

American Association
of University Women



AAUW
1891 1991

Buffalo Branch
Editor: Valarie Bozarth

OCTOBER 1991 NEWSLETTER

Wednesday, October 16, 1991

7:30 p.m.

Invite a friend for
Coffee and Dessert

WORLD

UNIVERSITY

GAMES

BUFFALO '93

Hostesses:

Julie Bardak
Marilyn Carmichael
Bonnie Flickinger
Margaret Goodsole
Jean McFarren
Dr. Julia Piquette
Elizabeth Smith
Jackie Trace
Sylvia Volk

Chairman:

Phyllis Kelly

Speaker: Mary Ann Sansone from the
World Games Speakers Bureau

Fellowship Hall

Holy Trinity Lutheran Church

1080 Main Street
Buffalo, New York

Games will host
spectacular international
festival
featuring artists
from around the world.

Help determine
Buffalo Branch's
participation with
the most important event
in Buffalo
since the Pan-Am Exposition
of 1901.

Although the evening is free, please reserve by calling after 6 p.m.

Beverly Graham (683-4168) or Marianne Latchford (837-2165)

American Association of University Women promotes equity for women,
education and self-development over the life span, and positive societal change.

FROM THE PRESIDENT'S PEN

Dear Members,

As I write to you this month, the Board is just preparing to have their first meeting. Many exciting programs, groups and projects are beginning to take shape. Here is just a sample. Our new focus "AAUW Initiative for Educational Equity" is a truly exciting topic. If you attended the September potluck supper, you saw the video that the Association distributed on this topic. It introduces the topic of educational equity and highlights the events of the National Round Table that was held in Washington, DC, in January, 1991. New York state will be holding a state level round table during the 1991/92 program year. Girls are being shortchanged in their education and we CAN help to make a difference. Please contact either Judy Weidemann or myself if you are interested in assisting with a branch program or in attending a focus group in this area.

The World University Games will be taking place in Buffalo during the summer of 1993 and AAUW has a unique opportunity to take an active role in sponsoring one or more activities surrounding the games. The games have both educational and cultural components in addition to the sports. At the October meeting Mary Ann Sansone will update us. Come and see how this project has grown since we first heard Dr. Ronald Stein speak eighteen months ago. I have been talking with David Hill, the Educational Chair, and Nancy Tse, the Cultural Chair, about possible projects. If you are interested in helping, please give me a call. A group of interested people will meet at my home on Saturday, October 19th at 10 a.m.

Barbara Carier brought back exciting material from the National Convention in Portland. I encourage you to read her articles as they appear in this newsletter. A number of changes were made at the National Convention which should help our Branch better prepare to meet the challenges of the 21st Century.

One final note—AAUW is your organization. Support it in every way you can. If you have suggestions, please let a board member know. See you at the October 16th meeting!

—Barb Olandt, President
Buffalo Branch

PERFECT PICNIC WEATHER

The Buffalo Branch summer picnic was held August 12th, a perfect summer evening, at Williamsville Isle Park. Members, spouses, and guests enjoyed the opportunity to relax and to enjoy the friendships formed through AAUW. It was delightful to visit with so many new members and their spouses. Interest may demand it join the list of annual events.

MEET THE CANDIDATES

The Buffalo Branch is co-sponsoring an evening for political candidates to meet the public. The date is October 28th from 7:00 to 9:30 p.m. at the downtown Y.W.C.A. Questions for the candidates are to be submitted to the greeter at the October branch meeting

PUBLIC POLICY WATCHDOGS

Dr. Herbert London will be the guest speaker at a luncheon program on Tuesday, October 1, at Fanny's Restaurant in Amherst. The program which is open to the public is being sponsored by Amherst Lunch and Issues and the Amherst, Clarence, Cheektowaga and Kenmore-Town of Tonawanda Chambers of Commerce.

Dr. London, described as "a breath of fresh air" in the increasingly stale legislative arenas, will discuss "Change—NY," a statewide, non-partisan, grassroots organization founded by Dr. London, Mr. Lew Lehrman, president of Rite Aid Drug Stores, and Evan Gailbraith, former ambassador to France. The organization seeks to eliminate waste and unnecessary spending and to educate the New York State taxpayers on how their legislators are voting.

For information or reservations, please call Mr. Rich, 631-9777

This newsletter was delivered to the William Street Post Office, Buffalo, N.Y. on Tuesday, September 17, 1991. Bulk mail may take 10 days to deliver. If you have received your newsletter later than September 27th, please leave a message at 633-2130. Your specific case will be brought to the attention of the Postmaster.

District I

Batavia
Buffalo

Chautauqua-Westfield
Dunkirk-Fredonia
East Aurora
Fairport Area

FALL DISTRICT MEETING

Saturday, October 26, 1991

Take the Initiative!

Equity • Membership • Leadership

Greece 3
Jamestown
Lyndonville-Medina-
Middleport
Niagara Area
Rochester
Victor

AAUW is on the fast track! Be a part of the action! Attend the District I Fall Meeting and turn the new AAUW initiatives into branch programs. Learn how to make a difference in your schools and community, increase your branch membership and visibility, fulfill your responsibilities as a member of AAUW. Share ideas with AAUW members across the district from Victor to Jamestown.

Featuring Sandy Bernard, New York's own newly elected Association Executive Vice President; District I Team members Doris Luckey, Branch Council, (Rochester); Suzanne Grossman, Membership, (Buffalo); Marty Ey, Educational Foundation, (Fairport); Jean Moran, Public Policy, (Buffalo); Inez Austin, Educational Equity, (Jamestown) and other branch and state leaders you will leave this meeting energized, enthused and ready to "take the initiative!"

The Niagara Area Branch looks forward to greeting you in the Faculty Dining Room, Building H on the campus of NCCC. The registration deadline is—October 18, 1991.

Niagara County Community College is located at the junction of Routes 31 and 429. From the North East - Take Route 104 to Route 429, left on 429 to Route 31. From the South East and Southern Tier - Take NYS Thruway to exit 50, follow signs taking Route 290 to Route 190-Niagara Falls, cross over Grand Island continue on 190 to Witmer Road Exit (Route 31 East), continue on Rte 31 to Rte 429. Follow AAUW signs.

