



REPORT FROM THE CHAIR

I am delighted to have the opportunity to write my first Section Chair Report to members of the Feminism and Family Studies Section. It has been a chilly winter in Blacksburg, Virginia, with numerous ice storms, power outages, and school closings, as anyone who has talked with me lately has learned.

And now for the good news. The Feminism and Family Studies Section received a record number (59) of abstract submissions for the 1994 NCFR Annual Conference to be held November in Minneapolis. I have recently sent each abstract to three anonymous reviewers. I have also read each abstract myself, and I am overwhelmed by the feminist work that people are doing. As you know, our space on the program is proportional to the number of submissions to our Section. The fact that so many people sent their work to the Feminism and Family Studies Section is a wonderful sign of the commitment to feminist scholarship among our members and the creativity of our organization. The final determination for the program will be made at the Spring Board of Directors meeting which is scheduled for April 21-24 in Minneapolis. By mid-May, the NCFR office will send letters to all who submitted proposals. Many thanks to all of you who submitted your work to the Section and to the volunteers who are generously giving of your time to review proposals for the 1994 Annual Conference.

There is still time to influence the 1994 Annual Conference program by letting me know your preferences for section-sponsored meetings and events. I also need volunteers willing to serve as presiders, discussants, and recorders for Feminism and Family Studies Section paper sessions. Please let me know as soon as possible if I can count on you. Students and new professionals are especially welcomed to help.

Our Student/New Professional Representatives, Sharon Dwyer and Pam Lerner, are organizing a reception that will follow the Section business meeting. From past comments and surveys of our members, networking is especially important to FFSS, so we will be sure to have time to do so.

Of course, scheduling is always a problem at annual meetings. NCFR has many sections and focus groups, and overlap with other activities is unavoidable. Although NCFR does a terrific job of being sensitive to multiple requests, it is impossible to avoid all scheduling conflicts. At this point, I ask for your suggestions. After decisions are finalized, I ask for your patience and understanding if scheduling conflicts do appear.

I have had many conversations with colleagues over the past month, and in the process, I have learned some exciting news that I would like to share with everyone. Margaret Crosbie-Burnett, FFSS Secretary-Treasurer, has received tenure at the University of Miami. Kristine

Baber, our past Newsletter Editor, has been invited to serve as one of two Associate Editors of the National Women's Studies Association Journal. Donna Sollie, Chair of the FFSS Teaching Committee, is also the Chair of Women's Studies at Auburn University. Rosemary Blieszner, our past chair of the Endowment Committee, has been promoted to full professor at Virginia Tech. Congratulations to these fine scholars for their accomplishments. I would love to hear from more of you about your work so that I can share the news with our colleagues. Let me know what you are doing and how it is making a difference.

Many thanks to Vicki Loyer-Carlson for her enthusiastic efforts in assuming the duties of Newsletter Editor. As a previous editor of the newsletter, I know that one of the problems is not getting submissions on time or at all. Even with this experience, I was still late in getting my report to Vicki! Thus, I want to encourage all of us to get the news to Vicki for our Fall 1994 newsletter by September 15. This deadline is especially important because we want to get the newsletter out in time for the Annual Conference.

Thank you to all section members for your generous support of the Feminism and Family Studies Section. I look forward to hearing from you in the near future, particularly about the planning process for the 1994 Annual Conference. I am working on proposing a budget and revising the by-laws for our Section. I welcome your comments, questions, and support:

Katherine Allen, Department of Family and Child Development, Virginia Tech, Blacksburg, VA 24061-0416; 703-231-6526 (w); 703-552-6947 (h); 703-953-2360 (home FAX); Email: KALLEN@VTVM1

FFS BUSINESS MEETING

November 14, 1993; Baltimore, Md.; Attendance: n=70.

