

Margaret  
Cuninggim  
Women's Center

## Women in science; women and science

*Sheila Tobias, feminist scholar and author, will speak at Vanderbilt March 21 and 22.*

In 1983 Barbara McClintock received a Nobel Prize for her work in biology. But despite her reputation during a long, productive life, she did not have opportunities for regular tenure-track jobs at major research universities. Being a woman excluded her from such posts.

Worse yet, as Evelyn Fox Keller documents in her book about McClintock, her most penetrating observations about the interrelations between genes and their environment were not taken seriously by her colleagues. It flew in the face of their then dominant paradigm, namely that DNA is the "master molecule" driving the systems in which they operate.

McClintock's insistence that those systems actively "cooperate" with their genes was taken to be a flawed and "feminine" view, a challenge to the notion that biological systems can be understood largely in terms of "command and control."

McClintock's story has become

both the stimulus and a metaphor for a far-ranging feminist critique of science. Going beyond simple discrimination against women which is, today, illegal (though exclusion is still practiced in not-so-subtle ways), feminists like Ruth Bleier, Jonathan Cole, Keller, Donna Haraway, Ruth Hubbard, and many others, are engaged in a "feminist critique of science" which holds that not only is male-dominated science bad for women; it is also bad for science.

The point is that while many women scientists are succeeding in what is still a male-dominated environment, many are not. Of 2,000 "typical" male and 2,000 "typical" female students tracked by the Na-

tional Science Foundation in 1985, only 280 men and 220 women typically complete sufficient mathematics in high school to be eligible for a technical career. After taking their first introductory courses in college, the gender gap widens still more. By sophomore year, only 140 men and 44 women remain still committed to science. And of these only 46 men and 20 women will receive the Bachelor's degree in those fields. Further attrition takes place in graduate school, so that of the original 2,000 students in each group, only five men and one woman achieve the Ph.D. degree in some field of the natural sciences or engineering.

These data can be interpreted in two ways: either, that women don't have the staying power or the "scientific intelligence" to stick with science; or, that science does not know how to appeal to and to nurture women's talent. Despite their commitment to pursuing truth in their research, wherever it might lead, many mature scientists are singularly unrigorous in their thinking when it comes to sorting out the puzzle as to why more women do not stick with science. Projecting backward from their own experience,

they expect the "best" science students to have "discovered" science at an early age, to have enjoyed the cutthroat competition of the weeding-out process, and to rise, as they did, like cream to the top. They are surprisingly insensitive not just to issues of gender, but to issues of competition, isolation, the intellectual barrenness of introduc-



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## Science (continued from page one)

tory courses, the need for female role models in science, and to their own prejudicial assumptions about whether marriage and family life can be pursued along with a scientific career.

Research is beginning to challenge the predisposition of scientists to dismiss those who do not "make it" in science as simply "not good enough." Attempting to answer the question, "what makes science hard?" my research enrolls indisputably intelligent faculty and graduate students from fields other than science into short and full-term introductory courses in science. While they are grappling with the material, they are expected to keep journal records of their observations. It turns out that a wider variety of learners, including philosophers, economists, creative writers, anthropologists, and classists, can do well in introductory science, better than most scientists believe. But it also turns out that they find the courses to be technique-driven and, as a result, uninspiring, infantilizing, unintellectual, and failing to play to their "strengths." They want less attention to "how much" questions, more attention to the concepts and theory.

Describing these students as "not dumb but different," I argued in a recent book that they constitute a "second tier" of would-be science majors who are being systematically lost to science. They could do science but they find science "packaged" in ways that leave them unsatisfied. And, since they have other options, they are choosing not to do science. In a way, I am like my subject matter. I am trying to get science faculty to understand that teaching science is not just a matter of "command and control," but involves the cooperation of students who have minds and learning styles of their own. One of my student stand-ins, after doing very well in introductory physics, concluded that while her IQ was sufficient to do physics, her OQ (obedience quotient) was too low. She wanted to "interact creatively" with the material she was learning and

found, instead, that in problem-solving, she was expected to "mimic the instructor's method." "There was precious little room for interpretation," she writes. "We were never examined on the big picture on either homework assignments or exams. Nor, were we asked to comment or to explain underlying principles." For her, introductory science was presented as "a well-worn path of problem after problem to solve, without any opportunity to observe the structure of science and the way science and mathematics relate more generally." She wanted to, but didn't get a chance to exercise her "curiosity and critical thinking powers."

My argument, then, is not that women need an altogether different science course any more than they need an altogether differently structured science career. Rather that women (and most probably minority males and females as well) will disproportionately benefit when science teaching is improved and when the route to professional science is made more humane.

(continued on page seven)



## It's your health Alternatives to hysterectomy

Charlotte Frankel

Women need to know that there are less drastic alternatives to the widely performed surgery which removes the uterus (hysterectomy) and ovaries (oophorectomy). These operations can profoundly affect a woman's health and quality of life. Removal of the ovaries abruptly cuts a woman's production of estrogen, increasing her risk of osteoporosis and heart disease and sometimes causing loss of libido, vaginal dryness, and depression. Among themselves, doctors refer to the oophorectomy as "castration."

Is there a "hysterectomy epidemic?"

How widespread is this major surgery? By the age of 60, one woman in three has had a hysterectomy. It is the second most common surgery performed on American women (after Caesarean section). This year some 65,000 women, most of them between the ages of 35 and 45, will have their uteruses surgically removed in a "while you're at it" procedure done, in theory at least, to reduce the risk of cancer, according to Jane Brody, medical writer for *The New York Times*. Many of the problems for which these operations are advised can be treated more conservatively with hormones or other methods. Some of these conditions cease naturally at menopause.

Some medical experts are concerned that the removal of these organs will be even more widespread as new techniques like laparoscopic surgery, in which tiny incisions are made through which a miniature camera and narrow lighted operating tools — lasers or miniature scalpels — are introduced. The complication rate is lower and the recuperative period is shorter than with the standard operation, which involves major abdominal surgery and weeks of recovery, says Brody.

The five main reasons for performing hysterectomies are:

- Fibroids, benign tumors of smooth muscle tissue within the uterus. Fewer than one in 1,000 becomes cancerous.
- Uterine prolapse, a sagging of the uterus caused by stretched pelvic ligaments.
- Endometriosis, in which tissue from the uterine lining escapes and grows in and around other tissues and can cause painful menstrual periods.
- Endometrial hyperplasia, an overgrowth of the tissue lining the uterus.
- Cancer of the uterus or ovaries is the final major reason for hysterectomy and is the only reason not considered elective, according to Brody.

The Hysterectomy Educational Resources Services (HERS) Foundation was founded in 1982 to provide information to women about the alternatives and consequences of

(continued page three)

# *Speaking of women . . .*

*Lynda Phillips-Madson is Associate Dean for Administration at the Owen Graduate School of Management. She was interviewed by Anita Linde, Activities Coordinator for the Office of International Services.*

When Lynda Phillips-Madson was a young girl, she had the good fortune not to be suppressed by the traditional Southern culture of which she was a part. The first child and only daughter in a predominantly male family, Phillips-Madson was able to eschew the rigid formula for the "proper" feminine behavior, and instead rode horses and shot rifles alongside her younger brothers. Undaunted by the common customs of her day, she did not hesitate to contribute to dinner table discussions about political and social issues. Though she herself delighted in such physical and intellectual freedom, other members of her family were considerably less enamored of her behavior. Indeed, Phillips-Madson now recalls that she considered it a compliment when her grandmother observed, "You're worse than Eleanor Roosevelt!"

Phillips-Madson has been at the Owen Graduate School of Management since 1982, during which time she has witnessed encouraging changes in the status of women, both from an administrative and from a faculty perspective. The number of women faculty at Vanderbilt has increased noticeably over the past nine years, as has the number of women in decision-making positions in the administration. However, Phillips-Madson believes that further recruitment of female faculty should remain a priority, as should the selection of women for tenured positions.

In her work with Owen's women students, who make up approximately one third of the overall Owen student population, Phillips-Madson fosters the development of support networks which offer opportunities for professional and personal growth.

She points in particular to her contact with women students in the executive MBA program and the newly-organized, student-led Women in Business association, which actively programs events designed to enhance the experience of Owen's female students. Last month, for example, the Women in Business organization helped to sponsor a Diversity Symposium designed to bring nationally-known businesswomen to the Vanderbilt campus to conduct leadership development workshops for Owen students.

While honing of leadership skills is crucial to the future success of women business students, equally important is the creation of strong professional networks after graduation, according to Phillips-Madson. She thinks the "real world" continues to be wrought with sexual inequities, though she is quick to point out that the situation for women in business and industry has improved consistently over the past few decades.

When asked to comment on a recent *Business Week* article that reported a 12% differential in the salaries that female and male MBA-holders earn after their first year of graduation, Phillips-Madson's response was, "Really? Only 12% less? That's great!" She contrasts these figures with the national average, which reflects female earning power at 65 cents for every male dollar. "If, in fact, that differential is accurate, we're way ahead of the national trend," she is pleased to note.

At present, Phillips-Madson is writing a book due out in 1993 entitled *Women in Slow Motion: Work and the Distribution of Power*. The book will document women's contributions to the U.S. labor movement. Her research, she says, has been like an archaeological dig, in which she has had to "exhume pieces of history" that have long been buried and ignored. The time it has taken her personally to "re-discover" the role of women in the labor movement is mirrored by the time it has taken to im-



*Lynda Phillips-Madson*

prove the condition of women in industry and business. Phillips-Madson hopes her work, in illuminating both the pitfalls and progress of the past, will give women hope for a brighter future within the "powerful world of commerce." ■

*(continued from page 2)*

## **Hysterectomy**

hysterectomy. The organization has an extensive medical library with more than 3,000 articles from scientific and medical journals available to any caller for a fee of \$2.25.

HERS has counseled more than 19,000 women whose doctors have recommended hysterectomy. These calls have come from throughout the United States and abroad.

Of the women HERS has referred to gynecologists for a second opinion about hysterectomies, ninety-eight percent did not in fact need the operation, according to Foundation president Nora W. Coffey.

HERS can be reached at 422 Bryn Mawr Avenue, Bala Cynwyd, PA 19004. HERS offers a telephone counseling service to help answer questions. Interested women may call HERS at (215) 667-7757 between 9:00 a.m. and 5:00 p.m. to schedule a telephone counseling appointment. Telephone appointments are scheduled for Monday-Friday, 9:30 am. to 12 noon EST. There is no charge for counseling. ■

**"Crisis in the Work Force: Help Wanted"**

is a public information campaign about education, jobs, and competitiveness sponsored by Vanderbilt University, the *Nashville Banner*, and Channel 5, in cooperation with the Business-Higher Education Forum, the Public Agenda, and the Business Roundtable.

You will be hearing a great deal about this project for the next six weeks, on television, on campus, and reading about it in the *Nashville Banner*. *Women's VU* encourages readers to participate in the discussion groups that will be held around the city; to attend the Town Hall Meeting on March 20, and to fill out ballots.

**What does this have to do with women?** We hope readers will ask that question and seek answers throughout the campaign. Here are a few facts to stimulate questions about the connection between concerns about America's education/employment problems and women:

*Almost two-thirds of current workers read below the 9th-grade level, but most jobs demand a 12th-grade reading level.*

**Fact** More girls than boys graduate from high school and go on to college, yet hourly wages for women with three years of college average less than hourly wages for men who have not completed high school.

**Fact** Women are employed primarily in only six different occupations.

*U.S. immigration laws were recently changed to allow more foreign scientists, engineers and*



*other high-tech professionals into the country because companies can't find enough Americans with the right training.*

**Fact** American women earned between 10% and 11% of bachelor's degrees in engineering in 1985. Since then, the percentage has declined.

**Fact** In 1986 women earned between 13% and 14% of bachelor's degrees in physics. Since then the percentage has declined.

**Fact** In 1984 women earned 35% of bachelors degrees in chemistry. That percentage has since declined.

**Fact** In 1987 American women earned 6.5% of doctorates awarded in engineering; 14.4% of doctorates in computer science; 16.9% of doctorates in mathematics; and 16.7% of doctorates in physical sciences. At the same time, students from other nations earned 50.9% of engineering doctorates; 39.7% of doctorates in computer science; 47.6% in mathematics; and 29.5% in physical sciences.

The Final Report of the Task Force on Women, Minorities, and the Handicapped in Science and Technology (1989) entitled *Changing America: The New Face of Science and Engineering*, calls upon the entire nation to encourage women, minorities, and persons with disabilities to pursue education and careers in science and technology.

In an interview last summer, MIT's President Paul E. Gray observed that women comprise more than a third of their undergraduate students today — compared with between sixteen and eighteen percent ten years ago. Asked about the relative performance of female and male students, he said: "Our admissions office indicates that SATs slightly underpredict the actual performance of women and slightly overpredict that of men."

"Perhaps more importantly, MIT studies show that even though MIT women have slightly lower math scores, they perform as well as men in

final exams and have a higher graduation rate — around ninety percent."

President Gray echoes a widely-held opinion when he suggests that the best way to recruit more women in science and engineering to schools like MIT is to be sure that female high school students take at least three years of science and four years of math.

*For more information write or call the campaign office: Help Wanted, 405 Kirkland Hall, Nashville, TN 37240, 343-3929.*

Quip from "Marginalia," *The Chronicle of Higher Education*, February 20, 1991

Note in *Dollars for Scholars: Barron's Complete College Financing Guide*:

"Women can expect to earn less than their male colleagues in some job positions. Be careful when borrowing because you will have less money to repay your student loans than your male friends who have borrowed."

*Demonic, if you ask us.*

Quotes from 1990 *Nashville Needs Assessment*, A United Way of Middle Tennessee initiative.

- One in four females will be sexually abused before her eighteenth birthday.
- In 1988, Tennessee had the eighth highest teen pregnancy rate in the nation.
- Of those age five to seventeen in Davidson County, twenty-five percent are at risk of not making a successful transition into adulthood.
- In 1988 there were 3,394 domestic violence warrants filed.
- In Tennessee one out of every six children lives in a single parent family.
- In 1988, there were 24,643 caretakers and children receiving AFDC [Aid to Families with Dependent Children] benefits. Of those caretakers, 87.2 percent were unemployed.

# Women's History Month

## Women's Center events

Call 322-4843 for further information on the programs listed below.

*National Women's History Month has roots that extend back through the nineteenth century, although Congress first proclaimed March as Women's History Month in 1987 and then passed Public Law 100-0 designating March of every year as National Women's History Month.*

11 (Monday)

Book Group will discuss *Women Folks Growing Up Down South* by Shirley Abbott. Jane DuBose facilitator, 5:15 to 6:15 p.m., Godchaux Living Room.

19 (Tuesday)

Noontime Seminar: Sexual Politics in Revolutionary Cuba. Cathy Jade, associate professor, Spanish, 12:15 to 1:15 p.m., Divinity G23.

21 (Thursday)

"What Makes Science Hard?" Public lecture by Sheila Tobias, author of *Overcoming Math Anxiety* and *They're Not Dumb, They're Different*, 8:00 p.m., Furman 114, reception 109.

22 (Friday)

Schlafly Effect, lunch with Sheila Tobias, noon until 1:30 p.m. University Club, \$10, reservations by March 20. (See article column three, this page.)

*See page six for additional programs in honor of National Women's History Month.*

Sheila Tobias, speaker for March 21 and 22 programs, is an advocate of mathematics and science literacy and a pioneer in the diagnosis and treatment of "math anxiety."

Herself a non-mathematician or scientist, indeed an admitted avoider of these subjects for most of her adult life, Tobias is best known for her work in women's studies and in efforts to achieve educational and occupational equity for women and minorities.

Tobias was educated at Harvard-Radcliffe in the 1950s and Columbia University in the 1960s where she earned an M. Phil degree in European history and literature.

Her interest in mathematics avoidance grew out of her concern for continuing occupational segregation of women and minorities of both sexes during her tenure as Associate Provost of Wesleyan University after it went co-ed in 1970.

At Wesleyan, she co-founded a math anxiety clinic. She wrote more than fifty published articles on the subject and the wide-selling book *Overcoming Math Anxiety* (published in 1978).

Since that time, she has turned her attention to avoidance and failure of otherwise intelligent students at learning science.

Sheila Tobias makes her home in Tucson, Arizona where she is a Visiting Scholar in Political Science and teaches part of the year both at the University of California, San Diego and at University of Southern California in Los Angeles.