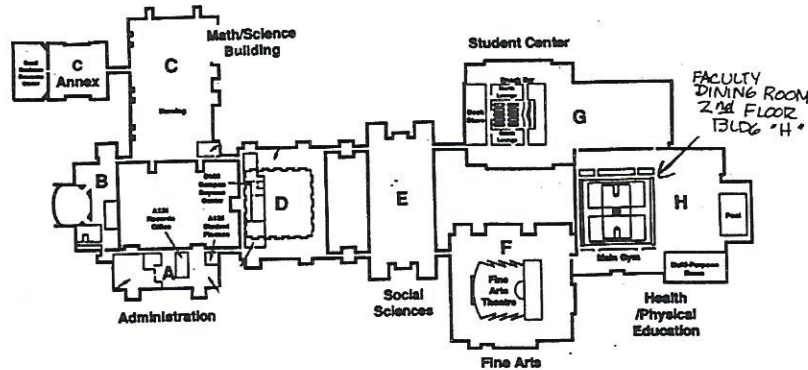
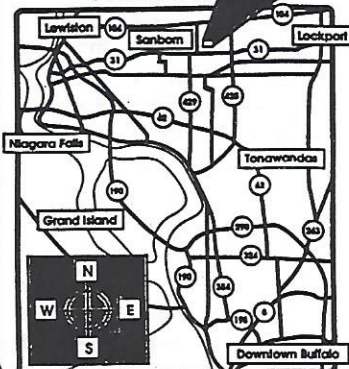
Program Ends 2:30

\$15.00 per person

Hosted by the

Niagara Area Branch

Niagara County Community College
3111 Saunders Settlement Road
Sanborn, New York
(Route 31 near 429)



Please mail your check for \$15.00 and Registration Form by October 18, 1991 to: Margaret Rodgers, Niagara Area Branch AAUW, 340 Ruden Road, Lewiston, NY 14092 - (716-754-2324). For additional information contact Doris Luckey, Branch Council Rep, 240 Weymouth Drive, Rochester, NY 14625 (716-381-6956)

Name: _____ Phone: _____

Address: _____ City: _____

Branch: _____ Position: _____

For nearly forty years, the Buffalo Branch has held its annual book sale. Our fund raiser has become a tradition for the area. Whether we realize it or not, the AAUW mission is fulfilled by this unique event. The money from the sale itself goes into a national fund to be awarded to women scholars; their stories are frequently documented in *The Outlook*, the national magazine from the Association. Door receipts are retained by the Buffalo Branch for Funds for Education and along with the Chamberlin Loan Fund are awarded locally. It has been my pleasure to serve on the interview committee (with other dedicated members) and to see the faces of the women who will benefit by the branch's efforts.

Every year discussion mounts over the viability of the book sale. Should it be continued or not? Personally, I think it would be a disservice to the community to terminate the sale. These recycled books, many which would otherwise be discarded, are a major source for many personal libraries. So many people have commented that they acquire their year's reading for minimal cost at our sale. Medaille College distributes dictionaries and other left over books to disadvantaged students. This year, thanks to Phyllis Kelly, we even sent books to Eastern Europe. But why would we want to discontinue such a useful service? Because it is always an effort to find a person (or persons) willing to coordinate the sale.

No one has ever tried to say that the job of coordinator is a small one. However, I am offering my assistance and support (in writing) to anyone who would consider this job either solo or in partnership with another member. I hope that we can continue to fulfill the mission of our organization and support our community with future book sales (especially next year). So I am appealing to anyone who has an interest in this job to contact either myself (631-3349) or our president, Barb Olandt (683-6822). Perhaps we can even use the team approach and have co-coordinators.

—Diane Silvestro
1991 Coordinator

Money talks and talks and talks. . . .

And those of us who worked on the sale, and those of us who supported the sale, and those of us who stood on the sidelines and cheered can talk up a storm. **The 1991 Annual Used Book Sale netted \$7,168.35!** The gross proceeds were \$13,838.35. Expenses were \$6,670.00. The sealed bid auction raised \$348.09. Door receipts, which are retained by the Buffalo Branch, came to \$1,345.00. Thank you, thank you, Buffalo Branch. And a special thank you to the book sale committee, each of whom gave up a part of her summer vacation.

—Diane Silvestro
1991 Coordinator

MARK YOUR CALENDAR

The Branch Meeting on November 16, 1991, will be about "Tough Love" and helping teenagers and their families conquer substance abuse. The program will be presented by Marcia Valente who is an experienced educator and a leader in this field. Marcia has recently facilitated establishment of "Tough Love" groups in the Williamsville School District, for Temple Beth Am, as well as other organizations. "Tough Love" may not be the only answer to breaking the substance abuse cycle but it is a successful method! This program is a must attend for parents, grandparents, teenagers, and teachers. The principles of "Tough Love" are amazingly applicable to many situations and relationships.

Mark your calendar now for Saturday, November 16, 1991, at 9:30 a.m. The meeting location is The Four Seasons Restaurant, corner of Harlem, Wehrle, and Kensington. A continental breakfast will be served for \$4.85. Send check before November 11, 1991 to Suzanne Grossman, 310 Pryor Avenue, Tonawanda, 14150.

MAKE PLANS FOR THE HOLIDAYS

The program committee is making arrangements for an English Christmas Tea for the December 8th branch meeting. The event is planned for the afternoon of Saturday, December 8th at Park School. Members may wish to join together to attend either of two other events that same day. The Amherst Symphony Orchestra will play at 7 p.m. and The Living Christmas Tree, a choral presentation at The Chapel in Williamsville, will perform at 5 and 8 p.m. If you are interested in attending any of these performances, call **Bunny Blackstone at 655-4519 by October 31st.**

Membership Recruitment

The new fiscal year began July 1, 1991. I have already distributed eleven applications and six people have returned them and completed the process for membership. Please welcome to the Buffalo Branch .

Christine Bentley
269 Middlesex
Buffalo
876-8262

Christine graduated with a B.A. in engineering from the University of Pennsylvania and a M.Sc. in political science from University of Rochester. She is interested in health issues, especially aging.

Mary Caderhead
84 Bentham Parkway
Snyder 14226
Office phone 636-3590

Mary's B.A. is from State University of New York at Buffalo and her M.Sc. if from State University College at Buffalo. Pay equity, career mobility, and health issues interest her.

Nancy Garver
8363 Tower East Hill Road
Colden 14033
941-3150

Oberlin College awarded Nancy her B.A. Her interests are education and child and dependent care.

Michelle Layer
6102 Campbell Boulevard
Lockport 14094
625-8542

Michelle's B.A. is in journalism from Hofstra University. Work and family issues as well as health issues concern Michelle.

Deirdre O'Mahoney
8110 Northfield Road
Clarence Center 14032
741-9236

Deirdre's B.A. is from State University of New York at Elmira. She is interested in health issues, pay equity, and education.

Louise A. Sapienza
387 Crescent
Buffalo 14214

Canisius awarded Louise her B.A.

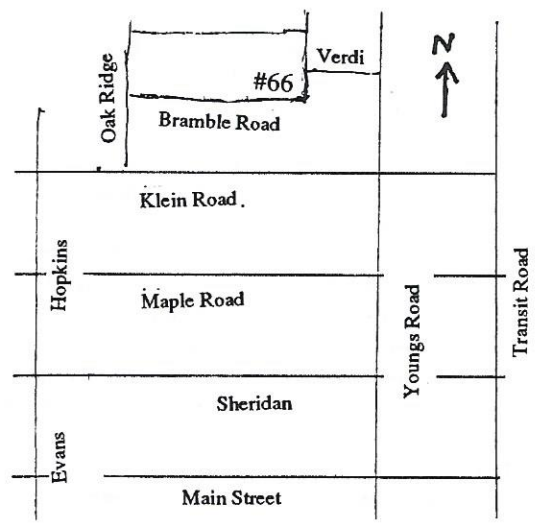
Membership Planning

The year 1991-92 is national membership recruitment year with a new AAUW topic, "Take the Initiative." Buffalo Branch is taking the initiative by establishing a Member Recruitment Group. At least seven projects have been suggested to start discussion and action. Please join this group and join the excitement of an expanding, diverse membership. Recruitment enlarges our network, adds friendships, increases our impact on legislation, and stabilizes dues. Just one meeting is necessary. Plan to attending at my home, 310 Pryor Avenue, Tonawanda at 7:30 p.m. on Thursday, October 20. Call 837-8769 for reservation and directions.

New Member Coffee

Buffalo Branch Board invites all new members and continuing members to a Saturday morning coffee at Dr. Patricia Seaver's home, 66 Bramble Road, Williamsville. Mark your calendar now for 9:30 a.m. on November 2. Casual attire, please. Come and learn about AAUW activities and the accomplishments of the Buffalo Branch. Meet members of the Buffalo Branch board and share your visions. RSVP Suzanne Grossman (837-8769).

To #66 Bramble Road:



—Suzanne Grossman, R.D.
Membership Second Vice-President

More than sixty members and their guests enjoyed the delicious food, renewed friendships, and recounted summer experiences. The smell of a cooking turkey and the sounds from spirited conversations filled the balmy evening air as one entered the Christ United Methodist Church. Jan Vine, study and interest group chair, organized representatives from each study group who displayed their 1991-92 calendars of events. Red roses not only brightened each table but their purchase supported the local BOCES horticulture program.

Barbara Olandt, president, hosted the meeting. Joan Eschner's video of the centennial year was viewed. This record convincingly conveys that AAUW was very busy in its 100th year. Thank you, Joan, for providing a unique record of the centennial year and a real treasure for the members of the 21st century. Kate Cerilli, a local recipient of an AAUW Community Action grant, presented a brief summary of her work with family violence and the law. Kate is a U.B. law student. Barbara Carier spoke about her experiences at the Association's Convention in Portland, Oregon. The findings of "Shortchanging Girls, Shortchanging America," the results of a major and frequently cited study undertaken by AAUW, spoke so directly to the membership that the inclusion of major sections in the newsletter seemed warranted. An eleven minute film from the Association, a very professional and direct presentation of the problems young women find in their educational endeavors, was viewed; the film and the study are quickly becoming a major source of information in a widely distributed campaign to focus the nation, the educational training centers, the local school boards, parents, and our membership on the facts. "Shortchanging Girls, Shortchanging America" is a definitive study providing much needed data. The annual potluck provided a relaxing evening, great home cooking, and an invigorating inauguration to the 101st year of the Buffalo Branch

The deadline for submitting items for the NOVEMBER NEWSLETTER is Monday, October 7.

LEADERS FOR A NEW CENTURY 1991 CONVENTION REPORT

As the Branch delegate to the recent Association Convention in Portland, Oregon, I want to share through the newsletter the events of June 21-25. Through a series of articles, I will highlight the events and the issues of the five days. The events will be chronologically reported, so I'll begin with the opening session.

The Convention began with a fascinating conversation between John Gardner, former Secretary of Health, Education, and Welfare, and Denise Cavanaugh, a management consultant. They actually conversed about the ways organizations evolve. The program was televised on two large screens on either side of the stage where they were sitting, so the faces of the speakers could be seen in closeup by everyone. They talked about how leaders must develop a sense of community and shared values with the members of their organization. Gardner said that there are powerful disintegrating factors working to pull organizations apart and that self-renewal is critical for both individuals and their organizations. Passive allegiance isn't enough today; we must work to renew our relationships and to improve the future. The traditional American concern for the release of human possibilities has moved slowly. It took eighty-nine years to free the slaves and another fifty-five years to give the vote to women. AAUW can be our ally in self-renewal and rededication.

—Barbara Carier

HOST FAMILIES SOUGHT

Charlene Stanford, a branch member, is local coordinator for a high school student exchange program seeking host families. The next group of students will arrive in New York City in January. The students speak English, have full medical insurance, and have their own spending money. Host families receive a travel scholarship towards study/travel abroad programs. If you are interested in establishing closer contact with another culture and in welcoming a foreign student to your home, please call Charlene at 885-6516.