1. **Connie Shehan**, section chair, called the meeting to order at 8:20 p.m. She asked all persons present to introduce themselves.
2. **Study of feminist professors.** Karen Blaisure solicited participant for a study of professors teaching family studies (defined broadly) from a feminist perspective.
3. **Secretary's report.** Minutes of 1992 section business meeting. In the interest of time, it was moved and passed to suspend reading of the minutes of our prior meeting.
4. **Treasurer's report.** In Polly Fassinger's absence, Margaret Crosbie-Burnett reported that there is \$2685 in the general account and \$11,105 in the Jessie Bernard Endowment Fund.
5. **Chair's report.** Submissions of proposals for 1993 conference presentations were down in our section, as they were for all of NCFR. This was probably a function of submissions being very high for the 1992 Orlando conference. Connie explained the criteria for evaluation of submissions based on both NCFR values and our section's values. She encouraged all to submit

presentations, especially for poster sessions and symposia. We are awarded time slots on the annual conference program based on the number of proposals/abstracts submitted for review!

6. **Awards committee report.** Katherine Allen thanked everyone on the committee for their work: Leigh Leslie, Karen Blaisure, Shelley MacDermid, Maureen Perry-Jenkins, Brenda Seery. She requested and the group agreed to add a fifth and senior member to the committee, because the vice chair cannot vote blindly in the case of a tie. She also asked the group if they wanted to continue the practice of opening the award to anyone, regardless of membership in the section or in NCFR. The group consensus was that the feminist procedure would be the inclusive one, so the awards will continue to be open to anyone.

The winner of the 1993 Outstanding Research Proposal award is Sally Gallagher. The co-winners of the 1993 Feminist Paper Award are Mary-Eve Zangari and Anne Gosling-Goldsmith. The deadline for nominations for next year is April 15, 1994. Leigh Leslie will be the 1994 Awards Committee Chair.

7. **Endowment committee report.** Rosemary Blieszner gave a brief history of the endowment fund. The funds have accrued from three major sources: 1. The panel of women academics that FFS sponsored. 2. Donations. 3. Sale of teaching packets. She announced that the FFS would accept donations anytime.
8. **Mentoring committee report.** Leigh Leslie gave an explanation of the mentoring program. Letters were sent to 167 Student/New Professional members. She reported that there are 8 new potential mentees. Sandra Stihl offered to be the new Chair of the Mentoring Committee. New mentors and mentees were solicited.
9. **Newsletter committee report.** Kristine Baber thanked everyone who had submitted articles for the newsletter during her tenure as editor.
10. **Student/New Professional committee report.** Maureen Perry-Jenkins reported that there was much excitement and interest within this group, many want to get involved and get to know "older members."
11. **Teaching committee report.** Donna Sollie announced that the packets on feminist teaching of family studies were in the second printing. She had brought some for sale at the meeting; the price is \$6. Donna reported that many staff women at her university donated time for this project; the group requested that a letter of thanks be sent to each one. Donna has been communicating with the NCFR central office about the possibility of having them print the next edition of the packet. She offered to stay on as chair for another 1-2 years.
12. **New business.** Katherine Allen shared the news with the group that Alexis Walker is the new president-elect of NCFR. Katherine thanked Alexis for being one of the founding mothers of the FFS. The others were Karen Polonko and Linda Thompson. Katherine thanked Connie Shehan for serving as section chair for the past 3 years.
13. **New officers were introduced:**

Chair: Katherine Allen
 Vice-chair: Leigh Leslie
 Secretary-Treasurer: Margaret Crosbie-Burnett
 Newsletter Editor: Vicki Loyer-Carlson
 S/NP Representatives: Sharon Dwyer & Pamela Lerner

Newsletter: Karen Headlee gave the new newsletter editor report for Vicki Loyer-Carlson. Vicki has a variety of ideas for the newsletter: Quip & Counter-Quip, a column to expose humor that is offensive; "Oh, Wise One"; Book Reviews; "Did You Know?", a column of statistics of interest; Student/New Professional column and the usual reports from officers and committee chairs. Karen Headlee has agreed to serve as book review editor for the newsletter.

S/NP: Sharon Dwyer & Pamela Lerner reported that they were looking forward to supporting S/NP any way they can.

14. **1994 Conference:** Katherine Allen announced that FFS is hoping to co-sponsor, with the Theory Construction & Research Methods Preconference, and Research and Theory Sections, Barrie Thorne to attend the 1994 Conference. She also shared ideas for symposia and solicited ideas from the group. Suggestions included: 1. symposium on dialogue between women and men. 2. a RUP on the feminist perspective/paradigm. 3. peace in families. 4. peace & justice.

Suggestion were made that:

✓ We have sign language interpreters at the keynote addresses at the 1994 Conference.

✓ We request a bigger room, and that we put sign-up sheets on the walls so members can sign up for committee work.

✓ We request a time for our next business meeting when there are no competing interests. Katherine explained that the NCFR office schedules the rooms and meeting times. We have asked that our Section Business Meeting not be scheduled at the same time as the Ethnic Minorities, Research & Theory, Families & Health, Qualitative Family Research Network, Student/New Professionals, or Men & Families Focus Group. It is not always possible to avoid scheduling conflicts, due to the large number of Section and Focus Group Business Meetings. NCFR is well aware of the problem.

15. In the interest of time, it was decided that the by-laws will be printed in the newsletter. Then we will vote on them at next year's business meeting.
16. Connie Shehan will chair the Nominations Committee. There was a call for nominations for that committee. Karen Rosen, Margie Geasler, Allison Lee, Lydia Marek, Edie Lewis, and Anisa Zvonkovic agreed to serve.
17. At the chair's suggestion, the secretary-treasurer will serve as head of fund-raising for the Jessie Bernard Endowment Fund. Margaret Crosbie-Burnett presented an idea for a fund-raiser—a feminist greeting card that also states that a donation has been made to the Jessie Bernard Endowment Fund in the name of the recipient of the card. The group brainstormed ideas related to the project, which received the group's endorsement. Rosemary Blieszner, Maureen Perry-Jenkins, Donna Barre, Karen Wilcox, and Maria Martino agreed to serve on the committee.
18. Members were urged to also support the Marie Peters Award by making a contribution to the Ethnic Minority Section. It was also announced that posters are for sale (\$8) to benefit the Ethnic Minority Section.
19. The meeting was adjourned at 10:15 p.m.

NCFR FEMINISM AND FAMILY STUDIES SECTION

Katherine Allen	Chair
Leigh Leslie	Vice-Chair
Connie Shehan	Past-Chair
Margaret Crosbie-Burnett	Secretary/Treasurer
Vicki Loyer-Carlson	Newsletter Editor
Karen Headlee	Book Review Editor
Sharon Dwyer	S/NP Representatives
Pamela Lerner	S/NP Representative

Inclusion of an article in this newsletter does not imply endorsement by the National Council on Family Relations

1993 JESSIE BERNARD AWARD: OUTSTANDING CONTRIBUTION TO FEMINIST SCHOLARSHIP
FEMINIST FAMILY THERAPY AND THE NARRATIVE APPROACH: DOVETAILING TWO FRAMEWORKS FOR THERAPY

Mary-Eve Zangari & Anne Gosling
Virginia Polytechnic Institute and State University, The Center for Family Services, 1601 S Main Street, Blacksburg, VA 24061-0501.

We began our study of family therapy looking for a way to work with families that would fit our feminist world view. The narrative and feminist family therapy frameworks elegantly join together as if the notches had been carefully cut to fit. In our practice as we weave the two together, we find that each deepens and expands the perspective of the other: The narrative approach easily accommodates an understanding of the influence of patriarchy while the feminist perspective is rooted in the concept of the storied life which has been obscured by dominant knowledge. The terminology of each is strikingly similar, sometimes exactly the same, and yet it is puzzling that the major explication of the narrative approach published in this country (White & Epston, 1990) does not cite feminist literature, nor do we find much integration of the narrative approach into feminist family therapy literature.

In this paper we explore the philosophical and theoretical origins of narrative and feminist family therapy, demonstrate their similarities as reflected in their languages, discuss the opportunities and dangers of combining the approaches, and illustrate our work with case examples. We also explore why the narrative approach seems to be a more acceptable model than one with feminist roots.

Two theoretical frameworks

In laying out the theoretical underpinnings of feminist family therapy and the narrative approach, we pay special attention to the common, and at times, identical themes that are shared by the frameworks: constructed knowledge, power, ethics/values, oppression, deconstruction, and context. These two frameworks also diverge in some important ways. Feminist family therapists employ the language of self-definition and personal authority; finding a voice and becoming visible. Feminists use vocabulary such as agentic, collaborate, demystification and the phrase "the personal is political." The narrative approach emphasizes authoring one's own story, choosing a preferred view, agency, co-authoring or re-authoring, transparency, exoticizing the domestic and externalization. Feminist language is embodied: narrative language is intellectual, generic and unthematized. In our experiences, narrative language is easier to accept and adopt.

The danger in the greater acceptance of narrative language is the temptation to sidestep the connections between women's problems and the larger social structures that support women's subordination. Without attention to the need for social change, real progress for women is not possible. As feminists, to situate our work outside of the political is unacceptable, and yet to assume that therapy is political is a delusion.

Example #1: Abandoning a "Bitch" Identity

A couple were desperately trying to salvage a difficult marriage. The wife, Sharon, gained a reputation for being a bitch. Mary Eve and Sharon searched for alternative experiences outside of the bitch identity and discovered that at age 11, after a year of sexual abuse she resisted her father's advances and he retaliated by labeling her a "little bitch." Work with Sharon included resisting our culture's labeling of strong women as bitches, and not pathologizing Sharon as a victim of child abuse. Sharon's abuse was addressed in therapy and a new identity was forged.

Example #2: Finding Completion Without a Partner

Susan came to therapy after a recent divorce. She felt she needed someone to make her complete. She identified this as "not feeling comfortable with herself," which invited her to be constantly involved in activity and unable to resist an intense, destructive relationship with a man. Her constant activity was exhausting and ultimately empty. She did have close women friends with whom she was always on the phone discussing her problems with men. She pictured a life for herself with her ear glued to her telephone, while her apartment and aspirations disintegrated around her. Authoring an alternative story she identified interests and goals. Defining her actions as not pathological, the client and Anne worked together to understand choices in the context of socialized behavior. Without this wider lens it would have been tempting to label her *co-dependent*. Her codependency would then be linked to her own failings or her family dysfunction rather than her mastery of society's gendered lessons (Walters, 1990).

Conclusions

Rather than posing a debate over which approach is superior, we impart our delight in finding two compatible frameworks. Despite their similarities, feminism, though long associated with narrative metaphors, remains the marginalized perspective. The narrative approach, in particular *externalization*, is an excellent bridge between clients' problems and their contexts. Through externalization, we depathologize and deconstruct behaviors that commonly bring women to therapy.

A narrative approach enables us to introduce the concept of oppression to clients who may be resistant to anything that is feminist. Within this framework, women can relate their stories of oppression in ways that are not threatening to their male partners. We assert that we more effectively further justice in families when we begin with the metaphor of the story, rather than waving feminism like a red flag at our clients.

References

- Walters, M. (1990). The codependent Cinderella who loves too much fights back. *The Family Therapy Networker*, July/August, 53-57.
- White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. New York: W.W. Norton.

BOOK REVIEWS

Pat Barrentine (Ed.), (1993). *When the Canary Stops Singing: Women's Perspectives on Transforming Business*. Berrett-Koehler Publishers, Inc.

"Just as canaries once warned miners of unhealthy conditions underground, women in today's corporate marketplace sound a caution that our business survival depends on making changes in the business environment."

This thought provoking collection of essays deals with transforming the traditional workplace into a more balanced and nurturing environment. The 15 contributing female authors are entrepreneurs, consultants, and business executives. These authors argue that it is time for a fundamental paradigm shift in how business is managed and organized. They lend a different perspective to the business world by drawing upon their "feelings, emotions, intuition, empathy, awe, and faith."

The overall theme of this book is that the great number of women who have entered the workforce is having an effect on the traditional patriarchal system already in place and that the changes that must occur if business is to survive must encompass recognition of the most basic needs of both females and males -- self authenticity.



Elizabeth Debold, Marie Wilson & Idelisse Malave (1993). *Mother Daughter Revolution: From Betrayal to Power*, Addison-Wesley. (Reviewed by Lillian J. Waugh and reprinted with permission from the West Virginia University Center for Women's Studies)

This is a powerful, well researched and written book. I'm tempted to say an "instant classic." The authors bring recent scholarship on gender to bear on a tragic phenomenon: why and how do girls who are highly articulate and self-assured as pre-teens, so often lose their sense of self, their "voice", and their ambitions when they enter puberty? How, they also ask, does maternal upbringing figure in this silencing? And, how might race, class and ethnicity affect this process?

