ON WORLD PEACE

The Women's Lecture Series on Human Values, co-sponsored by the Wellesley Centers for Women and the Boston Research Center for the 21st Century, was developed to recognize American women of courage in history and contemporary times who have stood up for fundamental human values such as economic justice, nonviolence, human rights, and environmental ethics.

The spirit of women questioning war will be commemorated and celebrated on January 26, 2003, when Congresswoman Barbara Lee (D-CA) delivers the Jeannette Rankin Lecture on World Peace.

The lecture honors pacifist and suffragist Jeannette Rankin, who is particularly well known for her dissenting votes against U.S. involvement in both WWI and WWII. After leading the fight that won women the right to vote in Montana in 1914, she was elected to the U.S. House of Representatives in 1916. Just four days after taking her seat in Congress, she voted against U.S. entry into WWI, saying, "I want to stand by my country, but I cannot vote for war."

Following this vote of opposition, Rankin turned her focus from feminism to pacifism. She lobbied for the National Consumers League, for the American wing of the Women's International League for Peace and Freedom, and for the National Council for the Prevention of War. Rankin supported an amendment to the U.S. Constitution that would have outlawed war and worked for passage of the Ludlow Amendment, which would have required a national referendum in order for war to be declared. "You can no more win a war than you can win an earthquake," she said, by way of explaining her pacifism.

In 1940, at the age of 60, Rankin decided to run for Congress once more. "We're half the people, we should be half the Congress," she often said. Rankin won her election and was again faced with a difficult decision. One day after Pearl Harbor, Congress was asked to vote in favor of U.S. entry into WWII. "As a woman I can't go to war, and I refuse to send anyone else," Rankin said, after casting the single vote of opposition that ended her political career. She devoted the rest of her life, which encompassed the Cold War and the war in Vietnam, to the quest for peace, even allowing a group of Vietnam protesters to call themselves the Jeannette Rankin Brigade.

Barbara Lee was first elected to Congress in 1998, after a record of distinguished service in the California Assembly (1990–1996) and the California Senate (1996–1998). Her earlier training as a social worker has been evidenced throughout her political career by her keen interest in a range of social-justice issues: health care, housing, education, jobs, and the quest to create livable communities in a peaceful world. In her role as vice chair of the Progressive Caucus and chair of the Congressional Black Caucus Task Force on Global HIV/AIDS, she has introduced legislation to increase the worldwide affordability of AIDS drugs and to link international debt relief to HIV/AIDS prevention and treatment, and to improvements in social and healthcare infrastructure. Congresswoman Lee also introduced the Universal Healthcare Act and, in 2001, showed her support for women by sponsoring the Hormone Replacement Therapy Alternative Treatment Act. In addition to focusing on quality healthcare, she serves on the International Relations Committee and on the Financial Services Committee, where she has played a leading role in the fight for affordable housing.



Congresswoman Barbara Lee

Barbara Lee gained national prominence in the days following September 11, 2001, when she cast the lone vote in opposition to H. J. Res. 64, which ceded Congress's future authority to the President regarding the use of military force in response to the terrorist attacks. In her statement outlining why she opposed military action, Lee expressed how grief-stricken and angry she was about the attacks. However, she also explained why she could not support the use of military force: "We must respond," she wrote, "but the character of that response will determine for us and for our children the world that they will inherit... A rush to launch precipitous military counterattacks runs too great a risk that more innocent men, women, and children will be killed. I could not vote for a resolution that I believe could lead to such an outcome," she wrote.

Since that memorable vote on September 14, 2001, Congresswoman Lee has voted in opposition to a bill that would expand law enforcement's power to investigate suspected terrorists and, most recently, introduced a resolution calling for the U.S. to work with the United Nations to advance peace and security in Iraq. Barbara Lee was the only member of Congress to earn a 100% rating from the Peace Action Education Fund for her voting record on eight key House votes in 2001.

Both Barbara Lee and Jeannette Rankin exemplified women's leadership when they voted their consciences in the face of overwhelming opposition. Their commitment to women's empowerment and a peaceful world continues to serve as an inspiration to all who work for peace and justice everywhere.