SEPTEMBER BOARD MEETING

On September 4th the Buffalo Branch Board of Directors convened at Homestyle Buffet. After dinner President Barb Olandt presided; the usual reports were read and accepted without major changes. The president noted that attendance at board meetings would be assumed; however, if one cannot attend, it is important to notify her before the meeting. Absences will be noted and explanations recorded in the President's records. Barb presented Diane Silvestro, Book Sale Chair for the past two years, with potted chrysanthemums and a bottle of wine for her heroic efforts at this year's sale.

As treasurer Diane then reported that 156 members had paid dues which included sixteen new members since July 1. Concern was expressed that members should pay immediately to insure inclusion of their names in the roster. As of July 31, 1991, the treasury has moneys of \$9,271.23, certificates of deposits for \$2,251.19, and unrestricted funds of \$696.11.

Maryalice Seagrave, finance chair, submitted the proposed budget. The board approved upon her recommendation that the net gain from the 1990-91 fiscal year be equally divided between unrestricted funds and special projects. The proposed budget anticipates a deficit of \$234.36. (See proposed budget and estimated income figures on page eight.)

Barbara Carier, delegate to the Association Convention, noted that the organization at the state level will now be known as New York State AAUW rather than New York Division. She also reported the dues have been revised at the Association level; student affiliates (i.e., non-member undergraduate students) with reduced fees will now be included in the AAUW structure. The Convention also more precisely narrowed the AAUW focus to "Education and equity for women and girls." All former topics for focus are still included but this new banner will make AAUW more easily recognizable as the definitive source for information on women and education. A giant leap towards becoming that undisputed source is a new publication "Shortchanging Girls, Shortchanging America."

Sue Grossman, membership recruitment chair, announced a national program, "Take the Initiative," which makes every member a recruiter. She also announced the November 2nd membership tea arrangements and a membership committee meeting to implement the Association's recruitment program.

Nancy Ryther, publicity chair, reported that articles about the Branch have recently appeared in *The Buffalo News* and *Spree*.

The meeting adjourned at 8:20 p.m.

Public Policy

Some of the most important and comprehensive child welfare legislation of the last decade has been proposed by Congress. The "Child Welfare and Prevention Services Act of 1991" will come before Congress to address the needs of abused and neglected children and to strengthen important and necessary child services.

It is a national tragedy that a shockingly high increase in the numbers of children reported abused and neglected each year, devastating families and besieging the child welfare system, is currently being reported. In 1990, 2.5 million American children were reported abused or neglected—over 100% more than reported a decade ago. Infants and toddlers are particularly at risk of abuse or neglect, drug and HIV exposure, abandonment, and sexual abuse.

The Child Welfare League suggests you write your congressman in support of the "Family Preservation Act of 1991" (H.R. 2571) and the "Child Welfare and Preventive Services Act" (S.4).

Other new bills to watch are H.R. 3032 which strengthens access to higher education opportunities for low-income students and minority students; H.R. 3050/S. 1562 which establishes a higher education loan program with the amount of a student's loan repayment contingent upon the student's income; and S. 1500 which would expand individual opportunity in graduate education and enhance the quality and diversity of college and university faculty under the Higher Education Act.

—Sharon Rich
Public Policy Chair

**BUFFALO BRANCH, INC.
BUDGET PROPOSAL FOR 1991-92**

ADMINISTRATION (\$1,000.)

Treasurer's Expenses	\$165.
Corresponding Secretary's Expenses	40.
Insurance/Bonding	150.
By-Laws	10.
Stationery, Supplies, & Equipment	125.
Bookkeeping	225.
President-Elect's Expenses	20.
Recording Secretary's Expenses	10.
Finance/Budget Committee's Expenses	15.
President's Expenses	200.
Nominating Committee's Expenses	10.
Historian's Expenses	30.

PROGRAM DEVELOPMENT (\$785.)

General Meetings	\$625.
House Committee	30.
Hospitality Committee	10.
Education & Equity	30.
Interest Areas (4)	35.
Study/Interest Groups	20.
Women's Issues	15.
Public Policy Program	20.

MEMBERSHIP SERVICES (\$2,235.)

Membership Recruitment	\$425.
Membership Retention	65.
Newsletter	1,500.
Roster	200.
Publicity	45.

COALITIONS/ORGANIZATIONS (\$45.)

Buffalo Council on World Affairs	\$35.
College/University Representative	10.

CONVENTIONS/TRAVEL (\$200.)

Delegates—1992 State	\$200.
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HONORARIA, GIFTS, AWARDS (\$85.)

Achievement Award	\$40.
President's Gift	45.

DESIGNATED FUNDS (\$550.)

Delegates to 1993	
Association Convention	\$400.
Delegates to 1992 MAR Convention	100.
Special Events	50.

The total proposed budget is \$4,900.

1990-91 FINANCES**INCOME**

Dues (258)	\$3,745.00
Interest	474.87
Sale of Stationery	25.00
Election Service	<u>261.80</u>
	\$4,506.67

DISBURSEMENTS

NET GAIN \$4,215.38

1991-92 FINANCES**ESTIMATED INCOME**

Dues (260)	\$3,770.00
Interest	500.00
Miscellaneous	250.00
1/2 of '90-91 net gain	<u>145.64</u>
	\$4,665.64

ANTICIPATED DEFICIT \$234.36

Recommendations from the finance chair to the Board of Directors:

Budget/Finance Committee will continue to study possible changes in amount of branch dues and in membership classification. Committee will report at 12/91 board meeting.

If, at end of 1991/92 fiscal year, income exceeds disbursements, the net gain will be divided equally between Special projects and Accumulated funds.

Board must address the question of an annual stipend for the treasurer and of the purchase of a lap computer.

Accumulated funds will continue to be invested in a certificate of deposit. Community interest chairs should study community needs and suggest ways to make the branch responsive to those needs within the goals of AAUW. Accumulated funds can be looked at as a source of funding for a community project.

