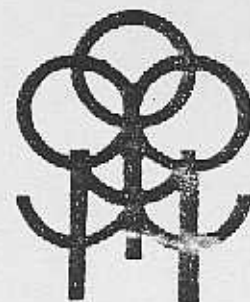


NEWSLETTER

OF THE CPA/SCP



SECTION ON WOMEN & PSYCHOLOGY
SECTION : FEMMES ET PSYCHOLOGIE

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TABLE OF CONTENTS

	Page
Coordinator's Report	1
1986-87 SWAP Executive	2
SWAP Business Meeting	2
SWAP 10th Anniversary Celebration	3
CPA Election	4
News from Ontario	4
Articles by Mary Roth Walsh	5
Conferences	16
Book Reviews	18
Theory	18
Legal Issues	20
Health Issues	24
Fiction	25
Employment Opportunities	27

COORDINATOR'S REPORT

In this letter, I would like to thank all those who have helped to keep our Section active this year and to express my hope that I will see many of you at the SWAP events scheduled at CPA.

The SWAP Saturday afternoon session, entitled "Women and Aging" will have three speakers. Dolores Gold will present a paper entitled "Predictors of Psychological Functioning in Elderly Women"; Meredith Kimball will talk about "Older Women's Social Networks"; and Beth Percival will present a paper co-authored with Mary O'Brian on "Caregivers: Women's Experience of Caring for Aging Relatives". It should be a stimulating session.

There are a number of issues that need to be discussed at our SWAP Business Meeting. First among these is the issue of the Student Award. I sincerely hope that we will settle this in a satisfactory manner this time. However, there are other matters which we will have to consider. One of these is whether we should have an Institute next year. Our Institutes have always been very successful and there was regret among some SWAP members that we were not having one this year. If we are to have one next year, we will need some volunteers to organize it. Other matters, such as the terms of office of the members of the SWAP executive, and the unresolved question of the role and duties of provincial representatives should be discussed. If there are other matters which individual SWAP members would like to see placed on the agenda, please drop me a line.

Annabel Cohen and other SWAP members in Toronto have been planning a SWAP tenth year celebration. The details of this are contained elsewhere in this Newsletter. I thank Annabel and all those who have contributed in the organization of this event and hope that many SWAP members will attend and help to make it a memorable event.

This Newsletter contains the slate of nominees for positions on the SWAP executive for 1986-1987. My thanks to Beth Percival, past coordinator of SWAP, for putting this slate together, and to those of you who have allowed your names to stand.

One of the more pleasing activities at the Business meeting (if all goes well) will be the announcements of the Student Award and the Travel Bursaries. Rhona Steinberg has been taking care of both of these this year. Thank you Rhona.

This year, Sections were invited to help review relevant submissions to the CPA convention. This policy was adopted by CPA and allows the Sections to have a more active role in determining the CPA general programme. Two SWAP members were willing to take on this task and should be thanked -- Mona Abbondanza and Janet Stoppard.

I hope as many members as possible will attend the Section's events. The Section has performed, and should continue to perform, a useful function in CPA. I am convinced that SWAP is needed to insure that women's issues and perspectives in psychology are recognized within our discipline and professional community.

Christine Storm
Coordinator

1986-87 SWAP EXECUTIVE

Dr. Tannis Williams, University of British Columbia, who was elected at the 1985 Business Meeting will be the SWAP Coordinator for 1986-87.

Dr. Christine Storm, Mount Allison University, will be the Past-Coordinator.

The following people have agreed to stand for the other Executive positions:

Coordinator-Elect	Dr. Rhona Steinberg, McGill University
Secretary-Treasurer	Dr. Cheryl Malmo, Edmonton
Newsletter Editor	Dr. Toni Laidlaw, Dalhousie University
Graduate Student Representative	Jan Scalzo, Simon Fraser University

The election will take place at the SWAP Business Meeting.

REMINDER: SWAP BUSINESS MEETING

Don't forget the SWAP Business Meeting at CPA. It's on Thursday, June 19, 1986 from 8:30-10:00 a.m.

The agenda will include discussion of the issue of criteria for the SWAP Student Paper Award. If you want your views on this to be considered, please come to the meeting.

SWAP 10th ANNIVERSARY CHAMPAGNE CELEBRATION

Friday, June 20th, 2:00 - 4:00 p.m.*
CPA Toronto, Harbour Castle Hilton

In honour of the 10th Anniversary of the CPA Section on Women and Psychology, a special SWAP celebration will feature a revue of the history of the section. Mistresses of Ceremonies, Shake Toukmanian and Sandra Pyke, assure us, however, that any resemblance to reality will be purely coincidental. Champagne will be served: one free ticket for each SWAP member to start things off.

If you would like to contribute material (lighthearted ideas, anecdotes, photographs, slides, poems, rhymes, skits, and songs etc.) or participate in any way, please write:

Annabel J. Cohen
Erindale Campus
University of Toronto
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or

Janet Stoppard
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Ontario Institute for Studies in Education
252 Bloor Street, W.
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Here's a good chance to see old friends and new acquaintances. Why not make it a priority on your CPA agenda and have some fun?

* Please check the CPA programme to confirm the time as it may be changed.

CPA NEWS

CPA Elections Cannie Stark-Adamec

Cannie Stark-Adamec is one of this year's nominees for President-Elect of the Canadian Psychological Association. Professor Stark-Adamec received her doctorate from McGill University. Before assuming her current position as the Head of the Department of Psychology at the University of Regina, Dr. Stark-Adamec was the Co-director of the Scott Laboratories of the Wellesley Hospital in Toronto and Research Associate in the Department of Psychology at the same hospital. She has published extensively in national and international journals, is the Science Editor of Eden Press and has served on the CPA Committees on Scientific Affairs and on Professional Affairs.

Dr. Stark-Adamec is well known to SWAP members as a Past Coordinator (1977-1979) and the initiator of the first SWAP Institute in Ottawa in 1978. She has had extensive experience on the CPA Board serving for two years as the Chair of the Applied Division and is now in the third year of her term as a Director. For the past five years, Dr. Stark-Adamec has chaired the CPA Committee on the Status of Women, successfully shepherding many initiatives relevant to women psychologists through the process of Board approval and adoption.

We support Dr. Cannie Stark-Adamec's candidacy and hope that you will do likewise.

