This information guide on women's educational equity is intended for legislators and others concerned with legislation. Each of the two sections—people resources and print resources—is only a partial listing of what exists, but serves as an entry point to the vast number of resources available. Many of the print resources are described briefly. The two sections are organized alphabetically by topic (child care, education, employment, legislation, minority women, rural women, sports, vocational education, and others). Because some organizations and print resources have to do with more than one content area, each is classified by the topic with the greatest focus. An index to organizations and an alphabetical index conclude the guide.

(Author/MLF)
information on women's educational equity:

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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a legislator's guide to sources
information on 
women's educational equity:

a legislator's guide
to sources

MATILDA BUTLER
AND
SHARON STROVER

NOVEMBER 1979
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About the Women's Educational Equity Communications Network—WEECN is an information service and communication system established in 1977 and operated by the Far West Laboratory for the U.S. Office of Education under the auspices of the Women's Educational Equity Act. As an information service, WEECN collects, screens, classifies, stores, and provides information on projects and materials related to women's educational equity. As a communication system, WEECN facilitates contact among persons, groups and agencies who are working on behalf of women's educational equity. Users of WEECN include teachers, administrators, counselors, curriculum specialists, preservice and inservice trainers, researchers, students, parents, and citizens. If you would like to know more about WEECN, please write to us.

—Matilda Butler, Director
Acknowledgments

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Many individuals helped us compile the print resources listed in the third section. They include:

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- Rita Costick, Educational Consultant, Berkeley, California
- Ruth Ekstrom, Director of Project HAVE Skills (Homemaking and Volunteer Experience) and Project ACCESS (Assessing Competencies Concerned with Employment and School Success) and Research Scientist, Educational Testing Service
- Robin Gordon, Program Associate and Editor, Project on Equal Education Rights (PEER), Washington, DC
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- Jacqueline Haveman, Project Associate, Far West Laboratory for Educational Research and Development, San Francisco, California
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- Sheila Humphreys, Associate Director, Center for Continuing Education for Women, University of California, Berkeley
- Helen Jones, Administrator of the Physically Limited Program, De Anza College, Cupertino, California
- Virla Krotz, Resident Advisor, to the National Advisory Council on Vocational Education
Lisa Leiter, Business and Professional Women's Foundation, Washington, DC
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Mary Carmen Saucedo, Associate Superintendent of El Paso Schools, El Paso, Texas
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Staff of The Coalition for the Medical Rights of Women, San Francisco, California
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Ellen White, Program for Women in Health Sciences, University of California, San Francisco
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The Growth of Information

In the 1980's the importance of information in our lives and our work will continue to grow, but growing even more quickly will be the volume. Large amounts of information can be difficult to access, and those concerned with state and Federal legislation frequently find themselves caught between the need for information and inadequate access to that information.

The problem has been compounded by the growing amount of overlap between content areas. In more simple times, one could draft legislation with knowledge that was deep but not necessarily broad. A special emphasis on education, employment, commerce, or communications could exclude knowledge of most other areas. Today, however, almost all pieces of legislation have the potential of affecting multiple issues. This makes the problem of access to information even more critical.

Social movements are one of the many forces contributing both to the need for additional legislation and to the growth of information. Evidence for this can be found in the labor movement, the conservation movement, the peace movement, the minority movements, the ecology movement, and others. Successful future legislation dealing with these and other issues requires not only access to content-specific knowledge sources, but also access to knowledge sources in related areas.

The women's rights movement, like other social movements, has had impact on legislation and on the existence of new information. The National Plan of Action, adopted at the National Women's Conference, indicates the extensiveness of the subject areas that are of concern to the women's rights movement. A few of those areas included in the National Plan are: arts and humanities, battered women, business, child care, disabled women, education, health.

Each issue has generated information. Those of us concerned with women's educational equity are well aware of the considerable amount of information that has become available in the '70's. Dozens of state and Federal legislative acts have
been passed, hundreds of model programs have been implemented, thousands of organizations and agencies have been founded, and tens of thousands of books/articles/reports have been written. And, as is true in other content domains, the education issue overlaps with other issues (such as the previously mentioned child care; disabled women, minority women, rural women, older women, media, and so forth).

The Constitution, which provides the framework for the American legal system, was drafted, using the generic term "man." While the United States Supreme Court, the ultimate interpreter of the Constitution, might have determined that "man" also means "woman" in terms of rights, duties, privileges, and obligations under the Constitution, the Court instead has chosen on numerous occasions to deny to women certain rights and privileges not denied to men.


Where Did All This Begin?

Although most of the concern for women's educational equity has been voiced in the '70's, a large number of events created the circumstances that eventually led to such significant legislation as Title IX of the Education Amendments of 1972, the Women's Educational Equity Act of 1974, the Vocational Education Act of 1976, and others. Today's concerns for legislation can be traced back to the words of Abigail Adams when she wrote John Adams on March 31, 1776, from Braintree, Massachusetts. In that frequently quoted letter, she wrote:

'I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants, if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any Laws in which we have no choice, or Representation.
In his response of April 14, 1776, John Adams wrote:

Depend upon it. We know better than to repeal our Masculine systems. . . . We have only the Name of Masters, and rather than give up this, which would compleatly subject Us to the Despotism of the Peticoad, I hope General Washington, and all our brave Heroes would fight.

Thus, in the banter of two early Americans, began the struggle for equality for women. Furthermore, this struggle has surfaced in some way in almost every decade since the 1770's. One of the emphases in the 1970's has been education. If we were to trace the sequence of events that created the context of educational equity for women, we would have to go back even further in American history than John and Abigail Adams.

Figure 1 represents an overview of some of the socio-political forces, education-pertinent events, legislative actions, and economic factors that may help us to understand the growth of concern for women and education. It probably began as early as Harvard College's founding in 1636, which provided for higher education for males. It continues in the legislation that made education one of the early requirements for American children. Events as seemingly remote from educational equity as the adoption of the Constitution, or the beginning of the Civil War and both World Wars, or the passage of the Morrill Act have all contributed to the rights women have achieved in the '70's and those they will work towards in the '80's.

What happened on the way to women's equality? What happened is a repetition of 1776, a rerun of the Fourteenth and Fifteenth Amendments and of the battle that defeated women's suffrage until 1920.