SHORTCHANGING GIRLS, SHORTCHANGING AMERICA

A NATIONWIDE POLL TO ASSESS SELF ESTEEM, EDUCATIONAL EXPERIENCES, INTEREST IN MATH AND SCIENCE, AND CAREER ASPIRATIONS OF GIRLS AND BOYS AGES 9-15.

Commissioned by AAUW
January 1991

AAUW, a long time force in women's education, has launched a major initiative to understand the critical changes in attitudes and identity among girls and boys and to apply that understanding to adolescent experience and its effects on life's choices. With Greenberg Lake: The Analysis Group, the AAUW has recently completed a national survey research project to study the interaction of self-esteem and education and career aspirations in adolescent girls and boys in today's society.

The survey, commissioned in the fall of 1990, examines the differences in attitudes between girls' and boys' perceptions of themselves and their futures, measures the changes in attitudes as adolescents grow older, and identifies critical processes at work in forming adolescents' attitudes of self-esteem and identity. It then looks at the development of adolescents' aspirations—their career choices and expectations, and their perceptions of gender roles and at the part that the educational setting plays in that. And, finally, the survey examines the relationship of math and science skills to the self-esteem and career goals of the boys and girls who will make up the workforce of the next century.

Adolescence, the period of transition from childhood to adulthood, is a critical time for the development of self-identity. It is one of the stages of a person's life where changes in biology and psychology are dramatic. It is a critical moment of a person's life to make a broad set of choices and decisions. And, finally, it is the time in a person's life when the differences of gender are particularly formative for the adult lives of women and men in our society.

The study included three thousand children⁹ between grades four and ten, in twelve locations nationwide. The survey was conducted from September 19 through November 14, 1990. The sample for this study was stratified by region. Greenberg Lake developed clusters of states and took a random selection sample across each strata and cluster proportionate to the number of school-age children in each state last year. Topics of research and the survey language were refined in a preliminary series of focus groups.

KEY FINDINGS

The most interesting findings of the survey center on self-esteem. Adolescence is a tough time for both girls and boys. As girls and boys grow older, both experience a significant loss of self-esteem in a variety of areas; however, the loss is most dramatic and has the most long-lasting effect for girls.

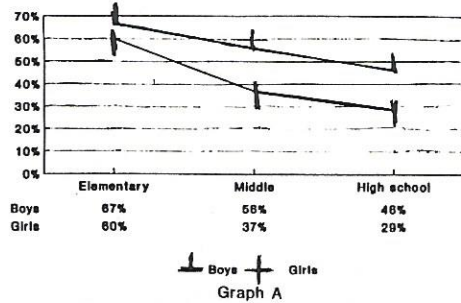
This summarizes several important initial findings of the survey about the levels and trends in self-esteem among young people, about the effects of young people's declining sense of self on their actions and abilities, and about institutional influences on their lives. These findings represent the beginning of an understanding of the complex relationship between adolescent self image and careers, the differences in that relationship due to gender, and the impact of math and science on self-esteem and career aspirations.

1. A gender gap on self-esteem increases with age.

The adolescent years, marked by dramatic changes and contradictions, strongly affect the self-esteem of both girls and boys. However, the survey finds dramatic differences in levels and trends in esteem between girls and boys, with more boys than girls entering adolescence with high self-esteem and many more young men than young women leaving adolescence with high self-esteem.

Girls, aged eight and nine, are confident, assertive, and feel authoritative about themselves. They emerge from adolescence with a poor self-image, constrained views of their future and their place in society, and much less confidence about themselves and their abilities. Sixty percent of elementary school girls say they are "happy the

I'm Happy the Way I Am
Percent "Always True" by Grade

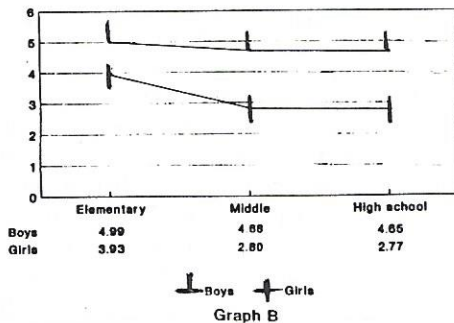


way I am," a core measure of personal self-esteem. More boys, 67 percent of those surveyed, also strongly agreed with the statement. Over the next eight years, girls' self-esteem falls 31 percentage points, with only 29 percent of high school girls saying they are happy with themselves. Almost half of the high school boys (46 percent) retain their high self-esteem. By high school, this gender gap increases from 7 points to 17 points.

Graph A shows young women and men experiencing a loss of self-esteem as they grow older, with adolescent women showing a dramatically greater loss. The sharpest drops in self-esteem occur in the years between elementary school and middle school.

The drop in self-esteem during the adolescent years and the accelerating and widening gap in self-esteem between girls and boys is most clearly presented by calculating a *Self-esteem Index* from the five tested measures of basic individual self-esteem: "I like the way I look," "I like most things about myself," "I'm happy the way I am," "Sometimes I don't like myself that much," and "I wish I were somebody else." See Graph B.

Self-Esteem Index



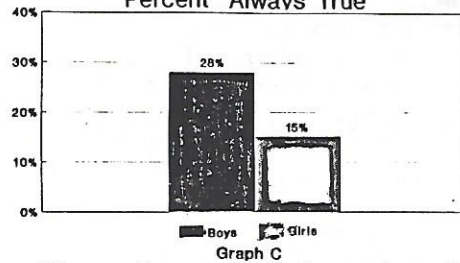
2. Declining self-esteem, a governor on dreams and future actions, more strongly affects girls than it does boys.

The overall declines in self-esteem during adolescence have their greatest impact on girls as self-esteem turns to action. The survey finds that adolescent girls are more likely than are boys to have their declining sense of themselves inhibit their actions and abilities. This difference accentuates with age.

The biggest difference in self-esteem between girls and boys centers on the subject of "doing things." Boys are much more likely than are girls to feel "pretty good at a lot of things." Almost half the boys say this statement is always true, compared to less than a third of the girls who say it is. Boys' sense of confidence in their ability to "do things" correlates strongly with general self-confidence.