The Jeannette Rankin Lecture on World Peace will take place on Sunday, January 26, 2003, in Jewett Auditorium at Wellesley College. The program, which is free and open to the public, will begin with a reception at 4:00 pm, followed by the lecture from 4:30–6:30 pm. Space is limited and reservations are required. Call 781-283-2831 to reserve a seat. For more information, visit News and Events at www.wcwonline.org.



2003 Gender Equity Conference Features In-Depth Workshops



Happenings

The eighth K-12 Gender Equity in Schools conference, "Evolving Gender Issues in Education: Intensive Workshops and In-Depth Discussion," will take place on Wednesday, January 15, 2003, from 8:30 am to 3:30 pm at Wellesley College.

The conference keynote address will be given by Deborah L. Tolman, director of the Gender and Sexuality Project at WCW. Her new book, *Dilemmas of Desire: Teenage Girls Talk About Sexuality*, will be available for sale at the conference, along with other WCW publications.

The conference will feature three in-depth sessions in the afternoon:

Citizen Jane: Education and (Global) Citizenship

Presented by executive director Susan McGee Bailey and Nada Aoudeh, research associate, this interactive session will explore assumptions and definitions of citizenship and the gender inequality implicit in many constructions of the term "citizen." Participants will debate and discuss the role of public education in

developing a more gender-equitable understanding of citizenship, particularly in the current climate in the U.S. and the world. Sample lessons and background materials for use in the classroom will be provided.

Creating Gender-Safe Schools by Addressing Sexual Harassment, Bullying, and Gender Violence: A Retrospective Synthesis and a Look Ahead

Led by Nan Stein, WCW senior research scientist, this workshop will combine hands-on classroom lessons from Stein's three curricula: *Flirting or Hurting?*, *Bully Proof*, and *Gender Violence/Gender Justice*. The session will include new activities that focus on creating safe schools by addressing rather than ignoring gender. Other strategies for creating gender-safe schools will be presented, including in-school counseling groups, use of surveys, school-based and civil restraining orders, and the filing of lawsuits or complaints. The latest research on surveys and evaluation of curriculum effectiveness will also be presented.

S.E.E.D. Project Sampler: Seeking Educational Equity and Diversity

Peggy McIntosh, co-director of the National S.E.E.D. Project on Inclusive Curriculum, and four Massachusetts teachers of color who work in urban schools will offer a sampling of S.E.E.D. (Seeking Educational Equity and Diversity) seminar activities and resources for educators. In its 17th year, the National S.E.E.D. Project prepares educators to facilitate monthly discussions with colleagues in their own school buildings on how to make the K-12 curriculum, school climate, and teaching methods more gender fair and multicultural. This workshop is especially designed to introduce participants to some of the teachers facilitating seminars in urban schools. In the midst of mandated testing pressures, is this kind of professional development of teachers feasible and rewarding? The S.E.E.D. Project experience says yes.

SAVE THE DATE

DECEMBER

Dilemmas of Desire: Teenage Girls Talk About Sexuality

Book Signing and Reception

Date: December 5, 2002

Time: 5:30 – 7:30 pm

Presenter: Deborah L. Tolman, Ed.D.

Location: The Cosmopolitan Club,
New York City

Members and friends of the Centers are invited to celebrate the publication of a groundbreaking new book by Deborah Tolman, senior research scientist and associate director of the Center for Research on Women. *Dilemmas of Desire* (Harvard University Press, 2002) offers a frank and compelling picture of how teenage girls experience, understand, and respond to their sexual feelings. The author will discuss the implications of her findings and the ways in which her latest theoretical work at the Centers extends her analysis.

Space is limited and reservations are required. Contact Kristina Thaute (kthaute@wellesley.edu or 781-283-2831) for more information. This event is one in a series of book signings and readings by Deborah Tolman scheduled to take place across the country this winter. For information on events in other locations, please visit <http://www.wellesley.edu/wcw/dilemmas>.

Women's ABCs of Aging

Date: Thursday, December 5, 2002

WCW Luncheon Seminar

Time: 12:30 – 1:30 pm

Presenter: Ruth Harriet Jacobs, Ph.D.

Location: Cheever House

Citizenship, Gender and the Global Community: Implications for K-12 Education

Date: Thursday, December 12, 2002

WCW Luncheon Seminar

Time: 12:30 – 1:30 pm

Presenter: Susan McGee Bailey, Ph.D.

Location: Cheever House

JANUARY

Focus on Our Youth Speaker Series

Date: January 23, 2003

Presenter: Nan Stein, Ed.D.

Location: Austin, TX

Nan Stein, senior research scientist at the Center for Research on Women, will speak on the subject of bullying to parents and youth as part of the fifth annual Focus on Our Youth speaker series sponsored by the St. David's Foundation.

St. David's Foundation is a nonprofit community health foundation that holds the event each year to bring practical tips to parents, professionals who work with youth, and the youth themselves. The planning committee this year includes the Travis County Medical Alliance, the Austin Independent School District, Austin Council of PTAs, and Texas LEADS .

JANUARY

Women's Lecture Series on Human Values

See related article on page 34.

Date: January 26, 2003

Time: 4:00 – 6:30 pm

Presenter: Congresswoman Barbara Lee

Location: Jewett Auditorium,
Wellesley College

Congresswoman Barbara Lee (D-CA) will deliver the Jeanette Rankin Lecture on World Peace as part of the Women's Lecture Series on Human Values, co-sponsored by the Wellesley Centers for Women and the Boston Research Center for the 21st Century. This collaborative series of lectures recognizes American women of courage in history and in contemporary times who have helped shape the country by standing up for fundamental human values such as economic justice, nonviolence, human rights, and environmental ethics.

This event is free and open to the public. Space is limited and reservations are required. Contact Kristina Thaute (kthaute@wellesley.edu or 781-283-2831) to reserve a seat.

FEBRUARY

San Diego Conference on Child and Family Maltreatment

Date: February 3 – 7, 2003

Presenter: Vera E. Mouradian, Ph.D.

Location: San Diego, CA

Vera E. Mouradian, research scientist at the Stone Center, will present a paper she co-authored with Linda Williams, co-director of the National Violence Against Women Prevention Program at WCW, and Benjamin E. Saunders of the Medical University of South Carolina. The title of the paper is "Perpetration of Dating Violence: A Longitudinal Comparison Of Modeling Effects in Children Exposed to Domestic Violence and Child Victims of Physical and Intra-Familial Sexual Abuse."

MARCH

From Cairo to Beijing: The Globalization of the Chinese Women's Movement

Date: Thursday, March 6, 2003

WCW Luncheon Seminar

Time: 12:30 – 1:30 pm

Presenter: Joan Kaufman, Sc.D.

Location: Cheever House

Women's Lives and Women's Voices Project: Violence and Recovery in a Longitudinal Study of Female Survivors of Child Sexual Abuse

Date: Thursday, March 13, 2003

WCW Luncheon Seminar

Time: 12:30 – 1:30 pm

Presenters: Victoria L. Banyard, Ph.D., and Linda M. Williams, Ph.D.

Location: Cheever House

Prescription for Healthy Schools

Date: March 19 – 21, 2003

Presenter: Nan Stein, Ed.D.

Location: Gutman Conference Center,
Harvard University, Cambridge, MA

Nan Stein, senior research scientist and director of the Project on Bullying and Sexual Harassment in Schools at the Center for Research on Women, will be part of the faculty presenting at the Harvard Principals' Center, Harvard Graduate School of Education, Prescription for Healthy Schools Institute. The cost of the conference for nonmembers is \$595.

This institute will bring together school, health-care, and community-service leaders to discuss factors essential to the healthy intellectual and social development of children. Participants will learn how to identify and best utilize community assets in the coordinated service of children.

Girls' Mental Health: What's Femininity Got to Do with It?

Date: Thursday, March 20, 2003

WCW Luncheon Seminar

Time: 12:30 – 1:30 pm

Presenters: Meg I. Striepe, Ph.D., and Alice Michael, Ph.D.

Location: Cheever House

Mathematics Problem-Solving Adventures: An Equity-Based Storytelling Approach to Teaching Early Childhood Mathematics

Co-sponsored by the Wellesley College Department of Education.

