

Merget Serves as New SPEA Dean

Astrid E. