

## How sex gets in your paycheck

*Society still devalues historically female jobs*

by Ronnie J. Steinberg  
Professor of Sociology  
Director, Women's Studies program

President Bill Clinton proclaimed April 11, 1996, "National Pay Inequity Awareness Day." Why April 11? Because the average woman in a full-time job would need to work all of 1995, then continue working until April 11, 1996 to match what the average man earned in 1995.

In 1994, women working full-time and year-round averaged 72 cents for each dollar that men earned. In 1996, according to the Women's Bureau of the U.S. Department of Labor, the average full-time executive, managerial, or administrative woman earned only 67 cents to a man's dollar.

What do these pay differences add up to? The National Committee on Pay Equity estimated that in 1996 alone working women lost almost \$100 million. Over her lifetime, the average working woman loses about \$420,000 due to inequitable pay practices.

The wage gap between women and men declined significantly from 1975 to 1995, largely because of a drop in the average real wages of men. The most recent statistics indicate, however, that the gap is widening again. *The New York Times*, in a front-page article on Sept. 15, 1997, cited new figures which show that the wage gap has actually increased since 1995.

Some scholars argue that the difference in wages between the working woman and the working man is a function of the different characteristics each brings to the labor market

and of the different types of jobs each tends to hold. The evidence suggests otherwise. A 1982 report of the National Research Council of the National Academy of Sciences found that between one-third and one-half the wage difference between women and men cannot be explained by differences in their education or experience or in the requirements or responsibilities of the jobs they hold. Instead, the council concluded that what might be called the "femaleness" of a job gets taken into account when setting standards of compensation: not only do women do different work than men, but the work women do is paid less and the more an occupation is dominated by women, the less it pays. "Femaleness" actually lowers the wage rate of a job, independent of any other characteristics of that job.

When wages of specific historically female and historically male jobs are compared, the impact of "femaleness" is striking. Mail carriers earn almost \$10,000 more a year than kindergarten teachers. In one firm that was studied, bank tellers earned over \$4,000 a year less than shipping clerks. Licensed practical nurses earn \$4,200 a year less than photographers, even though the two jobs were evaluated as equally complex.

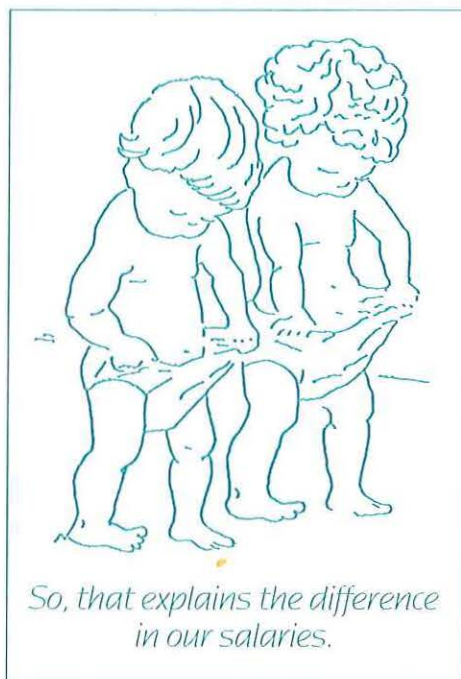
### Job evaluation

Job evaluation is the institutional mechanism by which sex gets into your paycheck.

Over two-thirds of all employers use some form of job evaluation to establish and justify their wage structure. Job evaluation is a set of procedures for systematically ordering jobs as more or less complex for the purpose of paying wages. Jobs are described and assessed in terms of their characteristics — usually grouped as relevant skills, degree of effort required, amount of responsibility, and extent of undesirable working conditions. Wage rates are based on these assessments of job content.

These traditional job evaluation systems were developed at a time when "Help Wanted" ads were still divided into "Help Wanted—Male" and "Help Wanted—Female." Not surprisingly, they are built on assumptions about job complexity that are saturated with gender bias.

Four major sources of gender bias remain in virtually every traditional job evaluation system available to employers today:



*continued on page 2*

## Sex in your paycheck *continued from page 1*

• First, the content of jobs historically performed by women has been ignored or taken for granted. To be paid for performing a job skill or responsibility requires recognition that it is part of the job. In most job evaluation systems, working with mentally ill or retarded persons is not treated as a stressful working condition, while working with noisy industrial machinery is.