## Schlafly (Phyllis) effect

*Sheila Tobias*

She's a lawyer but she's never taken a case to court. She's a consummate politician but she's never been elected to office. She is a full-time workaholic but she argues the right of women to stay home and mind the house. When the world of men denied and defeated her, she created a women's-only constituency for herself and for the Reagan revolution. But she won't call herself a feminist.

What she is is a phenomenon and what she wrought in the 1970s and 1980s was a devastating blow to the Equal Rights Amendment, forging an argument feminists neither expected nor were able to counter, namely, that women's liberation is really "men's liberation" (from the point of view of the dependent spouse), and that women do not want or need equal rights. Instead, they need protection.

When women today say, "I'm not a feminist, but..." they are unwittingly echoing a view of feminism that Phyllis Schlafly invented and made politically potent. That view cries out for a feminist analysis.

In fact, the forces that shaped Phyllis Schlafly's life could have made her a feminist. The way I read her biography shows that Phyllis Schlafly experienced the same frustrations (a career slowed down by men), the same epithets (she was called on more than one occasion an "uppity woman"), and the same anger that drove other women of her generation into the feminist camp. Why she didn't become a feminist and why, instead, she forged an anti-feminist political movement of her own are the subjects of my lecture at Vanderbilt and of a book in preparation.

*To hear more on this subject and meet the author, come to lunch at the University Club on Friday, March 22. Fee \$10, reservations needed by March 20.*



*Sheila Tobias*

(continued from page five), *National Women's History Month*  
Additional events planned by other groups.

March 4-8 (*Monday-Friday*)

**Nashville Tech Second Annual Women's History Month Art Exhibit**, art works produced by Nashville women. Reception to honor artists, March 6, 11:00 a.m. to 1:00 p.m., Library Solarium, Nashville Tech. For more information call 353-3269.

March 7 (*Thursday*)

**Career Seminar for Women** undergoing a career transition or wanting to make a change, Nashville Tech, room L-112b. Cosponsored by YWCA and Nashville Tech Student Development Center.

March 9 (*Saturday*)

**9th annual Nashville Sings for Choice**, 8:00 p.m. Call TKALS, 327-0821 for tickets.

March 14 (*Thursday*)

**Antoinette Brown Lecture:** "A Womanist Interpretation of Goodness in the Face of Manifold Evil — Sacred Rhetoric In An African-American Text." Katie G. Cannon, Associate Professor Christian Ethics, Episcopal Divinity School, Cambridge, MA, 7:00 p.m., Benton Chapel. Sponsored by Office of Women's Concerns, Vanderbilt Divinity School.

March 16 (*Saturday*)

**Athena Award Ceremony** at the Parthenon, 6:00 - 8:00 p.m., registration fee \$10. For more information call the 24-hour number, 333-8655.

March 27 (*Wednesday*)

**Descent to the Goddess** is a play that explores the changing landscape of women's lives. The play follows Everywoman/Inanna on her journey into the underworld and speaks strongly to each woman who longs for a spiritually alive feminine self.

*Descent to the Goddess* updates the myth as it chronicles a week in the life of a career woman who retreats into her apartment and finds herself facing the gates of her own memories and fears. It will be performed by The Road Company of Johnson City, Tennessee, 8:00 p.m., Underwood Auditorium. Free. Sponsored by the Students for Women's Concerns.

March 28 (*Thursday*)

**Bulgarian State Female Vocal Choir**, part of the Seventh Annual International Festival, 8:00 p.m., Langford Auditorium. Sponsored by Sarratt Great Performances.

## News quotes

Eating club at Princeton must now admit women

The Supreme Court refused to consider an appeal by the only remaining all-male eating club at Princeton University. The club sought to continue excluding women as

members.

After a 12-year legal battle, the court let stand a decision by a New Jersey court, which had ordered the Tiger Inn and the Ivy Club — which was then another all-male eating club on the campus — to open their membership to women. The Ivy Club has since admitted 15 women.

Sally Frank, a Princeton graduate, filed her original complaint against the Ivy Club and the Tiger Inn in 1979, charging that their all-male membership rule discriminated against women.

Jacquelyn Savani, a spokeswoman for Princeton, said the Tiger Inn had announced it would allow women to participate in its next "bicker," the process by which it admits new members.