Shirley M. Betsedler, Women and the Law, 1977
### Figure 1

**Historical Context of Educational Equity for Women**

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DATE</th>
<th>SIGNIFICANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard College founded</td>
<td>1636</td>
<td>First institution of higher education in America. Only males are admitted.</td>
</tr>
<tr>
<td>Massachusetts legislation requires education</td>
<td>1642</td>
<td>Earliest requirement emphasizes reading so that religion and laws can be understood.</td>
</tr>
<tr>
<td>General Court of Massachussetts Bay Colony establishes requirements for schools</td>
<td>1647</td>
<td>Implements regulations for the teaching of reading and writing.</td>
</tr>
<tr>
<td>Abigail Adams sends letter</td>
<td>1775</td>
<td>Earliest documentation with clear future implications for laws affecting women.</td>
</tr>
<tr>
<td>Constitution adopted</td>
<td>1789</td>
<td>Generic term &quot;man&quot; is used; later, Supreme Court interprets it to mean &quot;men.&quot;</td>
</tr>
<tr>
<td>First public high school opens in Boston</td>
<td>1821</td>
<td>Post-primary education was limited to boys between the ages of 12 and 15.</td>
</tr>
<tr>
<td>Troy Seminary established as female academy</td>
<td>1821</td>
<td>Emma Willard emphasizes mathematical skills rather than domestic arts, such as &quot;stichery.&quot;</td>
</tr>
<tr>
<td>EVENT</td>
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</tr>
<tr>
<td>First public high school for girls opened in Boston</td>
<td>1826</td>
<td>School is closed two years later because its popularity has caused operating expenses to be larger than the city's budget.</td>
</tr>
<tr>
<td>Women admitted to Oberlin College</td>
<td>1837</td>
<td>Ends the exclusion of women from higher education.</td>
</tr>
<tr>
<td>Seneca Falls Convention adopts a Declaration of Sentiments</td>
<td>1848</td>
<td>Paraphrases the Declaration of Independence to remove the limitations caused by use of the generic &quot;man&quot;—&quot;We hold these truths to be self-evident: that all men and women are created equal...&quot;</td>
</tr>
<tr>
<td>Massachusetts passes Compulsory School Attendance Law</td>
<td>1852</td>
<td>First state to require school attendance for all children.</td>
</tr>
<tr>
<td>Matthew Vassar founds Vassar College</td>
<td>1861</td>
<td>Vassar is founded to demonstrate that the rigors of education will not cause a woman's health to fail.</td>
</tr>
<tr>
<td>Civil War</td>
<td>1861-65</td>
<td>All-male colleges are faced with shrinking enrollments and mounting financial burdens, and begin to welcome women as students.</td>
</tr>
<tr>
<td>Morrill Act passed</td>
<td>1862</td>
<td>Provides states with grants of public land that are to be used to establish colleges. The early emphasis on service to all people brings about the American concept of coeducation.</td>
</tr>
<tr>
<td>EVENT</td>
<td>DATE</td>
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<tr>
<td>-------</td>
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</tr>
<tr>
<td>42 U.S.C. 1983 passed</td>
<td>1871</td>
<td>This post-Civil War civil rights legislation providing for redress if rights are abridged is later extended and applied to sex discrimination in 1973 and again in 1974.</td>
</tr>
<tr>
<td>American Association of University Women founded</td>
<td>1882</td>
<td>The first professional organization &quot;working for the advancement of women and education.&quot;</td>
</tr>
<tr>
<td>Women admitted to doctoral programs</td>
<td>1885</td>
<td>Economic stress helps to explain why women are admitted to doctoral programs as early as nine years after the first Ph.D. is conferred on a male.</td>
</tr>
<tr>
<td>National Association for Girls and Women in Sport</td>
<td>1899</td>
<td>Developed from the first basketball committee for girls and women. Demonstrates early concern for the participation of females in sports.</td>
</tr>
<tr>
<td>World War I</td>
<td>1914-18</td>
<td>Economic factors make women welcome both in colleges and factories. Women returning to their homes after the war are likely to send their daughters to college and to work for the passage of the 19th Amendment.</td>
</tr>
<tr>
<td>Nineteenth Amendment ratified</td>
<td>1920</td>
<td>With women having the right to vote, education for women becomes even more relevant.</td>
</tr>
<tr>
<td>EVENT</td>
<td>DATE</td>
<td>SIGNIFICANCE</td>
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</tr>
<tr>
<td>Classification Act</td>
<td>1923</td>
<td>Equalized the pay of female and male Federal employees.</td>
</tr>
<tr>
<td>Large numbers of women graduate from higher education</td>
<td>1929</td>
<td>Women receive 40% of bachelor's degrees and 17% of all doctorates.</td>
</tr>
<tr>
<td>World War II</td>
<td>1939-45</td>
<td>Each year of the war, proportionately fewer men and more women are enrolled in higher education. By 1945, women are receiving 20% of the doctorates.</td>
</tr>
<tr>
<td>Post-war years</td>
<td>1945-49</td>
<td>The GI Bill is viewed by universities as a male entitlement to higher education; accordingly, they reduce the proportion of women admitted. By 1949, women received only 9% of the doctorates. This is a decline of 55% between 1945 and 1949.</td>
</tr>
<tr>
<td>President's Commission on the Status of Women is established by Executive Order No. 10980</td>
<td>1961</td>
<td>Commission chaired by Eleanor Roosevelt is charged to study education and six other areas.</td>
</tr>
<tr>
<td>EVENT</td>
<td>DATE</td>
<td>SIGNIFICANCE</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Equal Pay Act</td>
<td>1963</td>
<td>Prohibits pay discrimination based on sex in manufacturing and retail businesses.</td>
</tr>
<tr>
<td>Executive Order No. 11375 (amended)</td>
<td>1967</td>
<td>Prohibits government contractors and subcontractors from discrimination in employment on the basis of race, national origin, religion or sex.</td>
</tr>
<tr>
<td>Education included in National Organization for Women's Bill of Rights</td>
<td>1968</td>
<td>Education is one of eight demands. &quot;Right of women to be educated to the full potential equally with men (should) be secured by Federal and State Legislation, eliminating all discrimination and segregation by sex, written and unwritten, at all levels of education including colleges, graduate and professional schools, loans, and fellowships, and Federal and State training programs such as the Job Corps.&quot;</td>
</tr>
<tr>
<td>Numerous women's organizations founded</td>
<td>1970's</td>
<td>Demonstration of growing concern for women and education. To name a few: Women's Equity Action League, Women's Action Alliance, The Clearinghouse on Women's Studies, Project on the Status and Education of Women, National Coalition for Women and Girls in Education, Project on Equal Education Rights, National Coalition for Sex Equity in Education (see following section for additional names).</td>
</tr>
<tr>
<td>EVENT</td>
<td>DATE</td>
<td>SIGNIFICANCE</td>
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<tr>
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</tr>
<tr>
<td>Title VII and Title VIII of the Public Health Service Act (as amended by the Comprehensive Health Manpower Training Act) and Nurse Training Amendments passed</td>
<td>1971</td>
<td>Discrimination against employees and students in institutions receiving Federal funds for health personnel training programs is prohibited.</td>
</tr>
<tr>
<td>Equal Rights Amendment passed by Congress</td>
<td>1972</td>
<td>One of the early marks of a changing set of attitudes toward the role of women.</td>
</tr>
<tr>
<td>Title VII of the Civil Rights Act was amended by the Equal Employment Opportunity Act</td>
<td>1972</td>
<td>Adds sex to the list of factors (race, color, religion and national origin) for which discrimination in employment is prohibited. When first passed in 1964, sex was not included.</td>
</tr>
<tr>
<td>Education Amendments and the Equal Pay Act</td>
<td>1972</td>
<td>Education Amendments of 1972 extend the Equal Pay Act to cover varied employees--including executives, administrators, and professionals.</td>
</tr>
<tr>
<td>Title IX of the Education Amendments passed</td>
<td>1972</td>
<td>Discrimination against students and employees of education programs receiving Federal funds prohibited.</td>
</tr>
<tr>
<td>EVENT</td>
<td>DATE</td>
<td>SIGNIFICANCE</td>
</tr>
<tr>
<td>-------</td>
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</tr>
<tr>
<td>Women's Educational Equity Act (WEEA)</td>
<td>1974</td>
<td>WEEA establishes the first Federal program for categorical assistance to promote educational equity for women. Also establishes National Advisory Council on Women's Educational Programs.</td>
</tr>
<tr>
<td>Vocational Education Act</td>
<td>1976</td>
<td>Sex bias, sex stereotyping, and sex discrimination is to be eliminated from vocational education.</td>
</tr>
<tr>
<td>Reauthorization of WEEA (Public Law 95-561, Title IX, Part C of the Elementary and Secondary Education Act)</td>
<td>1979</td>
<td>Provides &quot;tier one funding&quot; (up to $15 million) for projects of national significance to promote educational equity, and for 75% of &quot;tier two funding&quot; (all money greater than $15 million) to go to local education agencies and 25% to other eligible agencies to promote educational equity at the local level with emphasis on the implementation of Title IX.</td>
</tr>
</tbody>
</table>

Discrimination in education is one of the most damaging injustices women suffer. It denies them equal education and equal employment opportunity, contributing to a second-class self-image.

The Presidential Task Force on Women's Rights and Responsibilities in A Matter of Simple Justice

Figure 1 shows that American's early concern for the education of males eventually became concern for the education of females. Although the formal concern came about 200 years...
later, Thomas Jefferson provided a record of some of the informal conversations of 1793 that his daughter's education needed:

considerably more sense, that I think would be most proper for her to grow up a citizen of a free country than America. I am obliged to extend my views beyond herself, and consider her possessor at the head of a little family of her own. The more so that in marriage she will draw a bond from one to one, and continue the education of her family will probably best on her own ideas and direction without assistance. With the best poets and prose-writers I shall therefore give a certain extent of reading in the profound sciences.

What Progress Has Been Made?

Progress could not be described as "slow but sure" since the founding of this nation. There have been periods of social and legal reversals. The following statistics are but a few that indicate the status of women over time:

- In 1929, women received 49% of the Ph.D.s, while in 1949 women received only 9% of the Ph.D.s.
- In 1929, women constituted 65% of the secondary school teachers, but by 1969, women were down to 47%.
- In 1962, female elementary/secondary teachers earned 92% of male elementary/secondary teachers' average salaries, while in 1978 that figure had fallen to 69%.

There are, of course, statistics showing areas where progress is being made:

- In 1974-50% of all high schools offered basketball as a team sport for girls, growing to 87% of the schools by 1978. (The parallel figures for schools offering basketball as a team sport for boys are 86% in 1974, and 89% in 1978.)
- In 1974-75 three times as many boys as girls participated in interscholastic high school teams while in 1978-79 twice as many boys participated.
In 1967 women were 21% of those enrolled in degree-credit programs, and by 1969, they were 41%.

In 1967 women were 46% of the total enrollment in college and 50% by 1977.1

"You can't abolish prejudice through laws, but we need guidelines for our actions by legislation."

Quoted in Lady for the Defense, Part III, Chapter 2, Belva Lockwood

Important legislation in conjunction with government agencies and government organizations have all helped bring about educational equity for women. However, anti-discrimination acts in the 1960's should generate the need for legislation; it relates both directly and indirectly to educational equity. How does a state or federal legislator get access to the information that is pertinent to educational equity? Studies of people seeking information have found a reliance on a combination of human and print resources. Typically, a search for information begins by talking with people one knows—colleagues, friends, family. Moving beyond this circle, one seeks individuals who are particularly knowledgeable about the area of concern. This may lead to seeking out books, articles, or monographs on the subject. Finally, it is back to people again for the most current ideas or facts.

Because access to information has become so important, the Women's Educational Equity Act Program, U.S. Office of Education, established the Women's Educational Equity Communications Network in 1977. WEECN is a two-way communications system that facilitates contact among individuals, groups, and agencies working on behalf of women's educational equity. It is also an information service answering questions by providing information on projects, print materials, and activities. In an effort to provide information on people, resources, and print resources that legislators (and others concerned with legislation) may use, WEECN has developed the

These percentages apply to those of the traditional college age of under 22 years. Of those in the 22-34 age range, women were 23% in 1967 and 44% in 1977.
following two sections. Each is only a partial listing of what exists, but serves as an entry point to the vast number of resources available. The two sections are organized alphabetically by topic (e.g., child care, legislation, minority women, rural women, sports, vocational education). Because some organizations and print resources fall into one content area, we have classified each by the topic of the greatest focus. The index should help you find additional general resources for each topic. For selected content areas, we have created a separate section.

The list of organizations was drawn from files, including, in each case, recent addresses and other pertinent data, as well as their willingness to agree to an entry in the index. The list of print resources was compiled in consultation with many experts who helped us to choose key sources. To the extent that these listings may not provide the needed information, EECN will be glad to search for additional information to meet your needs.

We gratefully acknowledge the helpfulness of his information concerning many works and reports. We found this reference particularly helpful.


---


Turning to People for Information.

We are by all odds the most social of all social animals. Perhaps we are linked in circuits for the storage, processing, and retrieval of information, since this appears to be the most basic and universal of all human enterprises.

Lewis Thomas
The Lives of a Cell
1974
The groups identified here represent some of the available resources that may be of use to legislators. The references are for descriptive information only and do not imply specific recommendation. The quality of publications and services provided by the groups has not been evaluated.

An initial list of organizations was derived from the WEECN files and from national directories. A response form was sent to each organization to verify the current address and telephone number, to guarantee its ability to provide information, and to allow each group to categorize itself. Only those responding affirmatively to our inquiries have been listed herein.

General Resources

WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK (WEECN)
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103
415/565-3032

Day Care/Child Care

CHILDREN'S DEFENSE FUND
1520 New Hampshire Avenue, NW
Washington, DC 20036
202/483-1470

CHILD WELFARE LEAGUE OF AMERICA
67 Irving Place
New York, NY 10003
212/254-7410

Consult the index for additional organizations that have information on these topics.
COALITION FOR CHILDREN AND YOUTH (CCY)
815 15th Street, NW
Washington, DC 20005
202/347-9380

DAY CARE AND CHILD DEVELOPMENT COUNCIL OF AMERICA
805 15th Street, NW
Washington, DC 20005
202/638-2316

Displaced Homemakers
NATIONAL DISPLACED HOMEMAKERS NETWORK
(c/o Business and Professional Women's Foundation)
2012 Massachusetts Avenue, NW
Washington, DC 20036
202/293-1200

Elementary/Secondary Education
RESOURCE CENTER ON SEX EQUITY
Council of Chief State School Officers
400 N. Capitol Street, NW, Suite 379
Washington, DC 20001
202/624-7757

WOMEN'S ACTION ALLIANCE
370 Lexington Avenue
New York, NY 10017
212/632-8330

Employment/Affirmative Action
AMERICAN ASSOCIATION FOR AFFIRMATIVE ACTION
210 Administration Building
Ball State University
Muncie, IN 47306
317/285-5162

Consult the index for additional organizations that have information on these topics.
BUSINESS AND PROFESSIONAL WOMEN'S FOUNDATION
2012 Massachusetts Avenue, NW
Washington, DC 20036
202/293-7200

CATALYST
1st East 60th Street
New York, NY 10022
212/759-9700

CENTER FOR WOMEN AND WORK
National Commission on Working Women
1211 Connecticut Avenue, NW, Suite 400
Washington, DC 20036
202/466-6770

COALITION OF LABOR UNION WOMEN
770 Broadway
New York, NY 10003
212/777-5330

FEDERAL WOMEN'S PROGRAM
1900 E Street, NW, Room 7540
Washington, DC 20415
202/632-6870

FEDERATION OF ORGANIZATIONS FOR PROFESSIONAL WOMEN
2000 P Street, NW, Suite 403
Washington, DC 20036
202/466-3547 or 3545

NATIONAL ASSOCIATION FOR WOMEN DEANS, ADMINISTRATORS,
AND COUNSELORS
1625 I Street, NW, No. 624-A
Washington, DC 20006
202/659-9330

NATIONAL COALITION FOR WOMEN AND GIRLS IN EDUCATION
c/o League of Women Voters
1730 H Street, NW, 10th Floor
Washington, DC 20036
202/296-1770

NATIONAL COMMISSION ON WORKING WOMEN
1211 Connecticut Avenue, NW
Washington, DC 20036
202/466-6770

Consult the index for additional organizations that have
information on these topics.
Government Programs, Agencies, Councils

NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUCATIONAL PROGRAMS
1832 M Street, NW, Suite 821
Washington, DC 20036
202/653-5846

OFFICE OF CIVIL RIGHTS
330 Independence Avenue, SW, Room 5412
Washington, DC 20201
202/245-6671

SECRETARY'S ADVISORY COMMITTEE ON THE RIGHTS AND RESPONSIBILITIES OF WOMEN
U.S. Department of Health, Education, and Welfare
200 Independence Avenue, SW
Washington, DC 20201
202/245-8454

SOCIAL PROCESSES/WOMEN'S RESEARCH TEAM
National Institute of Education
1200 19th Street, NW, Room 820
Washington, DC 20208
202/254-6572

Consult the index for additional organizations that have information on these topics.
Consult the index for additional organizations that have information on these topics.
Higher Education

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
2401 Virginia Avenue, NW
Washington, DC 20037
202/785-7750

CENTER FOR WOMEN'S OPPORTUNITIES
American Association of Community and Junior Colleges
One Dupont Circle, NW, Suite 410
Washington, DC 20036
202/293-7050

PROJECT ON THE STATUS AND EDUCATION OF WOMEN
Association of American Colleges
1818 R Street, NW
Washington, DC 20009
202/387-1300

WOMEN'S COLLEGE COALITION
1725 K Street, NW, Suite 1003
Washington, DC 20006
202/466-5430

Law, Legislation, Politics

LAWYER'S COMMITTEE FOR CIVIL RIGHTS UNDER LAW
Federal Education Project
733 15th Street, NW, Suite 526
Washington, DC 20005
202/628-6700

NATIONAL ORGANIZATION FOR WOMEN (NOW)
National Action Center
425 13th Street, NW, Suite 1001
Washington, DC 20004
202/347-2279

NATIONAL WOMEN'S EDUCATION FUND
1410 Q Street, NW
Washington, DC 20009
202/462-8606

Consult the index for additional organizations that have information on these topics.
NATIONAL WOMEN'S POLITICAL CAUCUS
1411 K Street, NW, Suite 1110
Washington, DC 20005
202/347-4456

PROJECT ON EQUAL EDUCATION RIGHTS (PEER)
NOW LEGAL DEFENSE AND EDUCATION FUND
1112 13th Street, NW
Washington, DC 20005
202/332-7337

WOMEN'S EQUITY ACTION LEAGUE (WEAL)
EDUCATIONAL AND LEGAL DEFENSE FUND
805 15th Street, NW, Suite 822
Washington, DC 20005
202/638-1961

WOMEN'S LAW PROJECT
112 South 16th Street, Suite 1012
Philadelphia, PA 19102
215/564-6280

WOMEN'S LEGAL DEFENSE FUND
1010 Vermont Avenue, NW, Room 210
Washington, DC 20005
202/638-1123

WOMEN'S RIGHTS PROJECT
Center for Law and Social Policy
1751 N Street, NW
Washington, DC 20036
202/872-0670

Media/Library

AMERICAN LIBRARY ASSOCIATION
COMMITTEE ON THE STATUS OF WOMEN IN LIBRARIANSHIP
50 East Huron Street
Chicago, IL 60611
312/944-6780

AMERICAN WOMEN IN RADIO AND TELEVISION, INC.
1321 Connecticut Avenue, NW
Washington, DC 20036
202/296-0009

Consult the index for additional organizations that have information on these topics.
Minority Women

A.S.I.A.N., INC.
1610 Bush Street
San Francisco, CA 94107
415/398-5910

ASIAN/PACIFIC AMERICAN WOMEN’S CAUCUS OF IWY
Attention: TinMyaing Thein
17422 Matinal Drive
San Diego, CA 92127
714/485-7320

BLACK WOMEN’S EMPLOYMENT PROJECT
NAACP, Legal Defense and Educational Fund
10 Columbus Circle
New York, NY 10019
212/586-8397

CHICANA RIGHTS PROJECT
Mexican-American Legal Defense and Education Fund
517 Petroleum Commerce Building
201 N. St. Mary Street
San Antonio, TX 78205
512/224-5476

Consult the index for additional organizations that have information on these topics.
COMISION FEMENIL MEXICANA NACIONAL, INC.
379 South Loma Drive
Los Angeles, CA 90026
213/484-1515

COMMUNITY ACTION FOR THE URBANIZED AMERICAN INDIAN
229 Valencia
San Francisco, CA 94103
415/552-1070

LINKS
1522 K Street, NW, Suite 404
Washington, DC 20005
202/783-3888

MEXICAN AMERICAN WOMEN'S NATIONAL ASSOCIATION
P.O. Box 23656
L'Enfant Plaza Station, SW
Washington, DC 20024
202/682-2216

MUJERES LATINAS EN ACCION
1823 W. 17th Street
Chicago, IL 60608
312/226-1544

NATIONAL ALLIANCE OF BLACK FEMINISTS
202 South State Street, Suite 1024
Chicago, IL 60604
312/939-0107

NATIONAL ASSOCIATION OF CUBAN AMERICAN WOMEN OF U.S., INC.
1204 National Press Building
Washington, DC 20045
202/783-1859

NATIONAL BLACK FEMINIST ORGANIZATION
4812 46th Street, NW
Washington, DC 20016
202/244-1010; 301/598-5446

NATIONAL COUNCIL OF LA RAZA
1725 I Street, NW, Suite 203
Washington, DC 20006
202/293-4680

Consult the index for additional organizations that have information on these topics.
NATIONAL COUNCIL OF NEGRO WOMEN, INC.  
815 Second Avenue  
New York, NY 10017  
212/964-8934