Sandra Pyke
Shake Toukamanian

Lucy Cantrell
Igor Kusyszyn

Annabel Cohen
Neil Agnew
Esther Greenglass

NEWS FROM ONTARIO

New Publications

Status of Women at the University of Toronto

The Ad Hoc Committee on the Status of Women at the University of Toronto produced a document entitled "The Future of Women at the University of Toronto" which was published as a supplement to the University of Toronto Bulletin in January. The document deals with the status of women students, staff, and faculty in terms of issues that affect each specific constituency and general issues facing all constituencies. Copies are available from Dr. Annabel J. Cohen, Erindale Campus, University of Toronto, Mississauga, Ontario, L5L 1C6.

University of Toronto Symposium

"The Revolving Door: Women, Work and Equality" is a special insert in Canadian Forum, December 1985, based on a symposium held at the University of Toronto featuring lectures by Dr. Ursula Franklin, Judge Rosalie Abella, Dr. Georgina Feldberg, and Dr. Bernard Dickens. Copies are available for \$1.50 each from Ms. Christine Turner, School of Graduate Studies, University of Toronto, Toronto, Ontario, M5S 1A1.

TWO ARTICLES BY MARY ROTH WALSH

We have included excerpts from one article by Mary Roth Walsh and another in its entirety since we believe that they will be of interest to a number of our readers.

Biographical Sketch

Mary Roth Walsh is Professor of Psychology at the University of Lowell. In 1983 she was appointed Visiting Scholar in the Psychology Department at Harvard University and a National Mellon Scholar at the Wellesley College Center for Research on Women. She has a longstanding interest in the psychology of achievement barriers for women professionals, beginning with her doctoral work with Matina Horner in 1971 and a two year NIMH Fellowship on the psychology of female stress and coping mechanisms. Her book, "Doctors Wanted: No Women Need Apply" (Yale University Press) documents her discovery of a "golden age" for women physicians in the late 19th century which can be compared to the past decade.

"The Struggle in Psychology", intended for publication in Journal of Societal Issues, Vol. 41, No. 4.

In this paper Walsh examines the organized efforts of women psychologists who confronted sex discrimination in two different historical periods: 1941-1959 and the period beginning in 1969. During the first period, the National, and then International Council of Women Psychologists promoted the advancement of women in the profession. During the most recent period, the Association for Women in Psychology and then APA's Division 35 have performed similar functions. Source material to document these efforts is drawn from published sources and archives of the history of American psychology at the University of Akron and the American Psychological Association Archives in the Library of Congress. The paper compares and contrasts women's efforts during these two very different historical periods. Walsh concludes:

Probably the most important lesson to be learned from a review of the history of the past decades is the importance of separate women's organizations in the struggle to gain equity in academe and the professions. These groups serve as a source of strength and as catalysts for change. It is hard to believe that women would have made as much progress as they have in psychology without the aid of organizations such as the N-ICWP, AWP, and Division 35 [of APA].

History also enables us to better understand the present struggle of women to improve their situation, a campaign that some have called "the longest war". Women in academe need to develop their goals and strategies within this

larger framework. With this perspective, they can redefine the past as a series of "small wins" and minor setbacks, a view which can sustain women in everyday struggles, and, in the long run, help move them forward. Finally, a study of the past can provide a new generation of academic women with role models and an appreciation of how the younger generation has benefited from the efforts of their foremothers.

The existence of the National and International Council of Women Psychologists offers both a perspective and a warning to the women psychologists of the 1980s. In comparison, Division 35 has experienced a good deal of success. On the other hand, reviewing this early history provides us with information on the difficulties of functioning in an even more hostile environment. It reminds us that academic women cannot take progress or their professional organizations for granted.

"The Psychology of Women Course: A Continuing Catalyst for Change", intended for publication in The Teaching of Psychology, Journal of American Psychological Association, Vol. 13, No. 2.

At first glance, Boxer's (1982) characterization of women's studies as higher education's success story of the 1970s appears to apply equally well to psychology. Compared to the situation in 1969, we have made considerable progress in expanding our base of knowledge about the female life experience. The number of psychology of women courses, specialists, and publications has undergone a remarkable transformation in the past 15 years.

Nonetheless, reports of a more conservative political climate in college classrooms (McPherson, 1985) and current statistics on the dramatic decline in the funding of gender-related research projects (Rubin, 1985) suggest the need for careful evaluation of all areas affecting the status of women's education.

The purpose of this article is to provide a long-range perspective on women in the psychology curriculum; to document the legitimacy of a separate field of the psychology of women; to provide some current statistics on course offerings in this area; and, finally, to examine the issue of mainstreaming by presenting research that focuses on textbooks. I argue that a separate course on the psychology of women is still needed in the curriculum as a continuing catalyst for change. Finally, after describing available resources, I discuss some emerging concerns and areas for future research in the field.

A Long-Range Perspective on Women in the Curriculum

For most of the more than 100 years of the history of psychology in the United States, academic coursework rarely examined the female life experience. Even though women psychologists constituted a significant portion of their profession from the first decade of this century and were approximately one

third of APA members by the 1930s, the same percentage they are today (Walsh, in press), women's professional presence did not automatically pave the way for curriculum change.

A comparison of the present situation with the one that existed in psychology just two decades ago offers dramatic evidence of how much progress has been made. Weisstein (1968), reflecting on her classroom experiences as a graduate student in a personality psychology course in the early 1960s, noted the stereotyped ideas about women then prevalent in the curriculum and concluded: "Psychology has nothing to say about what women are really like, what they need and what they want, essentially, because psychology does not know" (Reprinted in Morgan, 1970, p. 208).

Criticism like this mounted over the next 5 years. In 1973, the American Psychological Association (APA) accepted a petition signed by 800 members and recognized the psychology of women as a separate division of the association, ending a quarter century struggle (Walsh, in press).

A Separate Psychology of Women Comes of Age

Official recognition by the APA did much to legitimize the field. The explosion of information about the psychology of women that followed this step contributed to the need for specialized journals. In 1975, Katz founded the journal, Sex Roles, and APA's Division 35 began to publish the Psychology of Women Quarterly one year later. Other scientific journals also began to publish articles that focused on women's issues. Between 1967 and April 29, 1985, more than 13,000 citations of articles on women appeared in the psychological literature (Walsh, 1985a).