• Second, job content is perceived on the basis of gender stereotypes. Evaluation systems confuse the content of the job with stereotypic ideas about the typical jobholder.

Margaret Mead and other anthropologists have suggested that the value of an activity may be lowered simply by its association with women. Social psychological experiments confirm these cultural observations. Why else would a dogcatcher's work be viewed as more complex than the work of a nursery school teacher in the U.S. Department of Labor's *Dictionary of Occupational Titles* until recently?

• Third, the content of women's work is recognized but, by definition, assumed to be less complex than that found in male jobs.

Compensation systems reward any type of financial responsibility. Few systems recognize as complex (and thus as valuable for purposes of compensation) responsibility for the care of troubled, sick, or dying patients. Most clerical positions are rated as being considerably less complex than

entry-level craft work. Requirements such as knowledge of grammar, ability to compose correspondence, ability to perform several tasks simultaneously, and knowledge of organizational shortcuts are not considered when measuring the skills necessary to perform clerical work. Craft jobs, by contrast, are treated as requiring certain types of "specialized knowledge." No rationale is offered for these definitions. But their consequences for the wages paid for historically female work are obvious.

• Fourth, some job evaluation systems treat content associated with female jobs in a way that actually lowers wages. The work is negatively valued. The more an incumbent is

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*"Why else would a dogcatcher's work be viewed as more complex than the work of a nursery school teacher?"*

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required to perform the content, the less the incumbent earns.

One study of the effect of "femaleness" on wages found that working with difficult clients actually lowered pay independent of other job content. Another study of a major university found that staff who worked with students actually lost pay for that specific aspect of their job.

### Toward pay equity

How, then, can we remove sex from our paychecks? Certainly, it will take

more than presidential proclamations in election years. It will also not happen only as a result of affirmative action, as important a goal as that is. Not all women are interested in moving into male occupations. We need competent and fairly paid employees to manage our offices, teach our children, nurse our sick.

In the late 1970s and throughout the 1980s, pay equity, also known as equal pay for work of comparable worth, emerged to address the wage discrimination that results from biased compensation practices. Pay equity broadens the earlier policy of Equal Pay for Equal Work. The 1963 Equal Pay Act prohibits employers from paying different wages to men and women who are doing the same or essentially the same work. Pay equity requires, instead, that dissimilar work of equivalent value to the employer be paid the same wages. It corrects the historical practice of paying less for equally valuable work performed by women.

By the end of the 1980s, all but five states had at least investigated gender differentials in their civil service pay scales. Over 50 municipalities, 25 counties, 60 school districts, and almost 200 public colleges and universities were the focus of pay equity campaigns. According to the National Committee on Pay Equity, 30 states have undertaken some form of pay equity reform. The Institute for Women's Policy Research estimates that about \$527 million was disbursed by 20 state governments to correct wage discrimination.

Yet, even with these gains, gender bias remains pervasive in almost all compensation packages available to employers. To correct for this continued wage discrimination, some feminist social scientists, including myself, have designed Gender Neutral Job Comparison Systems. The new systems measure more accurately and positively value the invisible skills associated with historically female jobs, their responsibilities, the mental,

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visual, and emotional effort required, and the undesirable working conditions associated with them. Emotional effort, for example, is treated in terms of the intensity of effort required to deal directly with the needs of clients, patients, customers, citizens, and co-workers in assisting, instructing, caring for or comforting them. Dealing with clients who are unpredictably hostile or confused or discussing death with the terminally ill and their families is defined as requiring more emotional effort than dealing with the needs of a client who is blind or hard of hearing.

With the availability of Gender Neutral Job Evaluation, achieving pay equity becomes less a technical than a political challenge. Its success will hinge on the efforts of working women and the organizations that represent them to press for fair pay. One study found that implementing pay equity is a more effective strategy for moving working women out of poverty than raising the minimum wage.

Achieving pay equity would not only put \$1,500 to \$5,000 per year more in the paychecks of those performing historically female jobs, it would also make visible and positively reward the productive contribution of work historically associated with women. Women and men who earn more equal wages could form more equal relationships and share more equitably in family work.

Pay equity is a matter of economic equity. It is a matter of political and social power. It is, above all, a matter of simple justice. **///**

### For more information

*The Women's Studies program has put together a packet of materials for those interested in examining the compensation practices in their workplaces for evidence of wage discrimination. To order a copy of that packet, please contact the Women's Studies program at (615) 343-7808 or write to Box 86 Station B, Vanderbilt University, Nashville, Tennessee 37235.*

## Psychologist Linda Manning named new director of Women's Center

by Lynn Green

For Linda Manning, an interest in gender roles and women's issues developed naturally from her own life experiences and challenges.

From dual-career families to divorce and economic inequity, Manning has dealt with many women's issues at a personal level. Her interest in gender roles led to a career in counseling, with an emphasis on the psychology of women.

Manning will have new opportunities to put her ideas and experiences to use when she assumes the leadership of the Margaret Cunningham Women's Center in November. She succeeds Nancy Ransom, who retired in June after serving as director since the founding of the Women's Center in 1978.

Manning was chosen for the director's position after an extensive search by a committee of faculty, staff, students and community representatives. She comes to Vanderbilt from St. Edward's University in Austin, Texas, where she has served as director of psychological services since 1989.

In that capacity, she carries a caseload of her own clients, supervises the work of staff psychologists and directs the practicum training program for doctoral students in counseling psychology, which emphasizes counseling issues related to gender, ethnicity, and sexual orientation.

In her new job at Vanderbilt, Manning says she is looking forward to "collaborating extensively across the campus and in the community" to address a range of concerns facing women students, faculty and staff.

"Obviously, Nancy Ransom has done an incredible job of creating and building the Women's Center, and there is an active, lively series of pro-

gramming already happening," Manning said. She hopes to build on that history with programs, speakers and training programs on topics including leadership issues, relationship issues, conflict resolution, assertiveness and balancing multiple work-family roles.

A native of Richmond, Virginia, Manning says she grew up in a traditional family and married after her freshman year at Radford College.

Five years later, she found herself divorced with two young children to raise as a single parent.

"When I got divorced, the world did not work the way it was supposed to work and that caused me to question many of my assumptions," she recalls. Among the surprises was her discovery that she could no longer use

her "joint" credit card. "Some of those experiences woke me up to the realities of the ways in which women were treated."

She returned to college, eventually earning her doctorate in counseling psychology from the University of Texas, where her research focused on the conflicts and challenges confronting dual-career families. Manning has taught courses on the psychology of women, led workshops on sexual harassment and gender inequity in the classroom and developed a peer education program for St. Edward's students on rape prevention and other topics.

Although leaving St. Edward's will be a "loss," Manning is excited about moving to Nashville, particularly since she is a "huge music fan" with a special interest in original singer-songwriter music. She will be joined here at the end of the school year by her husband, Jerry Rutledge, a biologist.



Linda G. Manning  
Center's new director

## Examining the roles of mothers and daughters in different cultures

by Nina Kutty (A&S '00)

Stories of mother/daughter relationships and how they differ among women of diverse cultural backgrounds will be the focus of an upcoming program co-sponsored by the Women's Center and the Black Cultural Center.

"Diversity in Mother and Daughter Relationships," to be held Tuesday, Oct. 14 from 5 to 7 p.m. at the Black Cultural Center, is a continuation of a seminar held last spring.

Brooke Dozier, an A&S sophomore who is coordinating the session, feels the program will be especially helpful in discussing "the various roles of mothers and daughters and how growing up is different for different women."

According to Dozier, last year's program went "very well — there was good feedback, a good discussion, and we saw so many differences in the women there. One thing we want to improve on this year, however, is having all of the cultural groups on campus represented."

Dozier feels having at least one representative from each cultural student organization will, in itself, bring added benefits to the meeting.

"We're trying to get a more accurate picture of the mother/daughter relationship. Last year, we saw big differences between women of different cultural backgrounds."

The seminar is free and open to anyone who would like to attend. Pizza and drinks will be served. To register, call Judy Helfer at 322-6518 or send email to [helferjt@ctrvax](mailto:helferjt@ctrvax).

## Paths to healthy eating

Nutritionist and author Carol Beck will share methods for improving your eating habits and exploring your feelings about food in a lunch-hour workshop Oct. 15. See calendar for details and reservation information.

## Kimmel considers meaning of manhood

Michael Kimmel, a sociologist who has written and lectured widely on the changing roles of men in society, returns to Vanderbilt Oct. 21 to discuss what it means to be a man in America today.