NATIONAL HOOK-UP OF BLACK WOMEN, INC.  
1100 6th Street, NW  
Washington, DC 20001  
202/667-6993

NATIONAL WOMEN'S EMPLOYMENT AND EDUCATION, INC.  
1005 South Alamo Street  
P.O. Box 9385  
San Antonio, TX 78204  
512/225-6647

NORTH AMERICAN INDIAN WOMEN'S ASSOCIATION  
10312 Folk Street  
Silver Spring, MD 20902  
301/649-1743 or 202/523-6642

ORGANIZATION OF ASIAN WOMEN  
900 West 190th Street, No. 9G  
New York, NY 10040  
Attention: K. Iijima  
212/WA3-5492

ORGANIZATION OF CHINESE AMERICAN WOMEN (OCAW)  
1011 Arlington Boulevard, Suite 316  
Arlington, VA 22209  
202/223-5500

WASHINGTON ASIAN/PACIFIC WOMEN'S CAUCUS  
419 Dewey Place, E  
Seattle, WA 98112

Older Women

GRAY PANTHERS, NATIONAL TASK FORCE ON OLDER WOMEN  
3635 Chestnut Street  
Philadelphia, PA 19104  
215-382-3300

Consult the index for additional organizations that have information on these topics.
Rural Women

AMERICAN AGRI WOMEN
P.O. Box 424
Buffalo, OK 73834
405/735-2000

COUNCIL ON APPALACHIAN WOMEN, INC.
P.O. Box 458
Mars Hill, NC 28754
800/438-4961 (outside NC)
704/689-1228 (inside NC)

RURAL AMERICAN WOMEN, INC.
1522 K Street, NW, Suite 700
Washington, DC 20005
202/785-4700

Science/Mathematics

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE
Office of Opportunities in Science
1776 Massachusetts Avenue, NW
Washington, DC 20036
202/467-5438

ASSOCIATION FOR WOMEN IN SCIENCE
1346 Connecticut Avenue, NW, Suite 1122
Washington, DC 20036
202/333-1998

Consult the index for additional organizations that have information on these topics.
MATH/SCIENCE NETWORK
Math Science Resource Center
Mills College
Oakland, CA 94613
415/635-5074

WOMEN IN SCIENCE
National Science Foundation
1800 G Street, NW
Washington, DC 20006
202/282-7150

Sports

ASSOCIATION FOR INTERCOLLEGIATE ATHLETICS FOR WOMEN
1201 16th Street, NW
Washington, DC 20036
202/833-5485

NATIONAL ASSOCIATION FOR GIRLS AND WOMEN IN SPORT
1201 16th Street, NW
Washington, DC 20036
202/833-5540

SPRINT
WEAL Fund
805 15th Street, NW, Suite 822
Washington, DC 20005
800/424-5162
202/638-1961

WOMEN'S SPORTS FOUNDATION
195 Moulton Street
San Francisco, CA 94123
415/563-6266

Vocational Education

AMERICAN HOME ECONOMICS ASSOCIATION
2010 Massachusetts Avenue, NW
Washington, DC 20036
202/862-8336

Consult the index for additional organizations that have information on these topics.
Consult the index for additional organizations that have information on these topics.
A record, if it is to be useful... must be continuously extended, it must be stored, and above all it must be consulted.

Vannevar Bush, "As We May Think," Atlantic Monthly, July 1945

Information has been recorded, processed, and communicated since Biblical times. The ten commandments were engraved on stone tablets; the Incas knotted political messages in rope that runners carried from village to village; the Egyptians preserved their records on papyrus. Gutenberg's printing press propelled civilization into a new age and mankind became wedded to the printed page, which can carry information to virtually everyone, everywhere.

Lois F. Lunin, Bulletin of the American Society for Information Science, Volume 6, 1979
General Resources


New Career Options for Women: A Selected Annotated Bibliography, Ann Phelps, Helen S. Farmer, and Thomas Backer, 1977, 144 pages. Available from: Human Sciences Press, 72 Fifth Avenue, New York City, New York 10011, $12.95. The third volume in a set, this bibliography covers topics such as women and work, training and education opportunities, psychological issues bearing on working women (achievement motivation, child care, etc.), and career counseling.


Spokeswoman, published 12 times yearly. Available from: Women's News Service, Post Office Box 2457, Falls Church, Virginia 22042, yearly subscription $27.00 for institutions, $16.00 for individuals. Covers current issues in Congress, health, education, and other areas.


The Aspiration Levels of Women for Administrative Careers in Education: Predictive Factors and Implications for Effecting Changes, Sally L. Dias, 1976, 70 pages. Available from: ERIC ED 119 376, MF $0.83; HC $3.50 plus postage. Two questionnaires were completed by male and female elementary and secondary teachers in New England.


Items listed in the ERIC System are available in either microfiche (MF) or paper copy (HC) from the ERIC Document Reproduction Service (EDRS), Box 190, Arlington, Virginia 22210. Include the ED number when ordering.

Women and Minorities in Administration, NAESP School Leadership Digest Series Number 11, David Coursen, 1975, 32 pages. Available from: National Association for Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209, $2.50; or ERIC, ED 102 640, MF $0.83; HC $2.06 plus postage.

Women's Educational Equity Act Project Sex Equity in Educational Leadership (SEEL) products:

"Sex Equity in Educational Leadership: The Oregon Story."

"SEEL: A Case Analysis of a Planned Social Change Project."

"SEEL: Women Getting Together and Getting Ahead."

For availability contact: The Educational Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02160.

Items listed in the ERIC System are available in either microfiche (MF) or paper copy (HC) from the ERIC Document Reproduction Service (EDRS), Box 190, Arlington, Virginia 22210. Include the ED number when ordering.
Day Care/Child Care


Items listed in the ERIC system are available in either microfiche (MF) or paper copy (HC) from the ERIC Document Reproduction Service (EDRS), Post Office Box 190, Arlington, Virginia 22210.

Disabled Women

GENERAL RESOURCES

Barrier Awareness Series. Available from: Regional Rehabilitation Research Institute of Attitudinal, Legal and Leisure Barriers (RRRI), 1828 L Street, NW, Suite 704, George Washington University, Washington, D.C. 20036. Six booklets about attitudes toward disabled people: The Invisible Battle (general); Beyond the Sound Barrier (hearing impaired); Free Wheeling (wheelchair users); Counterpoint (attitudes of the disabled toward the nondisabled); Dignity (mentally retarded); and Overdue Process (for the legal profession). Make checks payable to George Washington University, $0.50 each.


ELEMENTARY/SECONDARY EDUCATION


OCCUPATIONAL RESOURCES


"A Compendium of Employment Experiences of 25 Disabled Women," Gini Laurie, Rehabilitation Gazette, 1977 issue, pages 3-17. Available from: Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108; $3.00 to disabled; $6.00 to nondisabled.


HEALTH


Displaced Homemakers

Coverletter, Older Women's League Educational Fund (OWLEF). Available from: Older Women's League Educational Fund, 3800 Harrison Street, Oakland, California 94611, four issues, for $2.00 prepaid. This is the quarterly newsletter of the advocacy group OWLEF. It summarizes developments in the displaced homemaker field, encourages debates, and fosters links with new groups.