As more and more courses related to the psychology of women appeared on college campuses, an increasing variety of textbooks, anthologies, and supplementary materials was published to respond to this need (Henley, in press; Johnson, 1982). The third edition of Hyde's (1985) text, Half the Human Experience: The Psychology of Women, is just one of more than a dozen introductory books now in print. In the 1985 text she compares her experience of preparing the first edition of the text in 1973 when "the field was too new and the research was, therefore, too thin" to her experience in preparing the third edition 10 years later. By then, she found more research than "could possibly be included in a single undergraduate text" (p. viii).

There is increasing evidence that leaders in other areas of psychology now consider the psychology of women to be a separate subdiscipline. For example, Blechman (1984) points out that behaviour modification proponents have long insisted that they offered a value free technology to women and that the basic mechanisms of behaviour did not differentiate between the sexes. She reports that, as a behaviourist, she originally counted herself among those skeptical of a separate psychology of women. She thought that biological sex and psychological gender did not make much difference in the way that behaviour modification was practiced.

Her own research helped persuade her that this was not the case. For example, in 1979 she sampled three prominent behavioural journals and found that in 80% of the articles concerned with intervention, women were all or the

majority of clients. Nevertheless, she discovered that none of the authors considered "sex or gender relevant to the design of treatment, or the evaluation of its effectiveness" (Blechman, 1984, p. xi). She now thinks that there are two different social environments, one male, one female, and that women's behaviour needs to be studied independently because the world treats women differently from men.

Further evidence for the legitimacy of the study of the psychology of women is the fact that APA evaluates graduate programs in clinical, counseling, and school psychology on the basis of whether or not they include courses on sex roles (Committee on Accreditation, 1983). Moreover, the annual survey of clinical psychology programs now includes a question on whether psychology of women courses are offered to doctoral students as part of their training (R.O. Nelson, personal communication, September 17, 1984). Finally, the Graduate Record Exam's Advanced Test in Psychology contains questions on the psychology of women and experts on women's issues are recruited to serve on the test evaluation committees (M. Pearlman, personal communication, May 5, 1985). All of this serves to underscore the legitimacy of the field of the psychology of women as a separate discipline.

Statistics on Psychology of Women Courses

One of the first tasks of a 1972 APA task force called to evaluate the status of women in the profession was to conduct a national survey on courses focusing on the female life experience. The task force located 32 departments that offered courses on women, but they did not distinguish between graduate and undergraduate courses (APA, 1972). The results of several additional surveys, directed solely to heads of graduate departments, indicated increases in the number of courses on women (APA, 1973, 1979, 1983; Russo, 1975, 1982).

To obtain current information about undergraduate programs which might have been omitted from graduate surveys, I surveyed all 896 of the 4-year colleges in the U.S. with separate psychology departments included in the College Catalogue Collection on Microfiche for 1984-1985 (Walsh, 1985b). A total of 209 schools (23%) listed at least one undergraduate course that focused on the female life experience.

Results of another survey were strikingly similar. The APA's Educational Affairs Office sent questionnaires to a one in six random sample of 1,210 psychology department heads in 4-year colleges and received an 82% response rate. Of the 165 respondents, 24% reported at least one course on women in their departmental offerings (Scheirer & Rogers, 1985).

An Examination of Mainstreaming

The expansion of both the knowledge base and courses on the psychology of women in the 1970s gave rise to what Kahn and Jean (1983) describe as the "separation-integration controversy", a debate about how and when to mainstream the new information about women into the rest of psychology. In the early years of this debate, Hyde and Rosenberg (1976) argued the separatist position that there could never be a successful fusion of the psychology of women and traditional psychology. Integrationists sought a transformation of the entire

curriculum: textbooks would not include just one isolated chapter on the psychology of women and there would be no need for special courses on women. "Both textbooks and courses would devote equal space to women and men" (Kahn & Jean, 1983, p. 665).

From the present vantage point, it is now clear that the field of the psychology of women experienced uneven growth in the past decade. The greatest gains were realized in areas such as research and publications. Curriculum development advanced at a much slower pace. Unwittingly, the integrationist position was based on the false assumption that most psychology departments already had a psychology of women course in place and faculty could move on to the next task, that of mainstreaming this material into the rest of the curriculum.

As surveys on the psychology of women have demonstrated, only one out of four undergraduate departments in the country now has at least one course on women. This is certainly an impressive statistic when contrasted to a baseline close to zero in the early 1970s. Nevertheless, it also means that three-quarters of the departments have not yet established such a course.

Unfortunately, there has been no systematic study of the extent to which this new material has been mainstreamed into other courses. Although an analysis of existing textbooks in the various fields of psychology does not offer a precise measurement of the extent to which the psychology of women has been mainstreamed into the larger psychology curriculum, it does give us an impression of what the various subdisciplines of the field consider important.

Denmark (1983) sampled 16 introductory textbooks published between 1979 and 1982 and found the treatment of topics on women to be uneven, "often tacked on as an afterthought" (p. 40). She points to the contradiction between the scientific findings by the authors, "that there is no firm evidence to justify extensive sex differences" (p. 40) and the sex-stereotyped illustrations and examples used throughout the books. Moreover, psychologists described in biographical sketches to illustrate the profession are usually male. Denmark concludes that "women continue to be depicted as sick or passive whereas men are depicted as intellectual, healthy and strong" (p. 40).

More recent surveys of textbooks and journals have reported similar findings. Bristow, Frieman, and Dickson (1984) evaluated abnormal psychology textbooks and were disturbed to find that none of the books "adequately integrates the new scholarship on women" (p. 7). Similarly, Knight, Saal, and Kiefer (1984) investigated the treatment of women in industrial, organizational, and physiological psychology textbooks and found so little material about women that they decided to examine the original research. The authors report that "less than half of the studies published in the previous four years had even mentioned the number of men and women in their samples" (p. 16).

In 1980, Wheaton College in Massachusetts began a 3-year faculty department project to incorporate the new scholarship on women into the introductory level courses of the curriculum. After the college's psychology faculty began a systematic study of the available textbooks and supplementary materials, they concluded that all of the available texts had deficiencies and required extensive supplementation by instructors (Rands, 1984; Rands & Fletcher, 1981).

In general, the results of these surveys indicate that textbooks, with a few exceptions, continue to present distorted views of female behaviour and capabilities. As a result, psychology believes that women are not important either as subject matter or as participants in the scientific process. I believe that, at the departmental level, the best method of successfully integrating the psychology of women into the rest of the psychology curriculum begins with a strong foundation: a course on the female life experience firmly in place in the department.

The Value of a Separate Course on Women

There are a number of advantages to establishing or maintaining a psychology of women course in the curriculum. A separate course serves as leverage, resulting in increased exposure to the new research on women. The course can also serve as a continuing catalyst for change.

One can, of course, argue that anyone interested enough in the study of women to teach a course on this topic would mainstream this material anyway. I would argue that teaching a psychology of women course can affect both the faculty member and the field in powerful ways, similar to what has occurred in other subdisciplines of psychology.

In social psychology, for example, instructors have gone on to use this scientific perspective to influence other fields of psychology such as introductory, personality, health, developmental, organizational, clinical and abnormal psychology (Evans, 1980). Teaching can have a stimulating effect on research and publications, often resulting in new textbooks and legitimizing the claims of an emerging discipline.

At this point there are numerous examples of faculty who have taught a psychology of women course and who have then gone on to change the curriculum by integrating this new research into chapters or entire textbooks in other fields of psychology (Babladelis, 1984; Deaux in Deaux & Wrightsman, 1984; Denmark, 1985; Eagly, 1982; Hyde, 1982; Matlin, 1983a; Matlin, 1983b; Parlee, 1983; Peplau in Sears, Freedman & Peplau, 1985; Sherif, 1976).

There is also preliminary evidence to support the conclusion that teaching the psychology of women motivates a faculty member to develop new courses as well as begin creative research projects. For example, Furumoto, who taught a psychology of women course in the early 1970s, went on to design an innovative seminar on the history of women in psychology (Furumoto, in press) and has recently co-authored two manuscripts on the history of early women psychologists (Furumoto & Scarborough, in press; Scarborough & Furumoto, 1985).

In 1984, to gather more information on the impact of the psychology of women course on the curriculum, I interviewed or obtained detailed questionnaire responses from 11 faculty members who had taught a psychology of women course for at least 8 years. Although this is only a pilot survey, it provides directions and hypotheses for future, more extensive research. The results of my survey confirmed my original hypothesis that teaching the psychology of women course had a powerful influence on other areas these faculty taught.

In addition to textbooks and articles on teaching which they had written, faculty members cited examples of how they found themselves introducing the new research on women in courses they taught in developmental, social, adolescent, experimental, and cognitive psychology. One instructor even found that teaching the psychology of women course forced her to completely revamp a course on sex differences that she had taught before.

Two respondents reported that they began teaching a human sexuality course after teaching the psychology of women course. Other faculty began teaching new courses on gender and intimate relationships or the psychology of love relationships. Three mentioned new courses they had developed relating to women, psychotherapy, and mental health.

Resources to Support Course Development

A number of resources have been developed to aid faculty interested in developing or expanding psychology of women courses. One way to begin is to check the regularly updated APA publication of graduate faculty interested in teaching the psychology of women (1983). This guide is a state by state listing of schools, course offerings, and faculty engaged in research. It would be a useful way to locate course syllabi and guest lecturers.

Golub, Freedman, Krauss, Carpenter, Quinna and Russo (1984) have published a comprehensive guide to teaching the psychology of women in 10 different areas of psychology: child, adolescent, developmental, educational, experimental, social, history, statistics, learning and motivation, and human sexuality. A feature that makes this collection extremely valuable is the authors' annotated descriptions of films and significant references. APA also publishes two other important resources that specifically focus on integrating research on women into the introductory psychology course (Denmark, 1983; Russo & Malovich, 1981).

Because most scientific journals in psychology rarely focus on the connection between the new scholarship on women and teaching, faculty interested in the psychology of women course need to familiarize themselves with the separate literature in women's studies. A recent women's studies journal, for example, features a review by Henley (in press) that provides an overview of developments in psychology with analyses of several controversial topics such as androgyny, fear of success, moral development, and mathematical performance by females.

If a graduate program exists in the department, it might be possible to reinforce the efforts of faculty teaching the psychology of women course by following the example of a pilot program at the University of California at Davis. There, a graduate student, who is knowledgeable about the psychology of women, received a college development award to serve as a paid research assistant and consultant to faculty who wish to revise their courses to include new research on the psychology of women. When an announcement for the program was distributed, almost one fourth of the faculty applied to the program for assistance (Burns, 1985).

A department's resources can sometimes be better utilized if the psychology of women course is team taught or offered by faculty members on a rotating basis. This strategy also increases the impact on other courses in the curriculum. If either of these approaches is used, it means that some men would also teach the course, an idea that many may question.

Unfortunately, women continue to be only 28% of the faculty now teaching in 4-year colleges (Scheirer & Rogers, 1985). Because of the current shortage of new teaching positions and the limited turnover in existing jobs in colleges and universities, there is little likelihood that the percentage of women faculty will increase dramatically in the next decade. In the 1970s, at Michigan State University, the scarcity of faculty interested in the psychology of women led to an exciting collaboration and to the publishing of a popular textbook. Four male psychologists were among the nine contributors to this book and they were all chosen "on the basis of their professional expertise and earlier supportive contributions to psychology of women course" (Donelson & Gullahorn, 1977, p. v).

Discussion and Directions for Future Research

It is clear that in the past 15 years the field of the psychology of women has undergone a remarkable transformation both in terms of its visibility and in the amount of research produced. At the same time, there is increasing evidence that the nature of students in our classes is changing. Frieze (1984) has commented that many women are now career oriented, while maintaining traditional values, and that they present new challenges to faculty teaching in this area. These forces have pushed the psychology of women course to a new crossroads.

I am concerned that too much emphasis on mainstreaming may lead some departments to neglect or even jettison an existing psychology of women course and reinforce the decision of other colleges not to establish such a course. As both my survey and that of APA demonstrate, three quarters of the country's undergraduate psychology departments do not yet have a psychology of women course. My pilot study of experienced faculty who have taught the course suggests a connection between involvement in teaching a psychology of women course and mainstreaming this new material into the rest of the curriculum.

A great deal of work remains to be done. A larger study needs to test my preliminary hypothesis about the connection between the psychology of women and the amount of mainstreaming in a given department. In addition, we need systematic studies on the degree to which faculty members are integrating the new research on women into their actual classroom teaching. Finally, we must continue to monitor and press for more balanced textbooks in all areas of psychology, particularly in the introductory course.