Raising girls to keep their voices strong and clear, the authors argue, is both necessary and possible if parents, especially mothers, conscientiously examine their own raising and listen very, very carefully to how and what their daughters tell them about growing up female. Their case histories illustrate how girls are raised to silence themselves. They demonstrate how women are socialized into settling for short-term social approval instead of long-range personal development, and how, as mothers, they may unwittingly sacrifice their own daughters' development to comply with sexist norms. A chapter on how fathers may actively parent daughters to self-assured maturity is a welcome addition to the work. Examples of how girls are silenced in schools are equally compelling.

In their dust jacket remarks, scholar Carol Gilligan and women's movement founding mother Gloria Steinem assert

"no mother or daughter, father or teacher, therapist or activist should be without this book." Believe them.



Nonsexist Research Methods: A Practical Guide (1991) By Margrit Eichler New York: Routledge, (Reviewed by Lillian J. Waugh and reprinted with permission from the West Virginia University Center for Women's Studies)

For those of you who are short on time, but long on interest in upgrading your research and critical skills as part of your own professional or personal development, I suggest this book. Eichler is concise and offers a well written and illustrated typology of how to detect and correct sexist research. It is very accessible to the general reader as well as to researchers in a broad range of social sciences. Her diagnoses and tips are equally valid for technical and scientific professionals, as they speak to habits of thought which prejudice both research and social interactions.



Jessie Allen & Alan Pifer (Eds.) (1993). *Women on the Front Lines: Meeting the Challenge of an Aging America*. The Urban Institute Press. (Reviewed by Lillian J. Waugh and reprinted with permission from the West Virginia University Center for Women's Studies)

The contributors sound what Gail Sheehy calls a "wake up call" to Americans about aging in America. Women are the majority of older Americans, and they do most of the unpaid caregiving work. Harriet Jacobs, one of the contributing authors, asks readers what would happen if an entire generation of older women had independent economic means, health and the encouragement of society to use the last half of their lives to continue to achieve, especially in the public sector.

While the authors acknowledge that female baby-boomers will spend nearly three-fourths of their adult lives in the labor force, they also note that their participation in paid work does not necessarily provide them with economic security in their old age. Social adjustments being made as America ages, for example, retirement and pension plans, have not been to women's benefit. Age, marital status, race and gender, caretaking and child-care responsibilities continue to put women at a disadvantage relative to men and, this trend will continue unless profound restructuring of fundamental institutions and social support networks become a matter of public discussion and policymaking at all levels of government and community building.

If anyone has read a new and exciting book and would like to contribute a short review to this section, please contact Karen S. Headlee, P.O. Box 1628, Fairmont, WV. 26555-1628; (304) 366-3331E-mail KHEADLE@WVNVMS.WVNET.EDU

S/NP AWARDS

The Feminism and Family Studies Section of the National Council on Family Relations is seeking applicants for two awards to be given at the November 1994 NCFR Annual Conference in Minneapolis. Applicants do not need to be members of NCFR, but we welcome new members to our section and organization. Authors should identify themselves only in a cover letter so all entries can be reviewed anonymously.

Application should be sent by April 30, 1994 to: Leigh Leslie, FFSS Awards Committee Chair, Department of Family Studies, University of Maryland, College Park, MD 20742 (E-Mail: Leigh-A-Leslie@umail.urnd.edu: phone 301-405-4011; Fax 301-314-9161).

The Outstanding Research Proposal from a Feminist Perspective is given in honor of Jessie Bernard. Graduate students and new professionals (with up to five years post-doctoral work) are encouraged to apply for this award of \$500 to fund feminist research. Proposals will be encouraged for their potential contribution to feminist scholarship and the use of feminist frameworks and methods. Applications should include: a) an abstract of 100 words or less, b) a five page (maximum) proposal outlining the project's purpose, theoretical foundation, research methods, and potential contribution to feminist scholarship, and c) a half-page budget. Send six copies by April 30, 1994 to Awards Committee Chair Leigh Leslie. A summary of the recipient's research results will be published in the Feminism and Family Studies Section Newsletter, and the recipient will be asked to present a report of their project and findings at the 1994 NCFR Annual Conference.

The Outstanding Contribution to Feminist Scholarship Paper Award is accompanied by a gift of complimentary books from Westview Press. Applications for this award are open to all graduate students and new professionals (with up to five years post-doctoral work). Papers should demonstrate contribution to feminist scholarship and the use of feminist frameworks and methods. Applicants should be the sole author or first author of the paper; both published and unpublished papers will be considered. To apply, submit six copies of your paper by April 30, 1994 to Awards committee Chair Leigh Leslie. A summary of the paper will be published in the Feminism and Family Studies Newsletter.

FEMINIST FRAMEWORKS & METHODS CRITERIA

We ask reviewers of abstracts for the annual conference and for the Jessie Bernard Paper and Proposal Awards to consider the author's use of the following additional section criteria:

Are traditional biases in ways of conceptualizing the topic of the study of families challenged? Is the topic not traditionally evident in family studies? Are the contributions of women (their ideas, their existing work,

their participation as respondents) valued? Are respondents allowed to speak in their own voices? Is the personal recognized to be political? Is the broader social system identified as influencing the reality of people's lives? Are sexist, racist, classist or heterosexist biases embedded in traditional theory and/or research challenged?

JESSIE BERNARD ENDOWMENT FUND DRIVE

At our business meeting in Baltimore it was decided to raise money by creating feminist greeting cards to sell. Various scenarios were discussed: (a) Anyone could make donations once a year (e.g., Women's History Month) and have appreciation cards sent to "your favorite feminists" (e.g., mother, teacher). The cards would read something like, "A donation has been made in your honor...." (b) We could sell them by the box and they could be given at any time (e.g., to our graduating students, friends' birthdays, etc.). What do you think?

At present Margaret Crosbie-Burnett, chair of the Endowment Committee, is working with an art professor at Mills College, a feminist college in California, to create a selection of pictures for the cards Elizabeth Norrell has also suggested Betty Dodson, a feminist artist as a possible donor of art for the project. Maria Martino has suggested Simone de Beauvois quotes for the cards. Please send your ideas/suggestions/concerns to: Margaret Crosbie-Burnett, University of Miami, P.O. Box 248065, Coral Gables, FL 33124-2040. Tel: 305-284-2808. FAX- 305-284-3003. email = MCROSBUR@UMLIAMI.IR.MIAMI.EDU

INTEGRATING RACE, CLASS & GENDER IN FAMILY STUDIES CLASSES

As a graduate student teaching family studies courses I find the FFS sessions at the NCFR annual conferences highly motivational. I have examined my goals for teaching and have evaluated how race, social class, and gender intersect and affect these goals in terms of power, privilege, and the distribution of resources, as well as how hierarchies affect classroom dynamics. As advocates for human equality we are each agents of social change.

Recently I asked students to identify groups of people in our society who are relatively powerful and groups of people who are relatively powerless. Those persons who were rich, white, able bodied, heterosexual, formally educated, and male were classified as powerful; those who were poor, persons of color, differently abled, self-educated, homosexual, and female were classified as having less power. This exercise demonstrates the realism of oppression in our society and can be used to challenge the popular belief/fantasy that there is equal opportunity in this country.

Students also wrote essays on the ways in which race, social class, gender, age, and sexual orientation have affected opportunity and privilege in their lives. Students wrote about experiencing oppression and discrimination

based on physical attractiveness, height, weight, religion, atheism, and illness as well as on being an only child and being from a particular region of the country. What I found personally unsettling, however, was the sheer amount of essays I received in which students complained of reverse discrimination. For example, several white male students believed that they were experiencing undue hardship finding a job because "all the companies want to hire blacks." Another disturbing theme was the disbelief that oppression exists in our society. Several students emphasized that there is equal opportunity in this country and that "blacks and handicapped people should stop whining and just try harder." Students who had not directly experienced discrimination said that they had nothing to write about. They were unable to write about how being white and middle class has afforded them opportunities and privileges in life.