The Ivy Club filed a separate lawsuit in federal district court saying that Ivy members' right to freedom of association had been violated. That lawsuit is still pending.

*Chronicle of Higher Education*,  
January 30, 1991

Military women fight war of sexes:  
They want training, not exemptions

by Rochelle Sharpe  
*Gannett News Service*

The Defense Department's committee on women seemed more disturbed by sex differences in hand grenade training than by the military's child care policies.

The group's executive committee unanimously endorsed the department's current family regulations, which require single parents and married couples with children to serve with their military units in the Persian Gulf.

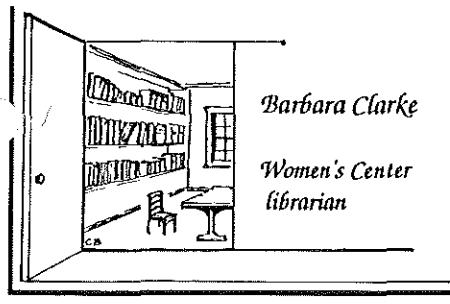
"We've worked tirelessly to get equal opportunities for women to serve and we do not want those opportunities set back," said Becky Costantino, chairwoman of the Defense Advisory Committee on Women in the Services.

Reassignment occasionally occurs. And when child care problems arise, soldiers can get short-term emergency leave to make new arrangements.

The committee seemed more disturbed by the Marine Corps' policies on rape and hand grenade training. Female recruits must take lessons on avoiding rape, but male recruits get no lessons on why they should not commit rape. Committee members also called sexist the lessons female recruits take on makeup application and poise.

And while men train with live grenades, women only throw grenades that don't contain explosives.

*The Tennessean*,  
February 12, 1991



Barbara Clarke  
Women's Center  
librarian

## In the library

### Two new biographies

*Balm in Gilead*, a charming biography of Dr. Margaret Lawrence, was written by her daughter, Sara Lawrence Lightfoot, who is an eminent sociologist.

Margaret Lawrence was born in 1914 into a middle-class black family; her mother was a teacher and her father was an Episcopal minister. Margaret spent her childhood in the South, and by the time she was in her early teens she had decided to become a doctor. As she was determined to obtain a good education, at the age of 14 she left her parents in Mississippi and moved to New York, where she lived with relatives and continued her studies. She excelled in high school and college, and was only the second black woman to be admitted to Columbia Medical School in New York. Margaret went on to become a pediatrician and she married a sociologist; they had three children.

From 1943 to 1947 the family lived in Nashville, where Margaret was the only woman teaching at Meharry Medical College; her husband taught at Fisk University. A black woman physician who was married and a mother was most unusual; the few female doctors then were usually white and single.

From Nashville, the Lawrence family moved back to New York, where Margaret went back to school and eventually became a well-known child psychiatrist, working both in New York City and in nearby Rockland County.

This biography was skillfully written by the second of Margaret's

three children. She goes into great detail about the history of both sides of the family, and discusses the racism and sexism her mother encountered through the years.

Margaret Bass will review this book at the April 9 Lunchtime Book Review.

*No Turning Back: Two Nuns' Battle With the Vatican Over Women's Right to Choose*, by Barbara Ferraro and Patricia Hussey with Jane O'Reilly, was recently donated to the library. Barbara Ferraro and Patricia Hussey were among the nuns who signed an advertisement that appeared in *The New York Times* in October 1984. The advertisement stated that there was a diversity of opinion among Catholics regarding the morality of abortion.

The book describes the lives of the two nuns from childhood in the northeast to their experiences as Sisters of Notre Dame. Barbara entered the convent in 1962 and Pat joined in 1967, and Barbara eventually earned a doctorate. In their work with women over the years both nuns became convinced that abortion is not always wrong, and they questioned the church's attitude toward women. Barbara and Pat did not meet until 1978, and discovered then that they shared similar ideas about abortion, birth control, and the position of women in the church.

The two nuns were running a daytime shelter for the homeless in Charleston, West Virginia, when they signed the newspaper advertisement. They were later told to publicly retract their statement or face dismissal from their order. The women did make a statement, but it was a pro-choice statement, and they began to speak publicly about their opinions. When the Sisters of Notre Dame finally decided not to dismiss the women, they felt free to resign, and they did so in 1988. They continued to run the Charleston shelter as laywomen.