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CONFERENCES

Women & Therapy, Part II

May 20-23, 1986
at Victoria College
University of Toronto

A Four Day Conference

- to find positive responses to social conditions and personal situations which influence the mental health of women
- to improve counselling effectiveness
- to grow professionally and personally

Keynote Address by Jean Baker Miller

Special Lectures by Paula Caplan, Rachel JoseFowitz Siegel and Marion Woodman

Sampling of Conference Workshops

- My pleasure/our pleasure: a psychodrama workshop with Madeleine Byrnes
- Gray Power - hags or heroines? with Ann Carson
- Feminist Approach to Family Therapy with Dorothy Wheeler
- Native Way with Millie Richard and Mariam Youngchief
- Hakomi Therapy with Wendy WildFong
- Bridging the Gap: Feminist Therapy and Program Development with Dianne Mathes
- A Group for Men with Lyn Sands and Tom O'Brien
- Pre-natal-Post-partum issues with Andrea Siegler
- A Bioenergetic Experience with Julie Alexander or Nancy Nigro

On Thursday evening there will be a benefit performance for the Barbara Schlifer Commemorative Clinic for female victims of violence starring storyteller Helen Porter and actress/singer Randi Helmers.

People interested in more information should contact: Professional Development Associates, Women and Therapy Conference, 3 Cameron Crescent, Toronto, Ontario, M4G 1Z7, telephone (416)-486-6925.

Update: "Women Helping Women Conference"
May 30-31, 1986
University of Calgary

Keynote Speaker will be Lenore Walker
Opening Address by Hilary Lips

A Sampling of Workshops and Papers

- Your Perfect Weight with Carmen Boulter
- Feminist Strategies which Promote Women's Survival in Organizations with Lorna Cammaert
- A Cognitive-Behavioral Approach to P.M.S. by Ceinwen E. Cumming
- Psychotherapy with Women Incest Survivors with Naida Hyde
- Group Experience and the Empowerment of Women by Donna Jeffrey and Karen Lee

The deadline for registration is May 9. For information write to: Women Helping Women, Department of Educational Psychology, University of Calgary, Calgary, Alberta, T2N 1N4 or call Gladys at (403)-220-6272.

Canadian Women's Studies Association (CWSA)
June 5-7, 1986
Winnipeg

Program for 1986 Meeting

- Gender Roles and Female Experience
- Bawdy Language, Body Politics: And Knowing the Difference
- And the Work Never Ends: Feminist Contributions
- Constructing Women's Studies Curriculum
- Is Sisterhood Global?
- Patriarchy and Female Initiative
- Feminist Theory and Methodology
- Feminist Vision and the Human Condition: Love, Work and Commitment

The purpose of the CWSA is to develop and support Women's Studies as an interdisciplinary field within the academic community. Towards this purpose the CWSA publishes two Newsletters annually, one in the Spring and one in the Fall, as well as an annual Membership Directory. The Newsletters and Directory are to assist in the dissemination of information regarding women's studies programs across Canada in high schools and in post-secondary institutions; it also facilitates communication amongst institutions, programs and individuals.

BOOK REVIEWS

Having requested new releases from several publishers, we will be continuing the "Book Reviews" section of the SWAP Newsletter. We now have several books to be reviewed in the September issue, and will be requesting more from publishers who have sent us catalogues. If you know of a particular book which should be reviewed or if you would like to volunteer as a reviewer (you keep the book in exchange for the review), please contact us.

The Editors

Theory

The Myth of Women's Masochism by Paula J. Caplan; New York: E.P. Dutton, 1985, 228 pp.

Reviewed by: Carolyn A. Humphries, Ph.D., Psychologist at Atlantic Child Guidance Centre, Dartmouth, Nova Scotia.

The pervading cultural belief that women are masochistic, that they "enjoy their suffering", is thoroughly critiqued and challenged in Paula Caplan's book The Myth of Women's Masochism. Dr. Caplan examines the roots of this concept in psychoanalytic thinking and how society has then applied it to women. Her book separates out areas of women's lives - as mothers, as daughters, as partners in relationships with men, as victims of violence, as workers and as therapy clients - and attempts to detail how being labelled masochistic has influenced women's sense of self in each of these areas. Women's self-blame, self recrimination, sense of shame, incompetence and guilt are all tied to the message women receive that they have brought their painful situations on themselves and must ultimately enjoy them.

Writing for a lay audience, Caplan's intention is first, "to understand how the myth grew and what perpetuates it now" and then "... (to) see more clearly the real causes of women's unhappiness" (p. 6). She prefaces her exploration by stating what she believes are the real intentions behind so-called "masochistic" behaviour, i.e., the ability to delay gratification; the capacity to put other's needs ahead of one's own; the belief that what one has is about all one can expect, and the effort to **avoid** punishment, rejection or guilt (p. 14). Caplan highlights these intentions throughout the book in her reinterpretation of actual behaviours or situations women find themselves in, e.g., wife-battering, the supermom syndrome, teenage prostitution and sex-based manipulation in the workplace.

In general, I think Caplan has succeeded in her attempt. The message comes through very clearly that women are pervasively double-bound by a societal expectation that they behave in a "feminine" way, i.e., "nurturant, selfless ... and endlessly patient" (p. 35), but which then punishes the expression of that behaviour by labelling it masochistic. What is perhaps more damaging,

is that this behaviour is assumed to be innate and therefore an inevitable part of women's personality. Caplan, throughout her book, demonstrates how it is external factors, i.e., sociocultural factors, that create conditions and expectations which restrict women into behaviour that is labelled masochistic. Further, she makes it clear that the label of masochism is false, that it demeans what is often pro-social, healthy behaviour. For the many women who believe (and which of us has not, at some point) that they have brought their suffering on themselves, this message is a welcome relief.

Caplan attempts to put her readers at ease regarding the so-called expertise of professionals, challenging their credibility in understanding women. She does this through a fairly thorough critique of psychoanalytic theory as it applies to women as adults and to the raising of daughters. I found these two chapters somewhat unsuccessful. They do not read easily, and I would be concerned that with one chapter being at the beginning of the book, it might prevent women from reading further. Caplan has made a good attempt to translate orthodox analytic thinking into language and ideas we can all understand - no easy task. The critique does make its point; however, I am not sure it was necessary to have the reader wade through so much theoretical material.