I used the essays as teaching tools by sharing the themes and integrating those themes with examples of oppression from newspaper clippings (such as the African American New York City police officer who was shot in the back by a fellow officer because he was mistaken for a criminal). This exercise was very valuable because it highlighted diverse definitions of oppression and other issues which may influence students' perceptions of course material and enhance our teaching techniques such that they are agents of social change.

Pamela Lerner
Auburn University

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My teaching style has been greatly influenced by the FFS workshops at NCFR. These workshops have enhanced my awareness of the importance of integrating race, class, and gender issues into my classes. I have, however, found it challenging to implement. Over 90% of our students are white, and come from traditional middle class nuclear families. To sensitize my students to race, class, and gender issues I have restructured my lecture format, arranged cross-cultural group comparisons, and developed a multimedia analysis project.

Every lecture I present includes a wide range of family structures, social class issues and ethnicity and culture. For instance, I discuss the French model of child day care, the British approach to drug addiction treatment, and the strengths of extended family networks in lower class families. Often, I choose a family structure or racial group which is less commonly known to my students and use this structure or group as the focal point of class discussion. For instance, I focus extensively on the power dynamics of single parent families and then draw comparisons to other family structures.

I also encourage comparisons of access to power via group discussion. Each student reads about a racial, class, or cultural group which is different from their own family. After answering a set of questions about the information, students are assigned to diverse groups. Each group is then given a questionnaire about class or racial groups. The questionnaire asks, "Who has the most power?, What

conflict resolution strategies are commonly used?, and What are the roles of women?"

My latest venture is an experiential media project. First, students keep diaries of all of the television shows, radio shows, and print media that they use in one week. Next, each student selects from a list a description of a hypothetical individual who is different from him or herself (e.g., a male Japanese older adult, a female Native American adolescent, a male African-American adult, a Hispanic mother from a low-income family). The students read about the typical racial and social experiences of such an individual. Students then re-expose themselves to the media they recorded in their diaries and re-examine the sources through the eyes of the individual they have studied. Students complete a questionnaire regarding the frequency and accuracy with which the individual is represented in the media. Finally, students record their reactions to this experience.

I have enjoyed a positive response from most of my students to each of these activities. I am continuously looking for new ways to explore race, class, and gender issues in my teaching and the Feminism and Family Studies teaching workshops have been very helpful in this pursuit. I look forward to next year's workshops and would certainly encourage other new professionals to attend.
Jack Fitzpatrick
Auburn University

S/NP: DID YOU KNOW?

As a student and new member of NCFR I am interested in hearing about any scholarships that are available to Master's level students. There is an award available through Guilford Press for NCFR S/NP members (find out more by calling (612)781-9331) and also small research grants (up to \$2,000) are available to help Doctoral Dissertation expenses for students in the US. or Canada (Fahs-Beck Fund for Research and Experimentation). Proposals must address core treatment issues, test development for individual family or joint family therapy, or focus on families and education and critical social problems. The application deadline is May 15 and November 1 of each year (The Fahs-Beck Fund for Research and Experimentation, c/o Precision Business Services, 210 Birch Street, Kennett Square, PA 19348).

I would also appreciate some guidance from FFSS members on the following questions: (1) What are the benefits of participating in the mentoring program for a Master's student? Or is this something that would be more beneficial for a Ph.D. candidate? (2) How can S/NP become more involved in the Feminism and Family Studies section? Who could we contact?
Kimberly Bird, Virginia Tech

(Ed note: send your responses to me before September 15 to have these questions answered in the "Oh Wise One" section of this incredible newsletter!)

MENTORING UPDATE

As a result of Leigh Leslie's mailings to student and new professional members and announcement at the section meeting, 12 new requests for mentors have been received. Three new pairs have been matched. Currently we have several members who have offered to serve as mentors, but I am having difficulty matching the needs of those requesting mentoring with the individuals who have offered to be mentors. For example, I have requests for mentoring in the areas of divorce and family adjustment and feminist legal theory. I also have requests from individuals with more personal issues such as international students wanting mentoring from members who can help them with adjustment to this culture and lesbian members wanting support and guidance.