Kimmel will make two appearances during his day on campus: a lecture from 4 to 6 p.m. at Sarratt Cinema, and a slide show and discussion at 7:30 p.m. in Stevenson Center 4309.

In his "Save the Males" lecture, Kimmel will consider the challenges facing collegiate men, the new attitudes toward time-honored traditions, and the possibilities for breaking destructive patterns of behavior.

The slide show that evening will be based on Kimmel's acclaimed book, *Manhood in America*, in which he considers the meaning of masculinity over the course of American history. Kimmel is professor of sociology at the State University of New York at Stony Brook.

## October

## BIRTHDAYS OF NOTABLE WOMEN

Margaret Cuninggim, in whose honor the Women's Center is named, was born October 15, 1914 in a house on Garland Avenue where the medical school now stands. Her father taught at the Vanderbilt School of Theology and later served as president of Scarritt College.

Margaret, known affectionately as "Bunny," left Nashville to study at Duke (B.A.), Columbia (M.A.) and Northwestern, where she earned a doctorate in personnel administration. A teacher of art at the beginning of her career, she moved into college administration and served as the dean of women at several schools, including the University of Tennessee. In 1966 she came home to Nashville to serve as the fourth, and final, dean of women at Vanderbilt.

Her years as dean here, from 1966 to 1976, were marked by student unrest and social change at the national level. During that time, Cuninggim worked at Vanderbilt to improve the status of women students, most notably by eliminating many of the rules that affected their campus routines. At the end of her tenure, the weekly bed checks, dorm lock-outs for those returning late, and dress codes were gone, as was the quota which restricted the number of women who could enroll.

At her death in 1986, Rob Roy Purdy remarked, "Her most memorable legacy was to raise the status of women up to that of the men. . . . She left Vanderbilt a fairer place for women, for whose betterment she had worked so diligently."



Margaret Cuninggim  
*Vanderbilt's last dean of women*

# O C T O B E R

## Calendar of Events

Margaret  
Cuninggim  
Women's Center



Please save and post. Individual flyers for these programs may not be sent.

### Tuesday, October 7

**Creative Life Planning Group** meets weekly to share problem-solving information with other women and provide support in life changes. Bring your lunch; drinks are provided. Noon to 1 p.m. For more information call Judy Helfer at 322-6518 or e-mail [helferjt@ctrvax.Vanderbilt.edu](mailto:helferjt@ctrvax.Vanderbilt.edu).

### Wednesday, October 8

**Career Connections for Senior Women.** Organizational meetings for senior women who want to participate in a mentoring program sponsored by the Women's Center and the Career Center. The program matches Vanderbilt seniors with Nashville women in different occupations. The match provides each student the opportunity to develop a relationship with the professional woman to learn first-hand about her and her career. This is an excellent opportunity to gain a mentor and some first-hand observational experience in the business or professional world. Any student who is interested in learning about the program **must** attend one of the two sessions: 12:15 to 12:45 p.m. at the Women's Center or 5 to 5:30 p.m. in Alumni Hall, room 203.

### Friday, October 10

**Dissertation Writers Group** will meet from 9 to 11 a.m. with Darlene Panvini, assistant director of the Center for Teaching, facilitator. The group provides problem solving, trouble-shooting, and moral support for women who are writing their doctoral dissertations. New members can still join this semester's group by contacting Dr. Panvini prior to the meeting at 322-7290 or [panvinid@ctrvax](mailto:panvinid@ctrvax). Students should have a typed abstract of their dissertation including their name, department, school, address, phone number(s) and e-mail address.

### Monday, October 13

**Book Group** meets to discuss *To Kill a Mockingbird* by Harper Lee. Facilitator is Paige Baker. New members welcome. 5:15 to 6:15 p.m.

### Tuesday, October 14

**Diversity in Mother and Daughter Relationships.** Our earlier program on the complex bonds between mothers and daughters was so successful we're continuing it. Come tell your story and hear daughters from different cultures tell theirs. Pizza and drinks will be served. 5 to 7 p.m. at the Black Cultural Center. To register call Judy Helfer at 322-6518 or e-mail [helferjt@ctrvax](mailto:helferjt@ctrvax).

### Wednesday, October 15

**"Full and Fulfilled: The Science of Eating to Your Soul's Satisfaction."** This workshop to explore paths toward healthy eating will be led by Carol Beck, a licensed nutritionist and co-author of a newly released book by the same title. Beck will explore inner wisdom about food and ways to "unlearn" some of the misinformation we acquire. 12:15 to 1:15 p.m., Sarratt 205. Fee \$5. Space is limited and reservations are required at 322-6518 or [helferjt@ctrvax](mailto:helferjt@ctrvax).

### Tuesday, October 21

**"Save the Males"** lecture by Michael Kimmel, professor of sociology, State University of New York at Stony Brook. A popular speaker, Kimmel returns to Vanderbilt to discuss why men are feeling increasingly defensive and under attack from all sides. 4 p.m., Sarratt Cinema. Co-sponsoring Kimmel's appearances with the Women's Center are the Interfraternity Council, Office of Greek Life, Speakers Committee, Women's Studies Program, and the Athletic Department.

**"The History of Masculinity,"** a slide presentation by Kimmel from his book, *Manhood in America: A Cultural History*. 7:30 p.m., Stevenson Center 4309.

Unless otherwise stated, all programs are held at the Cuninggim Center, Franklin Building, 316 West Side Row. For more information, please call 322-4843.



## Coming of age presents new perils for today's girls

Joan Jacobs Brumberg, who teaches history, women's studies and human development at Cornell University, has been studying, analyzing and writing about the diaries of adolescent girls for some years. *The Body Project: An Intimate History of American Girls* (Random House, 1997) is based largely on the diaries of American teenage girls; the journals were written between the 1830s and the 1990s and most are unpublished.

Brumberg discusses the revolutions in American culture, particularly in the past 100 years, and shows how these changes are reflected in the diaries of adolescent girls. In the Victorian era young women were not so preoccupied with their bodies; society then emphasized character more than appearance. The writer shows why, over the course of the twentieth century, girls became more and more obsessed with their bodies until they became focal points in their lives. Girls now make their bodies their central project.

Adolescents reach puberty at a much earlier age than they did a century ago, but they are not more mature emotionally and they are easily influenced by their peers and by the media. Young women are much more knowledgeable about their bodies and about sexuality. Girls today feel that they have more freedom than did their foremothers. However, this freedom is accompanied by a lack of guidance and support, a loosening of the mother-daughter bond and more stressful lives. Young women have exchanged external controls of the body, such as corsets, for internal ones, such as dieting. While they do not feel obliged to lace themselves into restricting garments, they are under intense pressure from all sides to be thin and beautiful.

Barbara Clarke,  
Women's Center  
librarian



Victorian girls rarely mentioned topics like menarche, menstruation or sexuality in their diaries, but by the 1920s adolescents felt free to write about these subjects, though they were not as frank as the girls of today. Young women in the 1980s

as it is experienced by young girls growing up in this country. Wolf draws largely on her own experiences and the reminiscences of many young women with whom she was friendly in the San Francisco of the late 1960s and the 1970s. The writer tracked down old friends and queried them about many aspects of their lives from early adolescence onwards. These girls came of age in a particularly permissive environment after the feminist, sexual and hippie revolutions.

These young women grew up in a culture that emphasized and displayed

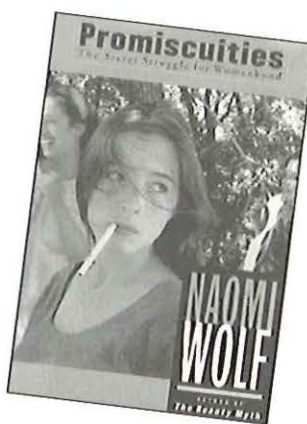
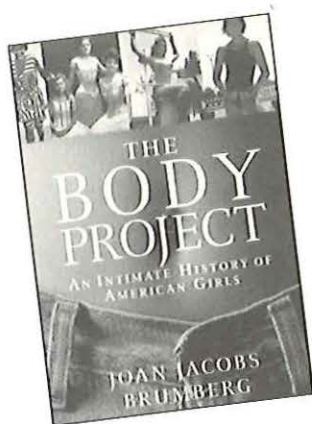
the sexuality of girls, yet did not understand that these adolescents had strong sexual feelings themselves.

Society was not ready to tell these youngsters that their feelings were normal or good.