Gray Paper Series, Older Women's League Educational Fund. Available from: Older Women's League Educational Fund, 3800 Harrison Street, Oakland, California 94611, orders must be prepaid:

Gray Paper #1. Older Women and Public Policy, Older Women's League Educational Fund testimony before the Senate Committee on Human Resources, 1979, $1.25.


A continuing series of "issue papers" will be published by the Older Women's League Educational Fund, these two being the first available. Future issues will consider pensions, ageism, sexism, and the economics of medicine.


1 Items listed in the ERIC system are available in either micro-
postage. Report of the National Advisory Council on Women's Educational Programs.


Fiche (MF) or paper copy (HC) from the ERIC Document Reproduction Service (EDRS), Box 190, Arlington, Virginia 22210.
Educational Financial Aid for Women

The Directory of Financial Aids for Women, Gail Ann Schlacter, 1978. Available from: Reference Press Service, 9023 Alcott Street, Suite 201, Los Angeles, California 90035, $15.95. Describes scholarships, fellowships, loans, grants, internships, awards, and prizes designed primarily or exclusively for women, including annotated bibliography of general financial directories.

Educational Financial Aid for Women: An Information Packet, Jean Marzone, 1979. Available from: Women's Educational Equity Communications Network, 1855 Folsom Street, San Francisco, California 94103, $4.50 plus $0.50 shipping prepaid. A compilation of articles, lists of resources, and brochures designed to help women learn about available financial aid resources and how to effectively utilize them.


Financial Aid: A Partial List of Resources for Women, Project on the Status and Education of Women, June 1978. Available from: Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, D.C. 20009, free. The listing is categorized by undergraduate- and graduate-level aid, with special sections such as athletic scholarships, occupational training grants, and financial aid for minority women listed separately.


on how and where to seek out general assistance for pursuing education and career goals.

Elementary/Secondary Education


environments, nonsexist books and materials, parental involvement, and so forth.


Employment/Affirmative Action


Health


Women and Health Care: A Bibliography, Sheryl K. Ruzek, 1976, 76 pages. Available from: The Program on Women, Northwestern University, 619 Emerson Street, Evanston, Illinois 60201, $3.50. Covers a number of health care issues and includes materials on women's clinics and health projects, cross-cultural health research and comparative studies, the social context of women's health care, and sexuality and mental health.


Higher Education


Efforts Toward Sex Fairness in the Use of Education Division Funds, JoAnn Steiger and Eleanor Szanton, 1977, 73 pages. For availability contact: National Advisory Council on Women's Educational Programs, 1032 H Street, NW, Washington, D.C. 20036.


Items listed in the ERIC system are available in either microfiche (MF) or paper copy (HC) from the ERIC Document Reproduction Service (EDRS), Post Office Box 190, Arlington, Virginia 22210.


Law, Legislation, Politics


Items listed in the ERIC system are available in either microfiche (MF) or paper copy (HC) from the ERIC Document Reproduction Service (EDRS), Post Office Box 190, Arlington, Virginia 22210.
State Action on Sex Equity in Vocational Education: A Compilation of Selected States' Approaches to the Legislated Functions of Full Time Sex Equity Personnel in Vocational Education, Ellis Associates, Inc., 1978, 67 pages. Available from: ERIC, ED 159 400, MF $0.83 or HC $3.50 plus postage. This handbook contains brief descriptions of what 15 states have done to comply with ten major sex equity functions from the rules and regulations of Title II of the Educational Amendments of 1976.


Minority Women

GENERAL RESOURCES


Retrenchment in Education: The Outlook for Women and Minorities, Report No. F76-9, Education Finance Center, Department of Research and Information; Equal Rights for Women in Education Project, Department of Elementary and Secondary Education; Education Commission of the States, 1860 Lincoln Street, Denver, Colorado 80295. Contact: Education Finance Center, Department of Research and Information, 1860 Lincoln Street, Denver, Colorado 80295.


Michigan State University, Department of Human Relations, 380 Administration Building, East Lansing, Michigan 48824, $25.00: Contains information on places of enrollment, organizations, and resources on American Indians, Asian Americans, Blacks, Hispanics, and women.

**ASIAN/PACIFIC AMERICAN WOMEN**

Asian American Women, a journal published at Stanford University, Asian American Student Association, May 1976, 49 pages. Available from: AAASA, P.O. Box 9546, Stanford, California 94305, $3.00 plus 0.50 for postage ($2.50 for 10 or more copies). Contains articles and a bibliography.


Bridge: An Asian American Perspective, Vol. 6, no. 4, and Vol. 7, no. 1, Asian American Women, Parts I. and 2, 1978 and 1979. Available from: Bridge, P.O. Box 477, Canal Street Station, New York City, New York 10013, single issues $1.50. These issues include articles on sex role stereotyping, ancestry, history and other topics, and a bibliography.


Items listed in the ERIC system are available in either microfiche (MF) or paper copy (HC) from the ERIC Document Reproduction Service (EDRS), Post Office Box 190, Arlington, Virginia 22210.


Training and Hiring of Educational Administrators: Considerations for the Black Woman, Rosie N. Doughty, 1977, 14 pages. Available from: ERIC, ED 136 448, MF $0.83; HC $1.82 plus postage. Presents baseline data on the Black woman administrator and analyzes the environmental, sociological and psychological factors that relate to individual success.

HISPANIC WOMEN


Hispanic Women and Education: Annotated Selected References and Resources, Valerie Wheat (ed.), with Marta P. Coteria, Women's
Educational Equity Communications' Network, 1978, 15 pages. Available from WEECN, 1855 Folsom Street, San Francisco, California 94103, $3.50 prepaid. A brief bibliography covering the areas of curricula; labor force participation; social, psychological and cultural conflicts; statistical profiles; and Hispanic organizations.

The Needs of the Spanish Speaking Mujer (Woman) in Woman-Manpower Training Programs, Anna Nieto-Gomez, Mental Educational Associates, 1974, 10 pages. Available from: Chicano Studies Library, 3408 Dwinelle Hall, University of California, Berkeley, California 94720, $0.75. Includes recommendations in the areas of research, curriculum development, support services, staff development and affirmative action.


Profile of the Mexican American Woman, Marta Cotera, 1976, 267 pages Available from: National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702, $8.00. Contains chapters on history, socioeconomic status, the family, and current issues. Includes a bibliography.


NATIVE AMERICAN WOMEN


Reentry Women

Catalyst Publications: Education Opportunities Series, Career Opportunities Series, Self-Guidance Series. Dates and lengths vary. Available from: Catalyst, 14 East 60th Street, New York City, New York 10022. Educational Opportunities Series $0.90 each; Career Opportunities Series, $1.25 each; Self-Guidance Series $1.75 each; complete set including display unit $45.00. These publications are produced by Catalyst, a national nonprofit organization that helps women choose, launch, and advance their careers. The Educational Opportunities Series includes "General Information for the Returning Student" and booklets on Business Administration, Counseling, Teaching, Environmental Affairs, Health Services, Law, Library Science, Psychology, Social Work, and Urban Planning. The Career Opportunities Series provides publications on 27 different fields including Banking, Data Processing, Engineering, and Insurance. The Self-Guidance Series contains "Planning for Work" and "Your Job Campaign."