Date: Thursday, March 27, 2003

WCW Luncheon Seminar

Time: 12:30 – 1:30 pm

Presenters: Beth Casey, Ph.D., and Michael Schiro, Ed.D.

Location: Cheever House

A book signing and reception will follow this presentation.

"A Sample of One": Exploring Theoretical Questions and Developing Models from My Own Everyday Experiences

Date: Thursday, April 17, 2003

WCW Luncheon Seminar

Time: 12:30 – 1:30 pm

Presenter: Peggy McIntosh, Ph.D.

Location: Cheever House

Opening the Circle of Empathy: The Open Circle as a Path to Enhancing Teachers' Capacity to Care

Date: Thursday, April 24, 2003

WCW Luncheon Seminar

Time: 12:30 – 1:30 pm

Presenters: Shoshana Simons, Ph.D., and Pamela Seigle, M.S.

Location: Cheever House

APRIL

The Virtual Workplace and the Disposable Worker

Date: Thursday, April 3, 2003

WCW Luncheon Seminar

Time: 12:30 – 1:30 pm

Presenter: Suzanne Silk Klein, LL.M.

Location: Cheever House

Bullying Prevention in Massachusetts: What We Know So Far

Date: Thursday, April 10, 2003

WCW Luncheon Seminar

Time: 12:30 – 1:30 pm

Presenter: Nancy Mullin-Rindler, M.Ed.

Location: Cheever House

MAY

Does Physical Activity Protect Girls from Risky Sexual Behavior?

Grace K. Baruch Memorial Lecture

Date: Thursday, May 1, 2003

WCW Luncheon Seminar

Time: 12:30 – 1:30 pm

Presenters: Sumru Erkut, Ph.D., and Allison Tracy, Ph.D.

Location: Cheever House

Spin the Bottle: Alcohol, Advertising and Gender

Film Presentation

Date: Thursday, May 8, 2003

WCW Luncheon Seminar

Time: 12:30 – 1:30 pm

Presenter: Jean Kilbourne, Ed.D.

Location: Collins Cinema, Wellesley College

Power and Effectiveness: Envisioning an Alternative Paradigm

Maureen Walker, Ph.D.

Paper Order #94
\$10.00

Relational-Cultural Theory provides a straightforward and elegant definition of power: it is the capacity to produce change. This implication of this framework is that power is the energy of competence in everyday living. However, in a culture stratified along multiple dimensions—race, class, and sexual orientation, to name a few—power is associated with hyper-competitiveness and deterministic control. This paper begins by examining the “protective illusions” of the power-over paradigm, where humanity is rank ordered according to perceived cultural value and stratified into groups of greater-than and less-than. In addition to exposing the false dichotomies of power-over arrangements, the paper examines the destructive consequences of cultural disconnection on both the putative winners and the losers. Examples from organizational practice, clinical relationships, and sociopolitical contexts are used to illustrate the Relational-Cultural model in action. Scenarios presented from the standpoint of the politically disempowered demonstrate the relational competencies of empathic attunement, authenticity, and accountability that foster healing, resilience, and mutual empowerment.

How Therapy Helps When the Culture Hurts

Maureen Walker, Ph.D.

Paper Order #95
\$10.00

The purpose of psychotherapy is movement toward relational healing. However, the practice itself is embedded in a culture where relational disconnection and power-over arrangements are normative. This paper examines the impact of cultural disconnections on the therapy relationship. Because they embody multiple social identities within a power-over paradigm, both client and therapist are “carriers” of cultural disconnections. The paper examines the shifting vulnerabilities associated with those identities that may lead to impasse and violation or contribute to possibilities for growth. Scenarios from clinical practice illustrate how conflict becomes a pathway to deeper connection when embraced with empathic attunement, authentic responsiveness, and mutuality.

How Change Happens: Controlling Images, Mutuality, and Power

Jean Baker Miller, M.D.

Paper Order #96
\$10.00

Change is inevitable but it can go in a positive direction toward growth or in a negative direction. Extending Patricia Hill Collins’ concept of controlling images (2000), this paper examines how these images interact with relational images and strategies of disconnection to obstruct growth on both the societal and the personal level. In therapy, change is defined as movement-in-relationship toward better connection, and increased connection leads to growth. Several aspects of therapy that lead to deeper and wider connection are explored, especially increasing the patient’s power.