It is usually assumed that men and boys have stronger sexual feelings and desires than do women and girls. Wolf shows that this is an incorrect and comparatively recent theory and discusses how other cultures have understood female passion. The young women profiled in this volume describe in detail their reactions to their developing bodies, their first

awareness of sexual feelings, the intensity of their desires, their feelings for other girls, their first sexual experiences, their longing for attention from males, their abortions and their experiences of being preyed upon by older men.

The writer feels that even today girls lack sufficient guidance as to how best to mature into healthy sexual beings. Wolf thinks that women should keep speaking about female sexuality until the taboo against the subject disappears. She adds that "shame belongs to the act of abusing or devaluing female sexuality, not to that sexuality itself."



*"[Girls] are under intense pressure from all sides to be thin and beautiful."*

were much more graphic, and often less romantic, about love and sexuality than were girls of earlier times.

Brumberg believes that "American girls at the end of the 20th century actually suffer from body problems more pervasive and more dangerous than the constraints implied by the corset. Historical forces have made coming of age in a female body a different and more complex experience today than it was a century ago."

Naomi Wolf's latest book, *Promiscuities: The Secret Struggle for Womanhood* (Random House, 1997), is a study of female sexuality, particularly

# Assessing the risk

*In young women, breast cancer is rare but aggressive*

by Amanda Ambinder

As a nursing student, I am often asked questions about breast cancer in young women reflecting anxiety, fear and confusion. Young patients want to know:

- Am I really at risk for breast cancer since I am young and healthy?
- Is breast cancer in young women the same as in older women?
- Isn't breast cancer a disease that only my mother and grandmother have to worry about?
- I have breast cancer in my family. Am I at greater risk even though I'm young?
- Why do I need to do monthly breast exams at my age?

In this article, I'll try to answer those questions and clarify some of the misconceptions about breast cancer in younger women.

Breast cancer is the most common cancer and the second leading cause of death in women. In 1994, 182,000 women were diagnosed with breast cancer and 46,000 died of the disease. Women have a one in nine risk of developing breast cancer *at some time* during their lives, assuming that a lifetime is 85 years.

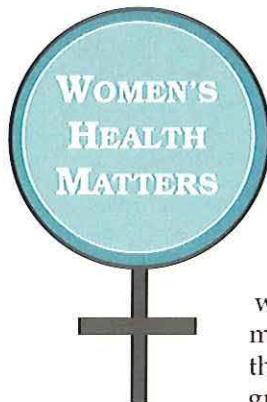
These are a few of the most commonly cited facts about breast cancer. Fashion magazines and television news shows bombard women with statistics like these, as well as information on the latest research findings and treatment options. However, young women are often left wondering where they fit into this picture.

Thirty percent of breast cancers occur in women under 50 years of age. Breast cancer in women under 40 is rare but does occur. In women under 30, the diagnosis of breast cancer is extremely rare. As a result, there is no established risk rate for women under 30, and few studies have been done on breast cancer in this age group. However, studies have shown that for a 30-year-old woman, the risk of developing breast cancer is one in 5,900, while a 40-year-old woman's risk is one in 1,200. This is a five-fold increase in 10 years. Also alarming is the fact that most breast cancers are present for at least 10 years before they manifest identifiable symptoms. Thus, as evidenced by the statistics, young women do have some risk for developing breast cancer.

## Leading Causes of Death in Women Ages 19-39

1. Motor vehicle accidents
2. Cardiovascular diseases
3. Homicide
4. Coronary artery diseases
5. AIDS
6. Breast cancer
7. Cerebrovascular diseases
8. Cervical and other uterine cancers

from Harvard Women's Health Watch, August 1997



**Rate of recurrence.** The diagnosis of breast cancer in a woman under 40 has several serious implications when compared to the diagnosis in older women. Breast cancer in young women is a more aggressive form of the disease and the mortality rate is higher. The local recurrence rate in young women who have had a lumpectomy and radiation is higher than for women in their 50s. Young women also have a higher recurrence rate after mastectomy. And the risk of developing cancer in the other breast post-treatment is 15 percent greater than for older women. Chemotherapy is more effective in eradicating the cancer but often

puts young women into premature menopause by causing ovarian function to cease. The risk of this happening increases with age. For example, if a woman is in her late 30s, she is biologically closer to menopause than a woman in her 20s, and thus has a lower chance of regaining reproductive function. The psychological impact of having breast cancer coupled with the possible loss of reproductive ability can be devastating for young women.

Genetics plays a role in breast cancer risk in young women. Five to nine percent of breast cancers are inherited. As a general rule, the risk that a young woman will develop breast cancer is increased if two immediate relatives such as a mother or sister developed breast cancer before menopause and in both breasts. Thus, if a woman's mother or grandmother developed breast cancer after menopause and only in one breast she is not at an increased risk for developing breast cancer.

**Monthly self-exams.** The first step in fighting breast cancer is the breast self-exam. Women who perform monthly breast self-exams have a better chance of early detection, increased survival rates and better treatment options. This is especially important to young women, because of their tendency to develop a more aggressive and deadly form of the disease.

Many young women find the breast exam confusing because they don't understand what normal breast tissue feels like. Breast tissue has a texture of generalized lumpiness. Keep in mind that 50 percent of women report they have lumpy breasts, and no connection has been found between lumpy breasts and breast cancer. In fact, a study was performed at Vanderbilt Medical Center that followed 3,000 young women who had breast biopsies (removal of lumpy tissue to check for cancer) in which all were negative for cancer. Seventeen years later, the study found, none of the women had developed breast cancer.

*Amanda Ambinder is a 1997 graduate of the women's health nurse practitioner program at Vanderbilt School of Nursing. She is working as a nurse practitioner in New York.*

# Announcements

## Lectures

Susan Bordo, an expert on body image and eating disorders, will speak Thursday, Oct. 9 in an appearance sponsored by the Women's Studies program. Her lecture, titled "Never Just Pictures: Our Bodies, Ourselves in the Age of Virtual Reality" will be at 7 p.m. in Wilson 103. Bordo has written and lectured widely on culture, gender and the body. Her 1994 book, *Unbearable Weight*, was named one of the year's best books in Women's Studies by the *Washington Post* and was nominated for a Pulitzer Prize. In it she considers images from print ads and television commercials and analyzes their effect on cultural concepts of eating and body ideals. Bordo is professor of philosophy and chair of humanities at the University of Kentucky.

## Organizations

A Women's Resource Center has been established in Nashville to provide education, technical assistance and training to women who are interested in starting a business or those who need help with an existing business. The center recently received a grant from the Small Business Administration to support its operations and is now working to set its schedule for the coming year and

form alliances with other women's organizations, agencies and businesses. For more information, contact the executive director, Janice Thomas, at 746-5930.

## Conferences

**Women Entrepreneurs Creating the Future** will be held Wednesday night, Oct. 22 at the Jack C. Massey Business Center at Belmont University. The program is aimed at women in business, particularly those who own their own businesses or are considering a business start-up. Registration and a buffet supper will begin at 5 p.m.; keynote speaker Patricia Aburdene will address the conference at 6 p.m. Aburdene is author of *Megatrends for Women* and *Megatrends 2000*. Clinics will be held on accessing capital, marketing a business, and legal concerns for women entrepreneurs. Cost of registration is \$30. For information, contact the Belmont Center for Entrepreneurship at 460-5902.

The 7th international conference on **Sexual Assault and Harassment on Campus** is Oct. 16-18 in Orlando, FL. The meeting is sponsored by the Safe Schools Coalition and includes sessions on prevention, policy implementation and enforcement. For information, call 800-537-4903.

## Programs

A **Safety and Security Fair** will be held on the lawn near Light Hall, Thursday, Oct. 2 from 10 a.m. to 6 p.m. and Friday, Oct. 2 from 9 a.m. to 2 p.m. Activities will include: fire safety demonstrations, CPR training sessions, tips on quick fixes for car problems, including flat tires and dead batteries, safe driving displays, computer security, pedestrian and parking information, vendor booths for personal defense and security devices and daily prize drawings. Admission is free. The fair is sponsored and organized by Medical Center Traffic and Parking.

## Coming up

Mark your calendars for the 1997 **Margaret Cuninggim Lecture**, an endowed lecture on women in culture and society given annually by a distinguished scholar. The lecture will be Thursday, November 6 at 7:30 p.m. in Wilson 126. This year's speaker is Patricia Hill Collins, professor of sociology and African-American studies at the University of Cincinnati and author of *Black Feminist Thought*.



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