This book gives an interesting insight into the traditional lifestyle of nuns. It shows how the life of women in such religious orders as this has changed over the past thirty years. ■

(continued from page two)  
**Women and science**

My colleagues in other fields of social science are aggressively challenging other assumptions about women and science. Sociologists Jonathan Cole and Harriet Zuckerman, for example, find that, contrary to many scientists' beliefs, the productivity of married women scientists (having the same research opportunities as men) is the same as men's. The key is not marital status but opportunity. When women hold tenured positions in research universities where outside funding is commonly available, they do just as well as men.

Indeed, once engaged in science, however difficult the career and paltry the rewards, women scientists are at least as devoted, committed and excited by science as are men. Vivian Gornick, a feminist journalist, selected one hundred working women scientists to study by talking to them and more importantly by following them around their laboratories for days at a time.

Her expectation was that she would find "their numbers insignificant, their positions uniformly subordinate, their personalities subdued, their minds safely conservative." But that expectation did not bear fruit, as she writes. She discovered, instead, "how passionate an enterprise science is — how like artists scientists are — and that hundreds of women (possess) the driving spirit, the pressing hunger to do science.... You could not keep them out of the human enterprise."

There was pain, but there was also a thrill in doing science that none of these women would ever have voluntarily done without. Most were married but one unforgettable older woman scientist, when asked by Gornick why she had remained single, said it all in one memorable phrase: "Never met a man as interesting as the work."

And that "work," feminist scholars and scientists believe, will be even better — more hospitable to outsiders in every sense of the term — when women are more fully represented in science. ■

# Announcements et cetera

Women's Center Advisory Board announces Kathryn May, associate professor of nursing, selected chair-elect at its February 6 meeting.

"Hetero and Homosexual Orientation" featuring Brian McNaught is this year's fourth program in the Opportunity Development Center's University Series on Valuing Diversity. McNaught is an author, lecturer, and long-time advocate for educating men and women about gay and lesbian issues. He will explore myths that manifest themselves through expressions of homophobia. In addition he will discuss an understanding of personhood between homosexuals and heterosexuals.

There are two different presentations on Tuesday, March 26. The morning session with McNaught is in the Walnut Room of the Hill Student Center on the Peabody campus. The afternoon session will be a panel discussion focusing on the religious aspects of homophobia and will be held in the Divinity School, room G23.

For more information and to register call the Opportunity Development Center at 322-4705 (V/TDD), FAX 421-6871.

Rape and Sexual Abuse Center (RSAC) is seeking volunteers to serve as telephone counselors on the 24-hour Crisis Line. Volunteers answer the Crisis Line from their homes, providing invaluable information, emotional support, and crisis intervention counseling to sexual assault victims and their families.

A twenty-five hour comprehensive training course will be held April 4-13. The training is on two Saturdays and three evenings. If you are interested in becoming part of this community service, call Ginger Miller at 259-9055 by March 20.

**A Woman's Place is . . . in the Curriculum** is a teacher training conference to be held in Sonoma County, California, August 5-8, 1991. This multicultural approach to women's history includes nationally-known guest lecturers, workshops on immigration/migration, multicultural appreciation, and demonstration of strategies and resources for integrating women into all areas of the K-12 curriculum. A complete brochure is available at the Women's Center.

Volunteer for the health of it! Studies have shown that volunteering helps to keep you healthy. Come to Volunteer Orientation on March 13 at 10:00 a.m. or 5:30 p.m. to learn more about the opportunities available at Vanderbilt University Medical Center. Call Aviva Gorstein or Candy Toler at Volunteer Services (322-2379) for details.

You can make a difference!

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1872

*"The Natural timidity and delicacy [of] the female sex evidently unfits it for many of the occupations of civil life."*

Justice Bradley, *Bradwell vs. Illinois*

1988

*"Despite the relative gains women have made over the last thirty years. . . there are still significant gaps."*

Supreme Court Justice Sandra Day O'Connor



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## Women's VU

Editor: Judith Tefft Helfer

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## Margaret Cuningim Women's Center

Vanderbilt University  
Franklin Bldg., West Side Row  
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