Boys also report a greater willingness to speak out. Boys are more likely than are girls to "speak up in class a lot" and, as Graph C shows, to "argue with my teachers when I think I'm right."

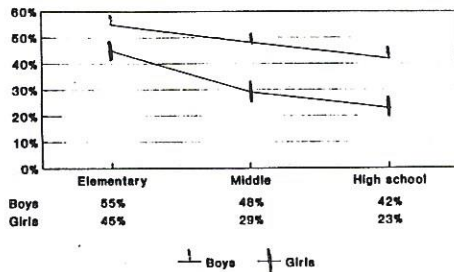
I Argue with My Teachers When I'm Right
Percent "Always True"



The gender gap in feelings of confidence toward their abilities grows as adolescent girls and boys get older. As Graph D shows, the 10 point difference between elementary school girls and boys becomes a 19 point difference between high school girls and boys.

The greater sense of self-esteem among young men is apparent in their greater confidence in their own talents, a point of intersection between feeling and action. Almost twice as many boys as girls refer to their talents as what they like most about themselves. Boys' confidence in their ability in sports, four times as high for adolescent boys as for girls, is the source of much of the difference.

I'm Good at a Lot of Things Percent "Always True" by Grade



Graph D

Physical appearance, fundamental to the self-esteem of all young people, is much more important to the self image of young women than of young men. Girls are nearly twice as likely as boys to mention a physical characteristic as the thing they like most about themselves. Physical appearance is most important for girls in middle school, the time of greatest decline in self-esteem.

As girls and boys go through adolescence, both experience traumatic physical changes and their perceptions of those changes are central to patterns of self-esteem. However, the way young women and men see those changes and the degree to which those changes influence self image differ sharply by gender. Boys tend to view the physical changes positively, as getting bigger and stronger. Girls believe their changes lead in a negative direction, reinforcing their declining self-esteem and gender stereotypes. Further, boys' greater confidence in their talents, in their ability to do things, cushions their uneasiness about changes in their appearance; whereas society tells girls more strongly that their worth is dependent on their appearance.

Finally, self-esteem is critically related to young people's dreams and successes. The higher self-esteem of young men translates into bigger career dreams. Boys start out at a higher level than do girls when it comes to their career aspirations. The number of boys who aspire to glamorous occupations (rock star, sports star) is greater than that of young women at every stage of adolescence, creating a kind of "glamour gap." Further, boys are slightly more likely than are girls to believe their own career dreams will come true.

Finding it difficult to dream and constrained by gender rules, girls start out with lower hopes for their careers, and are already less confident in their talents and abilities. Girls are much more likely than boys to say they are "not smart enough" or "not good enough" for their dream careers.

There are important interactions between race and trends in self-esteem. Black girls in elementary school express high levels of self-esteem and they retain it through high school. While family and community reinforcement sustain high levels of personal importance for black girls, these girls feel strong pressure from the school system and drop significantly in positive feelings about their teachers and their school work.

Hispanic girls are much less confident and positive than black girls and go through a crisis in some ways even more dramatic than the profound shift in white girls' self-perceptions. While Hispanic girls start with significantly higher levels of self-esteem and end up with somewhat higher levels, they plummet in terms of confidence in appearance, family relationships, school, talents, and importance. For example, they drop 38 points in personal self-esteem, farther than any other group of girls.

Girls Self-esteem
By Race and Grade
"Happy the Way I Am"
% Always True

	Elem	Middle	H.S.	Change	All
White Girls	55	29	22	-23	34
Black Girls	65	59	58	-7	60
Hispanic Girls	68	54	30	-38	52

3. Family and school, not peers, have the greatest impact on adolescents' self-esteem and aspirations.

Popular literature suggests that peers dominate the world of teenagers. In fact, the survey finds several other factors, especially adults and the adult institutions of family and school, have a greater impact on adolescents' self-esteem and aspirations.

A factor analysis probe of self-esteem shows that feelings of acceptance by peers ranks well below academic confidence and feelings of importance within the family as dimensions of adolescent self-image.

12 Pride in schoolwork and feelings of being good at things decline rapidly during adolescence. In elementary school, about half of the students always feel "proud of the work I do." By high school, only one in six students still feels that way.

Although the overall structure of self-esteem is similar for girls and boys, small differences provide important insights. For young men, the sense of confidence in their ability to do things correlates more strongly with general self-esteem than with other aspects of academic confidence. As they find people believing males can do things, boys end up with higher self-esteem as they go through adolescence. The research, particularly the focus groups, shows that young women find people, including their teachers, believing that females cannot do the things they believe they can. The result is girls' lower self-esteem.

For young women, feelings about academic performance correlate strongly with relationships with teachers. Teachers are important role models for young women. Nearly three out of four elementary school girls and over half of high school girls want to be teachers. Far fewer adolescent boys, at any grade, want to be teachers.

Thus, teachers have a special opportunity to affect the self-esteem of their female students, and by instilling confidence, to shape their interests and aspirations.

For elementary school girls, in fact, academic self-esteem is the most important aspect of self-esteem; yet, it is for them already a negative force. Less than half the girls in elementary school (49 percent) say they feel pride in their schoolwork and the percentage drops 32 points to 12 percent in high school. (The percentage of boys who are proud of their schoolwork also drops between elementary and high school, from 53 percent to 16 percent—but, academic pride plays a much smaller role in the structure of boys' self-esteem.)

*Still Reading?
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Drop a card to the newsletter editor.*

4. How students come to regard math and science differs by gender.

One of the most dramatic and easily measured effects of schools and teachers on their adolescent students is in the teaching of math and science. The survey finds a strong relationship between math and science and adolescent self-esteem. Math and science have the strongest relationship on self-esteem for young women, and as they "learn" that they are not good at these topics their sense of self-worth and aspirations for themselves deteriorate.