Everywoman's Guide to College, Eileen Gray, 1975, 168 pages. Available from: Les Femmes Publishing, 321 Adrian Road, Millbrae, California 94030, $3.95. This handbook for women reentering higher education describes a former reentry student's personal experiences and reports a survey of other reentry women. It includes how-to sections on financial aid, academic success, and choosing a college. The publication includes sources (especially in California) and a bibliography.

How to Get College Credit for What You Have Learned as a Homemaker and Volunteer, Ruth Ekstrom et al., 1977, 225 pages. Available from: Ruth Ekstrom, Educational Testing Service, 7-124, Princeton, New Jersey 08541, $3.00. A workbook for the reentry woman herself to identify her own competencies acquired from her homemaking and volunteer activities.

Nontraditional College Routes to Careers, Sarah Splaver, Julian Messner, Inc., 1975, 256 pages. Available from: Simon and Schuster, Inc., One West 39th Street, New York City, New York 10018, $6.95. This book discusses innovations in higher education which provide college access to the nontraditional student. It includes descriptions of innovative programs nationwide. One
chapter focuses on lifelong learning and continuing education; another discusses women's participation in innovative higher education and describes continuing education and reentry programs for women.


Some Action of Her Own: The Adult Woman and Higher Education, Helen S. Astin (ed.), 1976; 208 pages. Available from: D.C. Heath and Company, Lexington Books, 125 Spring Street, Lexington, Massachusetts 02173, $14.50. This book gives an analytic account of the development of programs of continuing education for women, the impact of these programs on women's lives, their influence on institutions which house them, and their effect on higher education in general. The collection of articles provides a framework for examining continuing education for women and includes recommendations.

So You Want to Go Back to School: Facing the Realities of Reentry, Elinor Lenz and Marjorie Hanson Shaevitz, 1977, 252 pages. Available from: McGraw-Hill Book Company, 1221 Avenue of the Americas, New York City, New York 10036, $4.95. This book provides information, insights, and how-to guidance on a broad spectrum of needs from how to study for entrance exams and write term papers, to the care and handling of personal relationships. It discusses the large number of adult women reentering school, but also deals with men returnees, midlife career changers, and others.


Rural Women

An Assessment of Research Needs of Women in the Rural United States: Literature Review and Annotated Bibliography, Lynda M. Joyce and Samuel M. Leadley, April 1977, 154 pages. Available from: ERIC, ED 141 465, MF and HC. Assessing past and current research on rural women, this publication deals with emerging research concerns and reviews literature dating from 1930 to the present. The review includes analysis of research developments, the effect of events on research, and the effect of research on women's issues and needs.


Campesina: Women in the California Agricultural Labor Force, California Commission on the Status of Women, 1978, 158 pages. Available from: California Commission on the Status of Women, 926 J Street, Room 1506, Sacramento, California 95814, $0.50 for postage and handling. This study is the result of a one-year research project in which farmworkers and agricultural employers in two California counties were interviewed. The needs of women field workers are analyzed in the areas of health, housing, and training, and compared to available state agency services.

Educational Needs of Rural Women and Girls, Report of the National Advisory Council on Women's Educational Programs, Kathryn P. Clarenbach, January 1977, 66 pages. Available from: ERIC, ED 136 997, MF and HC. Synthesizing the results of four regional hearings on the educational needs of rural women and girls conducted by the National Advisory Council on Women's Educational Programs, this report contains recommendations, a statistical profile of the rural woman, a definition of needs, a review of national programs, an annotated bibliography, and appendices.

"Farming Out the Home: Women and Agribusiness," Sally Hacker, Science for the People, March/April 1978, pages 15-28. For availability contact: Science for the People, 897 Main Street, Cambridge, Massachusetts 02139. Background information and examples of individual women illustrate the position of women in food processing plants and other agricultural industry, and as migrant, field, and factory workers. Studying the effects of technology upon agriculture, Hacker compares the role of women in...
the family farm system with their role in agribusiness. A bibliography is included.


Profile on the Mexican American Woman, Marta Cotera, March 1976, 95 pages. Available from: National Educational Laboratory Publishers, 813 Airport Boulevard, Austin, Texas 78702, $8.00; or ERIC, ED 119 888, MF and HC. This publication chronicles the varied histories and lifestyles of the Chicana. It reaches into the history of Mexico, deals with the history of the Chicana in the United States and touches on present Chicana concerns. A 119-item bibliography and the addresses for 35 Chicana organizations are appended.

Rural Women and Education: Annotated Selected References and Resources, September 1978, 23 pages. Available from: Women's Educational Equity Communications Network, 1855 Folsom Street, San Francisco, California 94103, $2.50 prepaid. A comprehensive bibliography covering the work, education, history, educational and occupational aspirations and contemporary perspective of rural women. It includes listings of periodicals and resource groups.

Rural Women Workers in the 20th Century: An Annotated Bibliography, Collette Moser and Deborah Johnson, 1973, 70 pages. Available from: ERIC, ED 100 570, MF and HC. This annotated bibliography looks at rural women workers from 1875 to 1971. The 338 entries, comprising books, pamphlets, articles, and research papers, constitute six categories: work preparation, actual employment, problems encountered by working rural organizations, general aspects of working women, and international trends.

Women in Rural America, Rural America, 1977, 7 pages. Available from: Rural America, 1346 Connecticut Avenue, NW, Washington, D.C. 20036, $0.50. Presenting statistics which illustrate the impact of discriminatory practices upon rural women, this paper discusses the limited data available on rural women, employment and earnings, education and training, health, and other concerns (e.g., farm wives and tax structure). Other Rural America publications may also be useful.

Items listed in the ERIC system are available in either microfiche (MF) or paper copy (HC) from the ERIC Document Reproduction Service (EDRS), Post Office Box 190, Arlington, Virginia 22210.
Directory to Programs in Math Anxiety (tentative title), Sheila Tobias, forthcoming in 1980. For availability contact: Sheila Tobias, Institute for the Study of Anxiety in Learning, Washington School of Psychiatry, 1610 New Hampshire Avenue, NW, Washington, D.C. 20009. This directory lists 75-100 programs in math anxiety, math avoidance and reentry math at the post-secondary level.

The Double Bind: The Price of Being a Minority Woman in Science, Shirley Mahaley Malcom et al., 1976, 80 pages. Available from: American Association for the Advancement of Science, Opportunity in Science Office, 1776 Massachusetts Avenue, NW, Washington, D.C. 20031, $3.00. This report summarizes a conference of 30 minority women in science, medicine, engineering, and dentistry, covering: precollege experience, collegiate and professional education, diversity of race and culture, and includes recommendations and conclusions.


Mathematics and Sex, John Ernest, 1976, 30 pages. Available from: Professor John Ernest, Mathematics Department, University of California, Santa Barbara, California 93106.


Perspectives on Women and Mathematics, Judith E. Jacobs (ed.), 1978, 165 pages. Available from: ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Ohio State University, 1200 Chambers Road, Third Floor, Columbus, Ohio 43212, $5.00 prepaid.