The remainder of the book is replete with examples, drawn from many sources, of women behaving in a way labelled masochistic, followed by Caplan's reanalysis of the behaviour from the framework of societal constraints and the double-binding of women's "feminine" traits. She makes generous and relevant use of other research and writings. I found these chapters uneven. In some, for example "Women in Relationships with Men" and "Women's Bodies", I occasionally found myself losing the connection between her examples and their relationship to the myth of masochism. Although Caplan does present some positive approaches to help women understand or even change their behaviour, I felt there was an overabundance of different ideas and examples which she attempted to put under the umbrella of masochism.

In contrast, her chapters about women as mothers, victims of violence and as psychotherapy clients are much stronger. Her analysis of "mother-blaming" in society is well-done, and sure to evoke a sense of recognition from almost any mother. Caplan thoroughly debunks the notion that women enjoy the abuse they receive, either as battered wives, incest victims, or pornographic objects. Surely this application of the myth of masochism is one of the last hold-outs in our society; perhaps, as Caplan says, because of our own unwillingness to identify with the victim. Finally, Caplan exposes some of the damage done to women by therapists and provides excellent guidelines that any woman can use in evaluating the therapy she is receiving. I have one small quibble with Caplan here. As a family therapist, I was quite in agreement with her criticisms of family therapy as a therapy that often maintains women in their traditional roles. However, a number of us, as family therapists, are attempting to address this complex issue and I would have liked more than one sentence about this attempt, especially when family therapy is so frequently a recommended treatment. I was left with the impression that most marriage and family therapists are automatically against women's best interests.

A few more thoughts about Caplan's writing. I appreciated her willingness to risk using her own experiences as examples throughout the book, allowing the reader to relate at a personal level of "that reminds me of when I ...". I also enjoyed, and found effective, her contrasting the very different interpretations given to similar behaviours of men and women.

A major test of the book's value will be whether it helps women understand and change their belief in their own masochism. If I think of the many women I have known as clients, in individual, marital and family therapy, as well as women friends, I can easily find examples of women believing and living the myth. For example, a mother who sits for two hours each day with her children while they do their music practice, who says "I feel I have no life of my own" and then feels profound guilt for any problems the children have. The father, in contrast, feels only pride in his children's accomplishments. Or a mother whose self-esteem is so low that she won't even disagree with her childless "boyfriend" when he tells her the "proper way" to be raising her son.

What I encounter most frequently is women believing that they are guilty and deserve to suffer, because of not being the perfect wife/mother/employee. I less frequently hear women saying that they believe they should enjoy their suffering. However, the notion of masochism in our culture is frequently of the blaming variety of "Why do you do this to yourself?", and in this respect I can imagine many women relating to what Caplan has to say. I think even more, they may begin to feel freed from a lifelong burden of being punished for what they have always been told they should do, and what they are good at doing. They may also begin to free themselves from some of the behaviours that occur because of the belief that they deserve to suffer and its attendant low self-esteem, shame and guilt. In this way, I believe Paula Caplan's book will give women another opportunity to move in the direction of healthy self-esteem and self-respect.

Legal Issues

A Feminist Review of Criminal Law by Christine L.M. Boyle, Marie-Andree Bertrand, Celine Lacerte-Lamontagne, Rebecca Shamaï; edited by J. Stuart Russell, Ottawa, Canada: Ministry of Supply and Services, 1985, 210 pp.

Reviewed by: Susannah Rowley, LL.B., Halifax, Nova Scotia.

Recommendations made in A Feminist Review of Criminal Law were recently the subject of national front page headlines. What exactly is this Feminist Review?

The Department of Justice, in conjunction with the Law Reform Commission, is undertaking a general revision of the present criminal law in Canada. Status of Women Canada commissioned A Feminist Review of Criminal Law in order that women's concerns be specifically addressed in the process of reform. This may have been in response to a concern that women's points of view were being overlooked in the process of review as it existed.

The authors of the Review are all legal experts and writers in the field of criminal law. These women are to be commended not only for the superb work they produced but for their courage in writing this review. The review is eminently rational and moderate in its tone and recommendations. Despite its sensible, sensitive and scholarly approach to a difficult subject, it seems to have sparked a remarkable amount of controversy. Mary Daly's prophecy comes to mind: "You will be punished just as much for being a little bit feminist, so

you may as well go all the way". This is not to say that the review is only a little bit feminist, only that the reformist nature of the project is explicitly recognized. At least to that extent, the Review is hardly a radical polemic. But that may not be the impression that much of the mainstream (male) media has given.

The report itself is an analysis of certain areas of the criminal law which are of particular interest to women. It deals with substantive offences and defences, criminal procedure, evidence and sentencing as they affect women in particular. The analysis is feminist: that is to say, the underlying and expressly stated premise of the review is that (1) women live in a patriarchal society, subject to male domination and control; and (2) this is not the way things should be. Furthermore, expression is given to a range of feminist viewpoints. Where there have been a variety of feminist analyses in any particular area, these are canvassed. However, much of the territory is relatively unexplored in terms of feminist analysis, so in many respects this is a pioneer work.

The report attempts to point out those areas of the criminal law which contribute to the subordination of women in society; it also points out those ways in which the law fails to alleviate women's subordination where it could do so. Such an inquiry is particularly relevant since section 15 of the Charter, the Equality Rights section, came into force, guaranteeing men and women "equal protection and equal benefit of the law".

The law as it now exists is quite literally a man-made product. It is the result of centuries of males (as legislators and judges) making the law. Litigants and lawyers have traditionally been male as well. Furthermore, it is well-known that legislatures often respond to powerful lobby groups, usually representing the interests of privileged, wealthy males. Women historically have not been a part of the law-making process. Until recently they had no voice in electing those men who made the law, and of course no women sat on the bench. (Legally, in certain circumstances, women were not even considered to be "persons".) Neither have women, as a rule, possessed the financial means necessary to bring their concerns to court. Thus the law we have at present reflects male values and protects male interests.

It is for this very reason that the Feminist Review is so extraordinary: it is a female perspective on a heretofore exclusively male domain. Thus it is a delight to hear women's voices speak articulately and thoughtfully about the concerns of women in an area where men's voices have predominated. Furthermore, the forum in which they speak is "mainstream" and "legitimate". The Review is a government publication, available free of charge from Communications Unit, Status of Women Canada, 151 Sparks Street, La Promenade Building, 10th Floor, Ottawa, Ontario, K1A 1G3.