Relational-Cultural Practice: Working in a Nonrelational World

Linda Hartling, Ph.D., and Elizabeth Sparks, Ph.D.

Paper Order #97
\$10.00

While more and more clinicians are practicing a relational-cultural approach to therapy, many work in settings that continue to reinforce the normative values of separation and disconnection. Consequently, practitioners face the challenges of helping clients heal and grow-through-connection while navigating work settings that are all too often professionally disempowering, disconnecting, and isolating, i.e., "cultures of disconnection." This paper begins a conversation about the complexities of practicing Relational-Cultural Theory in nonrelational work situations and explores new possibilities for creating movement and change in these settings.

Learning at the Margin: New Models of Strength

Judith V. Jordan, Ph.D.

Paper Order #98
\$10.00

This paper was originally presented at the April 2000 Learning from Women conference sponsored by the Harvard Medical School and the Jean Baker Miller Training Institute. It explores the ways in which marginalization and the use of power-over maneuvers and privilege contribute to disconnection at a personal and societal level. Strength in vulnerability is proposed as an alternative to strength in isolation. The author suggests that courage is created in connection, and that the distorting effects of the myth of the separate-self must be challenged in order to appreciate the power of connection. Specific ways to resist the disconnecting and disempowering effects of hyper-individualistic values both in and out of therapy are examined.

Battered Mothers Speak Out: A Human Rights Report on Domestic Violence and Child Custody in the Massachusetts Family Courts

The Battered Mothers' Testimony Project (Carrie Cuthbert, J.D.; Kim Slote, J.D.; Monica Ghosh Driggers, J.D.; Cynthia J. Mesh, Ph.D.; Lundy Bancroft; and Jay Silverman, Ph.D., contributing authors)

Report Order No. WCW3
\$25.00

This human rights report, based primarily on the in-depth testimonies of 40 battered mothers in 11 of the 14 counties in Massachusetts, documents and analyzes instances in which the Massachusetts family courts violate internationally accepted human rights laws and standards. The report focuses specifically on cases involving child custody and visitation issues where there is a history of partner abuses and concludes with a series of detailed, practical recommendations for change.

Dilemmas of Desire: Teenage Girls Talk About Sexuality

Deborah L. Tolman, Ph.D.,
Harvard University Press, 2002

Book Order No. 1011
\$26.95

In her new book, published by Harvard University Press (2002), Deborah Tolman vividly evokes girls' perplexity as they negotiate some of the most vexing issues of adolescence, all the while convinced that they are the only ones with these problems. A thoughtful, richly informed examination of the dilemmas girls face, this revealing book begins the critical work of understanding the sexuality of young women in all its personal and social significance.

Jossey-Bass Reader on Gender in Education

Forward by Susan McGee Bailey, Ph.D.,
Wiley Press, 2002

Book Order No. 1009
\$25.00

WCW executive director Susan McGee Bailey has written an introduction to the new *Jossey-Bass Reader on Gender in Education*, Wiley, 2002. The volume features essays by a range of educational experts, including WCW researchers Nan Stein ("Bullying as Sexual Harassment in Elementary Schools"), and Sumru Erkut, Jacqueline P. Fields, Rachel Sing, and Fern Marx ("Diversity in Girls' Experiences: Feeling Good About Who You Are"). The anthology brings together a wide variety of perspectives from the major camps in the gender equity debate and illustrates how the issue of gender affects every facet of the educational enterprise.

Women Who Could . . . and Did, Lives of 26 Exemplary Artists and Scientists

Karma Kitaj, Ph.D.,
Huckle Hill Press, 2002

Book Order No. 1010
\$16.95

This book, published by Huckle Hill Press (2002), revisits the journeys of 26 accomplished women who yearned for and had fulfilling careers. Their stories provide inspiration, guidance, humor and compassion. Every woman who aspires to make a mark on the world will resonate with these foremothers who led the way, and parents and counselors who advocate for women and girls will find strategies to help them achieve their personal best.

All of the publications listed above may be ordered from the WCW Publications Office at 781-283-2510 or via the Web at www.wcwonline.org.

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