If you signed up to be a mentor last fall at NCFR, please let me know. The sign up list never made it around the circle. Many of the members seeking mentors are graduate students who need help negotiating academia and support in specific content areas. You do not have to be a tenured faculty member to serve as a mentor. You will be paired with someone who is newer in their career path than you. Your commitment would be for a period of one year and the specific goals of the mentoring relationship would be worked out on a case by case basis. Every effort is made to pair mentors and mentees who have similar substantive interests. If you would consider serving as a mentor, please contact me and I will send you an application.

Sandi Stith, Virginia Tech, Family and Child Development, 2990 Telesar Ct., Falls Church, VA 22042, 703-698-6031, email: SANDI@VTVM1.

OH WISE ONE

Tenure:

Is it better to publish many articles in any journal, or only a few articles in top-rated journals? The question was posed in the *Psychology of Women* newsletter. Aunt Academe voted for publishing "simply, briefly, and directly." Rolf E. Rogers rebutted that "I would give more credit to three or four articles in top-rated journals than to 10-15 articles that appear in second- or third-rate journals." Still confused? So was I, until I contacted a few of our wise, tenured colleagues (Katherine Allen, Margaret Crosbie-Burnett, Donna Sollie, and Alexis Walker), who were good enough to share the following advice:

- ◆ Get one excellent article from your dissertation in a high quality journal rather than many subdivided little articles.
- ◆ Work in a narrow/focused research area so your research reflects a programmatic theme. Your record should look consistent to reflect a serious researcher who is working toward building a scholarly program

- ◆ Establish a reputation in the field. The fastest and most effective way to do that is to publish things that people notice and use, and publish them in the more visible journals (a.k.a. "top" journals).

- ◆ "As an editor I know once said, 'it is best to avoid proliferating manuscripts.' That is the advice I try to follow."

- ◆ Have some single authored/data based articles to show your competence in the entire research process, as well as some conceptual pieces.

- ◆ It is fine to have multiple-author papers, but be able to give an idea of what percentage of the paper was your work.

Therapy:

Reflecting on different therapeutic techniques, Marianne Walters cautioned "There are lots of ways to get a person to stop being abusive, angry, in conflict, etc. . . and some of those ways are very abusive" (November, 1993)

DID YOU KNOW?

Homophobia is alive and well. In Virginia a two year old boy was taken from his mother and the grandmother was awarded custody because the mother, Sharon Bottoms, is in a lesbian relationship. A friend of the court brief was filed by American Psychological Association, Academy of Child and Adolescent Psychiatry, the National Association of Social Workers and the Virginia Chapter of the National Association of Social Workers. In part, they said: "Children who get harassed because of their parent's sexual orientation suffer little harm when compared to the potential harm from being taken away from a parent with whom they are close." I guess just saying "give me a break" wasn't enough. (*Advancing the Public Interest*, APA, 6(1), 1994)

The glass ceiling is firmly in place and many women are opting toward women owned businesses as an alternative to this inequity. The State of Wisconsin Governor's Task Force on the Glass Ceiling report can be ordered from: The Wisconsin Women's Council, 16 North Carroll Street, Suite 720, Madison, WI 53702. (*Psychology of Women Newsletter*, 21(1), 1994)

I CAN'T WAIT TO HEAR FROM YOU! The FFS newsletter is an important forum for sharing information that is important to you. Send your serious and not so serious submissions to your Oh-so-grateful newsletter editor (Vicki Loyer-Carlson) either by telephone (602-624-2448 - v/tdd/fax), email (VLOYERC@CCIT.ARIZONA.EDU) or "snail" mail (Family Wellness Center, Inc., 2424 E. Broadway Blvd., Suite 202, Tucson, AZ 85719).

DATES TO REMEMBER

April 30: FFSS S/NP Awards submissions due
Sept. 15: Copy deadline for Fall FFSS Newsletter

***YOUR NCFR
FEMINISM AND FAMILY STUDIES SECTION
NEWSLETTER IS HERE!!!!***

Family Wellness Center, Inc.
2424 E. Broadway Boulevard,
Suite 202
Tucson, AZ 85719



KATHERINE R ALLEN PHD CFLE
DEPT FAM & CHILD DEV
VIRGINIA TECH
BLACKSBURG VA 24061-0416