Perhaps the "legitimacy" of the forum in which the Review appears explains in part the controversy it seems to have engendered in certain circles. Feminism suddenly has received the government's stamp of recognition, if not approval; and perhaps this is threatening to those who would prefer to view feminism as peripheral and ephemeral - a radical lunatic fringe movement. Suddenly it is a force to be taken seriously. The federal maple leaf logo is right there on the cover of the book.

Some Proposals for Reform

Many of the more innovative recommendations of the report were not reported by the media. The proposed defence of economic necessity seemed to offend a certain over-developed sense of the sanctity of private property, and hence was widely reported, although it takes up only half a page in the Review itself. Other proposed reforms of profound significance to women were not similarly emphasized.

An interesting example is the review's analysis, from a woman's perspective, of offences involving different types of speech. The report recommends there be no such offence as "an affront to the judiciary". That is to say, roughly, the offence of contempt for criticizing judges should be abolished. Women have a special interest in this because practically all judges are male and may well demonstrate bias against women, even if unconsciously. Therefore, it is important that women have the freedom of expression to make their concerns known without fear of being cited for contempt.

Likewise, the report talks about the types of speech that are criminal, such as contempt, hate propaganda, sedition, perjury, and public mischief. The point is made that those forms of speech which are not criminal get a sort of negative protection. (What is not expressly prohibited is permitted.) These forms of speech fall under the rubric of "freedom of expression".

Who are the groups that are protected from abusive speech by the Criminal Law? Judges are one group. Also, it is a criminal offence to incite hatred against people of a particular race, religion or ethnic origin. However women are not among the groups who are protected from abusive speech; it is not a criminal offence to incite hatred against women, through pornography for instance. Why, if we value freedom of expression, should it be women who bear a disproportionate share of the costs of that freedom?

The analysis does not stop there, however. The report recognizes the danger of creating an offence for inciting hatred on the basis of sex. Such an offence might well be used against women: feminists might be charged with inciting hatred against men. (To see the wisdom of such caution, we need only look at how section 15 of the Charter has been used so far by the courts to strike down legislation intended to alleviate women's subordinate status in society.)

Of course, the issue of abortion is addressed, where the feminist position is well-known. The report recommends total repeal of offences related to abortion. The analysis here is profound and many-faceted. It links the issue of abortion to "the broader question of sexuality in a context of gender inequality". The report does not say that abortion should be decriminalized because it is a good thing. On the contrary, it suggests that in a totally

feminist world there might be no abortion. It simply recommends that the power to decide this question be taken away from the state and from the doctors, and given back to women.

Reaction of Justice Minister Crosbie

It was rather disappointing that Justice Minister John Crosbie immediately dismissed the Review's recommendations on abortion and economic necessity. One purpose of this report is to open up public debate on the issues, yet Mr. Crosbie seemed to foreclose debate along with any possibility of those particular reforms being embodied in law. This seems at odds with the necessity of sensitizing Canadian society to the realities of women's lives, experiences and perspectives. Such a sensitivity would seem to be a pre-requisite to any real equality. One is led to wonder about the motives of a government that will ask for women's views on law reform, but then dismiss them immediately out of hand.

Furthermore, Mr. Crosbie stated that a defence of economic necessity would leave a huge hole in the law. If what he says is true, it is a terrible indictment of Canadian society, because it means that there are people in Canada who have to steal in order to acquire the basic necessities of life. The defence of economic necessity does not mean it is all right to steal if you are poor; rather it means that you would have a defence to theft if you stole to acquire the necessities of life (such as food) if there were no other alternatives available to you and if it were the lesser of two evils, e.g., starve or steal.

Psychological Research Called for in Review

Certain aspects of the report may be of particular interest to psychologists. The Review recognizes that research by psychologists is needed in certain areas of the criminal law before specific proposals can be made. For example, one such area relates to the partial defence of provocation in charges of murder. Is it "reasonable" that a woman lost control in a certain set of circumstances? These circumstances might be different from those in which a man might "reasonably" lose control; but due to the prevailing male perspective, a female accused's actions might not be seen as reasonable. What is the normal amount of self-control against which the accused's conduct is to be measured? Research is required into what words and actions are provocative from a woman's point of view, causing women to lose their self-control.

With respect to the offence of contempt for refusal to testify (either out of fear or in order to protect the accused), the Review likewise calls for more research. For example, a woman may be prepared to sacrifice herself to protect someone she loves. The work of Carol Gilligan on the differing patterns of moral development between men and women shows that more women than men tend to equate "good" with "self-sacrifice". "How should the law respond to this difference? ... Research would be useful ... on the way women and men identify the moral dilemma of testifying against a close friend or lover". The report emphasizes this as a crucial issue, since "if the law could be detected as punishing women for doing what they believe to be the 'good thing', then the law itself should be questioned as representing the moral standards of a minority".

The analysis which the Review undertakes is both broader and more profound than this brief summary suggests. It is thought-provoking reading. Those with an interest in the subject should send for a copy; it reads easily and is understandable to a non-lawyer. (This fact has been verified by a non-lawyer

friend who read the report and said she felt like "a light had gone on".) I would discourage anyone from relying on the media's coverage of it, including this article.

Tell your Member of Parliament to read it, too.

Health Issues

Contemporary Women's Health: A Nursing Advocacy Approach, edited by Janet-Griffith-Kenney, Don Mills, Ontario: Addison-Wesley Publishing, 1986. 500 pp.

Reviewed by: Deborah L. Tamlyn, B.N., M.Ed., School of Nursing
Dalhousie University, Halifax, Nova Scotia

The major contribution of this text is the provision of an updated consideration of a wide variety of women's health issues. It also deals with the shared concerns of nursing and feminism and makes a strong plea for nurses and other health professionals to view their role in health care as being that of an advocate.

An advocate is seen as having an open-minded and respectful attitude toward the client. This involves listening to women's concerns and proposed solutions without imposing one's own attitudes, values and beliefs.

While the advocacy approach seems a worthwhile goal in many respects, it is question begging as to what should be the appropriate response of health professionals when a client views them as the informed experts and wants to have a relationship that reflects this belief. Should the nurse attempt to change a woman's beliefs about health care when they reflect passivity and dependence?

The book aims to encourage nurses to reevaluate their interactions with female clients. This is a worthwhile goal but could have been assisted by a frank discussion of factors which continue to prevent this from happening on a wide scale.

Consideration of the attitudes and values perpetuated in nursing education would be helpful. Guidelines are needed to assist nurse educators to effect change via the education of appropriate attitudes. Future nurses need to challenge the existing stereotypes concerning the client's role in health care and to become effective agents for change.