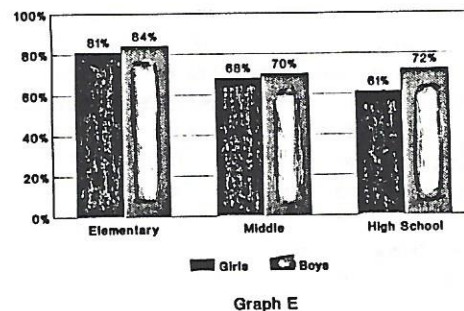
As Graphs E and F show, an overwhelming majority of young people like math and science. Most elementary school students also have confidence in their ability to do math, though levels are higher for boys than for girls. All students' enthusiasm for math and science is greatest in the elementary years, and drops precipitously as they get older. The following graph shows the most dramatic losses are among women.

81 percent of elementary school girls like math. By high school, 61 percent say they like math.

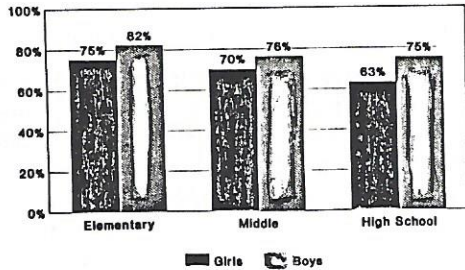
84 percent of elementary school boys like math. Their enjoyment drops less than girls'—to 72 percent—by high school.

Pluralities of elementary school girls (24 percent) and men (32 percent) name math as their favorite subject. By high school, these pluralities decline to 12 percent and 23 percent.

Like Math
By Grade and Gender



Like Science By Grade and Gender



Graph F

Conversely, the percentage of girls who name math as their least favorite subject jumps from 15 percent in elementary school to 28 percent in high school. The percentage of men who like math least jumps from 9 percent to 21 percent.

Although overwhelming numbers of adolescents "like" math, significantly fewer believe they are "good at math." As Graphs G and H show, adolescents' confidence in their ability declines as they get older and helps erode their enjoyment of math. Adolescent boys, at all grade levels, are much more confident than young girls about their abilities in math. Half of all elementary school boys, but only one-third of all elementary school girls, say they are good at math. By high school, one in four males, but only one in seven females, still say they are good at math.

Adolescent women and men interpret their problems with math differently. Large percentages of both girls and boys who dislike math do so because they get bad grades or consider it too hard. As girls get older, the percentage who dislike math because it is "too hard" drops and the percentage who dislike math because they get "bad grades" increases. As the boys get older, they come to believe that they do not like math because the subject itself is "not useful." Girls interpret their problems with math as personal failures. Boys project it more as a problem with the subject matter itself.

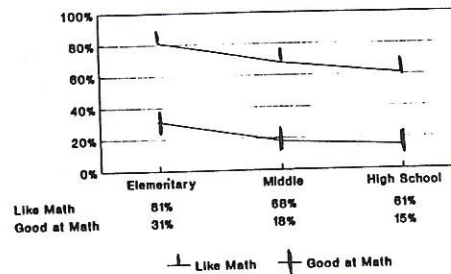
Interest in science shows similar patterns.

The number of girls who like science drops from 75 percent in elementary school to 63 percent in high school.

82 percent of boys like science in elementary school. Seventy-five percent of boys still like science in high school.

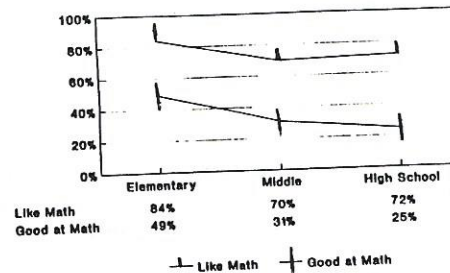
While most students who dislike math do so because they consider it "too hard," most students who dislike science say science is "not interesting." However, as girls grow older, we see a similar pattern as we did with math. Adolescent girls are more likely than adolescent boys to find science uninteresting. Adolescent boys are more likely than girls to discount the importance of science itself.

Girls and Math Like Math vs. Good at Math



Graph G

Boys and Math Like Math vs. Good at Math



Graph H

5. There is a circular relationship between liking math and science, self-esteem, and career interests.

The school system provides the most important place to make a positive impact on the self-esteem of adolescents, as well as on their career preferences. The relationships between math and science, self-esteem and career preferences provide an important example of the

kind of difference schools can make. Because of the differences in the ways adolescent women and men think about math and science, the influence of teachers on young women and their self-esteem and careers is particularly strong.

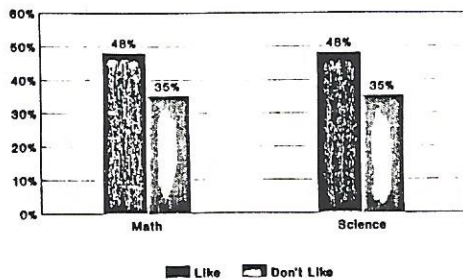
Adolescents who like math and science are more likely to prefer careers in occupations they believe make use of these subjects. By small margins, students who like math and science express stronger desires for careers as teachers, doctors, and scientists.

Even more important, students who like math and science are more likely to aspire to careers as professionals. On an open-ended measure of career preference ("What do you really want to be when you grow up?"), students who like math and science are more likely to name professional occupations as their first career choice. The impact is stronger for young women than for young men.

Enjoyment of math and science is also related to career choice in a more indirect way. As Graph I shows, there is a circular relationship between enjoyment of these subjects and self-esteem. Students who like math possess significantly greater self-esteem—Students with higher self-esteem like math and science more. These students like themselves more, feel better about their school work and grades, consider themselves more important, and feel better about their family relationships.

The differences by gender are important. Dramatically, adolescent women who like math are more confident about their appearance than are

Math/Science and Self-Esteem
Percent "Happy the Way I Am"



Graph I

all adolescent men, whether or not they like math (and than adolescent women who do not like math). And young women who like math and science worry less about others liking them.

This greater sense of self confidence has a measurable effect on confidence about career choices for both young men and women. Young women and young men who like math hold onto their career dreams more stubbornly and are less likely to believe they will "probably end up being something different from what you sometimes want to be."

Finally, all adolescents see large differences between the sexes, and these differences increase the tensions and contradictions for young women as they get older. Gender stereotypes are still a major force in shaping the career expectations of young people. Young women are much more likely than young men to want to be homemakers (+32 percent), teachers (+33 percent), and nurses (+35 percent). Adolescent men are much more likely to want to be sports stars (+42 percent), construction workers (+18 percent), and scientists (+21 percent). The workforce in the year 2000 will require many more scientists, engineers, and mathematicians. However, by high school, 52 percent of boys think they would enjoy being a scientist, but only 29 percent of girls.

Still, the survey also reflects the dramatic societal changes in the last two decades. Most young people assume that women will combine a job outside the home with their job inside the home. Even more girls than boys think they could enter certain professions, most noticeably, the law. These changes in gender perception, and broad potential for even greater changes with a better understanding of the reciprocal relationships between schools and young women students, are among the brightest findings of the survey. These results present a critical challenge to schools as we face the social and economic realities of the next century.

Your 1991-92 membership card is enclosed unless you already received it. Didn't get one? Are your dues paid?

The Calendar for Study & Interest Groups

15

9/24—Tues.

Investment Club will meet at 7 p.m. sharp at Valarie Bozarth's home, 159 Fairways Boulevard, Williamsville. The stock study course arrived and was distributed with a study assignment at the August meeting. Although participation requires a monetary contribution in this National Association of Investment Clubs affiliate, guests are always welcome.

9/28—Sat.

International Study Through Foods will meet at the home of Ann Hicks, 5177 Willow Brook, Clarence at 7:30 p.m. "China from an American Professor's Perspective" will be discussed by Dr. Sanford Gunn and his wife Fay. There will be just a taste of Chinese food. We suggest you read "China's Youth Wait for Tomorrow" in the July issue of National Geographic which elaborates on the unresolved conflict between the Maoists' legacy and the democracy movement. A small core group organizes four of these meetings each year with attendance open to all branch members and their spouses. Please telephone Ann (741-3964) for a reservation. Inquire with the hostess about a fee for tasting.

10/1—Tues.

Duplicate Bridge players should call Mary O'Connor at 631-9227 for location. Bridge time is 7:45 p.m.

10/2—Wed.

Board of Directors Meeting will begin at 7 p.m. at Benjamin Franklin Middle School, 500 Parkhurst, Kenmore. All board members are expected to attend. If you cannot, attend call Barbara Olandt at 683-6822.

10/7—Mon.

Music Study Group will meet at 1:00 p.m. at Mildred Geelan's home, 1337 East Robinson, North Tonawanda. Millie will present the program "Obscure Opera Works." R.S.V.P. to Mary Weppner (634-6636).

10/7—Mon.

British Study Group will meet at 6:30 p.m. at Valarie Bozarth's home, 159 Fairways Boulevard, Williamsville. R.S.V.P. at 633-2130.

10/8—Tues.

German Study Group will meet at 1:30 p.m. at the home of Renny Ferber, 24 Linden Avenue, Buffalo. Inquiries to join the group should be directed to 836-3277.

10/17—Thurs.

Thursday Night Bridge Group will meet at 7:45 p.m. Contact Lorraine Schank at 634-4648 for meeting location.

10/18—Fri.

Literature: Friday Afternoon will meet at the home of Rita Green, 334 Reist Street, Williamsville. Marion Elmer will review *Many Masks* about the life of Frank Lloyd Wright. Please call Rita (632-0014) if you plan to attend.

10/21—Mon.

Great Decisions 1991 will meet at 5:30 p.m. at the home of Mary O'Connor, 30 Fairways Boulevard, Williamsville. Ann Bish will facilitate the group discussion on "Cuba." Call Mary at 631-0227 if you plan to attend.

10/22—Tues.

Afternoon Book Review Group will meet at the home of Joyce Kopf, 68 Majestic Circle, Amherst. Book reviewer will be Pamela Haupt. Please call Joyce at 832-6858 for reservation and for time.

10/28—Mon.

Evening Literature Study Group will meet at Jeanne McKown's home, 5141 Willowbrook Drive, Clarence. Suzanne Grossman will facilitate the discussion of Kevin Phillips's *The Politics of Rich and Poor*. Co-hostesses are Jeanne and Loretta Quenneville. R.S.V.P. with Jeanne at 741-3115.

10/29—Tues.

Investment Club will meet at 7 p.m. sharp at Amherst High School on Main Street. Contact Kelly McCurdy at 439-8739 if you would like to attend as a guest or prospective member.

11/2—Sat.

New Members' Coffee will take place at the home of Dr. Patricia Seaver, 66 Bramble Road, Williamsville, at 9:30 a.m. All new members are encouraged to attend; board members mark your calendars now. This brief but very important contact among new members and experienced, active board members is a vital link in reaching full participation in the many facets of AAUW.

11/4—Mon.

Music Study Group members will meet at the home of Marie Moody, 119 Henning Drive, Orchard Park. Call Mary Weppner (634-6636) for a reservation and for time of meeting.

11/4—Mon.

British Study Group will meet at 6:30 p.m. at Valarie Bozarth's home, 159 Fairways Boulevard, Williamsville. R.S.V.P. at 633-2130.

11/6—Wed.

Board of Directors Meeting will begin at 7 p.m. at Benjamin Franklin Middle School, 500 Parkhurst, Kenmore.

—Jan Vine, Coordinator
Study and Interest Groups

Representatives of each study group with their calendars and wares were available at the Annual Potluck Supper. It is truly a flying start with the variety of programs available. An enormous thank you to each member of a study group who makes this branch interesting and vital at the grassroots level. The hospitality, the open exchange of ideas and issues, and the willingness to share the actual physical work necessary to maintain an active study group are essential elements of the AAUW experience. Call the contact persons listed above to join. And a big thank you to Jan Vine for coordinating the groups. From the presentations at the potluck, 1991-92 may be the very best year yet!

This newsletter was delivered to the William Street Post Office, Buffalo, N.Y. on September 17, 1991.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

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