"Women and Minority Scientists," Betty M. Vetter, Science, September 1975, page 751. Available from: American Association for the Advancement of Science, 1515 Massachusetts Avenue, NW, Washington, D.C. 20005. This article offers statistics on the numbers of women and members of minority groups in the sciences and suggests women and minority group members be given incentives to encourage them in scientific careers.


GENERAL RESOURCES


Women and Sport: From Myth to Reality, Carole A. Oglesby, 1978, 256 pages. Available from: Lea and Febiger, 600 Washington Square, Philadelphia, Pennsylvania 19106, $11.00. This anthology addresses the participation of women in sports from the scholarly and activist viewpoints. Articles deal with society and the female body; sport and sexuality; sport achievement and socialization; and feminism and the future.

Women's Sports, monthly periodical published by Women's Sports Foundation. Available from: Women's Sports Foundation, 195 Moulton Street, San Francisco, California 94123. The first issue (January 1979) contains a "Women's Athletic Scholarship Guide." Reprints of the guide are $2.00. The subscription price is included in membership fees, $12.00 for institutions; $10.00 for individuals.

ELEMENTARY/SECONDARY EDUCATION


Title IX and Physical Education: A Compliance Overview, Resource Center on Sex Roles in Education, 1978, 23 pages. Available from:
This manual was adapted from *Complying with Title IX in Physical Education and Sports*, published by AAHPER.

**HIGHER EDUCATION**


**RESEARCH STUDIES**


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Items listed in the ERIC system are available in either microfiche (MF) or paper copy (HC) from the ERIC Document Reproduction Service (EDRS), Post Office Box 190, Arlington, Virginia 22210.
Vocational Education


Eliminating Sex Role Stereotyping in Vocational Education: A National and State Perspective, Karla Atkinson, 1979, 30 pages. For availability contact: Center for Women’s Services, Western Michigan University, Kalamazoo, Michigan 49008.

A Guide for Vocational Education Sex Equity Personnel and Vocational Education Sex Equity Strategies, Louise Vetter, Carolyn Burkhardt, and Judith Schuhler, 1978, 94 pages and 258 pages, respectively. For availability contact: The National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Career Guidance Materials: Implications for Women’s Career Development (R&D Series Number 97), Louise Vetter et al., June 1974, 82 pages. For availability contact: The National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.


Student's Views on Occupational Sex Stereotyping and Sex Equity Resources for Vocational Educators and Counselors: A Project Report and Bibliography, (Information Series Number 8), Diane S. Richards and JoAnn Brooks, January 1979, 84 pages. For availability contact: Vocational Education Information Services, Indiana University Libary, Bloomington, Indiana 47405, $2.00 prepaid.

Sugar and Spice Is Not the Answer: A Parent Handbook on the Career Implications of Sex Stereotyping (R&D Series Number 129), 1977, 54 pages. Available from: The National Center for Research in Vocational Education, Ohio State University, Columbus, Ohio 43210, $4.50.

Women's Studies

Changing Learning, Changing Lives: A High School Women's Studies Curriculum from the Group School, Barbara Gates, Susan Klay, and Adrian Reich, 1976, 256 pages. Available from: The Feminist Press, Post Office Box 334, Old Westbury, New York 11568, $6.00 paperback. The materials have been used and tested by teachers in many settings. Units include techniques of teaching and learning (vocabulary, role playing, etc.), socialization, adult sex roles, sexuality, women and work, women and criminal justice, women's news, women organizing themselves. A bibliography is also included.

Female Studies Series. Available from: The Feminist Press, Post Office Box 334, Old Westbury, New York 11568. Specific issues include:

Female Studies VI--Closer to the Ground: Women's Classes, Criticism Programs, 1972, Nancy Hoffman, Cynthia Secor and Adrian Tinsley (eds.), 256 pages; $6.00 paperback. This book focuses on women's studies in the classroom, emphasizing teaching literature.

Female Studies VII--Going Strong: New Courses, New Programs, Deborah Silverton Rosenfelt (ed.), 256 pages; $6.00 paperback. Describes 60 courses in women's studies, including syllabi on third-world women and women in non-western societies.

Female Studies IX--Teaching About Women in Foreign Languages, Sidonie Cassiner (ed.), 256 pages, $6.00 paperback. Surveys the impact of women's studies on the foreign language curriculum. The volume includes 90 listings and outlines for courses offered by departments of French, Spanish, and German in universities across the country.


National Institute of Education Women's Studies Monograph Series, in press (September 1979). For ordering information write: Social Process/Women's Research Team, National Institute of Education, Washington, D.C. 20208. Specific monographs include the following:

The Effectiveness of Women's Studies Teaching, Nancy M. Porter and Margaret T. Eileenchild.
Evaluation Handbook: Women's Studies, Mary Ann Millsap, Naida Bagenstos and Margaret Talburtt.

The Impact on the Institution of Women's Studies: Courses and Programs, Florence Howe and Paul Lauter.

The Involvement of Minority Women in Women's Studies, Maryjoyce Greene.

Re-entry Women Involved in Women's Studies, Blanche Glassman Hersh.

The Relationship Between Women's Studies, Career Development, and Vocational Choice, Christine E. Bose and Janet Priest-Jones.

Women's Studies as a Catalyst for Faculty Development, Elizabeth Ness Nelson and Kathryn H. Brooks.

Women's Studies in Community Colleges, Allana Elovson.

Women's Studies Graduates, Elain Reuben and Mary Jo Strauss.


Strong Women: An Annotated Bibliography of Literature for the High School Classroom, Deborah Silverton Rosenfelt (ed.), 1976, 64 pages. Available from: The Feminist Press, Post Office Box 334, Old Westbury, New York 11568, $2.50 paperback. A selective bibliography annotating more than 100 books for teachers and students wishing to supplement this curriculum. Includes resources on adolescence, sexuality, women in the arts and professions, women and political commitment, third world women, and working class women.


Women's Studies: A Recommended Core Bibliography, Esther Stine- man, 1979, 670 pages. Available from: Libraries Unlimited, Inc., Littleton, Colorado 80160. This recent and lengthy bibliography should provide scholars, educators, and others with core references for many years to come. Subject areas include anthropology, law, history, literature, education, business, economics, labor,
sports, psychology, sociology, and general reference. Periodicals are also listed.


Women's Studies for Teachers and Administrators: A Packet of Inservice Education Materials, Florence Howe and Sharon Kaylen (eds.), 1975, 68 pages plus cassette. Available from: Feminist Press, Post Office Box 334, Old Westbury, New York 11568. This packet has two basic goals: to help a school district start an inservice course on sexism in education, and to show the potential of such a course in developing a far reaching women's studies program within the district. The packet includes: (1) an hour-long cassette containing edited speeches of four feminist educators; women's studies authority Florence Howe, child development specialist Selma Greenberg, literary scholar Elaine Showalter, historian Mary Rothschild; (2) model women's studies inservice course syllabi; (3) samples of curriculum materials produced by teachers in inservice courses; and (4) a descriptive list of key resource groups.
Index to Organizations

The categories under which each organization is listed in this index were selected, for the most part, by the organization itself.

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