Finally, the book presents a refreshing view that women have a right to make informed choices concerning health care alternatives but it does not go a step further and deal with how one breaks down the barriers to this kind of model. A section written by women as recipients of health care who deal with the biased attitudes of health professionals on a daily basis would have added much to the discussion. Too often the viewpoints of women go unheard.

Overall the book makes a valuable contribution in providing comprehensive and thought-provoking consideration of many women's issues including substance abuse, rape, lesbianism, single motherhood, widowhood and many others. It should provide a useful resource to a variety of professionals interested in women's health issues and the development of an advocacy approach to health care.

Coping When Life Is Threatened, by Karin M. Buchanan, Regina, Edmonton: Weigl, 1984, 117 pp.

Reviewed by: Barbara Keddy, Ph.D., School of Nursing,
Dalhousie University, Halifax, Nova Scotia

Karin Buchanan reports that her book grew out of her personal experiences as a medical social worker. The topics she discusses are related to serious illnesses, accidents, death and dying; the illustrations are sad and poignant. While these experiences are common ones for many social workers, other health care professionals and counsellors are exposed to these daily problems as well. For that reason her book is extremely relevant to a wide range of professionals.

Ms. Buchanan has not attempted to fit the clients she discusses into tight compartments. Instead, she discusses various forms of responses to stresses which are highly individualized and cover a wide spectrum of coping mechanisms. This book not only provides rich clinical information about various aspects of dealing with stress, but it also provides the reader with useful and pertinent intervention strategies.

Her book is written about material which most of us find difficult to confront and generally avoid. Yet it is fascinating reading and allows the reader the rare opportunity for asking themselves, "How will I cope when it is my turn?". A useful contribution to the dearth of literature about life threatening illnesses.

Fiction

The Elizabeth Stories by Isabel Huggan, Ontario: Oberon Press, 1984, 184 pp.
Bottled Roses by Darlene Madott, Ontario: Oberon Press, 1985, 112 pp.

Reviewed by: Sandra Winter, Halifax, Nova Scotia

The Czech writer Milan Kundera has said that the best novels do not merely confirm what we already know but uncover new aspects of existence.

In The Elizabeth Stories, Isabel Huggan has layered the images of our commonality to give fullness to the recognition of ourselves. "What we both sought, we found in the cards - the solace of rules and the thrill of tampering with chance. Here, at last, I could exert some influence over whatever fate dealt me".

Huggan, in what I suspect is eight highly autobiographical short stories, threads her Elizabeth through the rules and chance taking of each vignette with the self consciousness of a mother leading her child through a difficult public appearance. At times Huggan allows the narration to come from the child, "...and I knew I was supposed to be feeling something, love or sadness, but I longed only for time to move more swiftly". But more often the experience is presided over by the analysis or interpretation of the anxious adult who wants the reader to have a sympathetic understanding of the child's choice of action.

The moments in the Elizabeth Stories that feel important are told using layers and layers of metaphor, the literary device becoming lost in the complexity of the images. The reader is left with a sense of having passed a timeless and unspeakable threshold, experienced the "repetition of an ancient dream" couched in experiences of girls and women.

One of the stories, "Secrets", speaks of the sisterhood in "duplicity ... necessary, as natural to [women's] existence as breathing"; of electrolysis treatments to "pluck out" the "shared faults"; of the knowledge that societal rules allow the veneer of civility to mask and protect the secret and more important rituals of the town of Garten's girls and women.

"Jack of Hearts", to my mind the strongest of the stories, tells of a school play in which Elizabeth, because of her large size, must play the male lead. On one level the situation forces her to consider her sex and sexuality. "It was as if I had touched with my toe a hidden switch that suddenly made visible, as far as the eye could see limits and lines and boundaries over which one could not transgress without great danger and pain. There it was, for the first time, the minefield of sex". Simultaneously Elizabeth must deal with her family. Her father having always wanted a boy, saw triumph in her male role. Her mother, having always wanted a girl was devastated by the type of girl Elizabeth was and would have been much happier as the mother of "Trudy, whose blond curls were perfectly set off by the apricot of her dress". Elizabeth takes the only avenue affordable to her and finds "comfort in solitude", and poker!

The confiding nature of the Elizabeth Stories requires of the reader a swapping of parallel stories from one's own life. I am unconvinced that the author has done more than rework old themes in a sweet and engaging manner, and warm my heart. Still, as a summer read, women especially will find a friend between these covers and more than occasional glimpses of ourselves "preparing for that final escape".

Darlene Madott in Bottled Roses at least pushes the limits, if not uncovers new aspects of existence, to define a woman in a more impersonal context. Madott's success is derived from what she does not say. The spaces between the words are fraught with meaning that can only be brought to reality when blended with the reader's own history. Madott has detailed the parameters, we fill in the gaps. We are asked to draw our own conclusions. In contrast to the warm familiarity of Elizabeth's predicament, we are often alienated from Madott's nearly nameless character by her desperate vagueness of action. Madott does not nurture her character but challenges her (and us) to look for our own answers as to how she (and we) fit into our life path. Analytically a better book if we go for Kundera's definition, but for my taste to be reserved for more pragmatic days!

(please post)

EMPLOYMENT OPPORTUNITIES

Department of Educational Psychology, Assistant Professor Counselling and School Psychology Program

Applications are invited for a tenure track position at the Assistant Professor level with specific duties in counsellor education in an Educational Psychology context. Candidates must have a Ph.D. or equivalent. Candidates must also have proven clinical skills plus the ability to formulate, design, conduct and report counselling research. Expertise in multivariate technique and longitudinal design would be a distinct asset. Only applicants who have documentable interest in issues pertinent to the counselling of women will be seriously considered. An eclectic perspective versus a narrow theoretical commitment is desirable. School-related experience and/or a teaching credential or eligibility for same would be an asset. Applicants should possess qualifications in an allied field such as school psychology or developmental psychology. Duties will accent teaching, clinical supervision, course development, and both master's and Ph.D. thesis advisement.

The salary range for Assistant Professor is currently \$30,316 to \$43,780.

Closing Date: June 1986 or sooner depending upon quality and quantity of applicants.

The availability of this position is subject to funding approval.

Letters of application with **curriculum vitae**, article reprints, the names of three referees and records of relevant work should be sent to:

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T6G 2G5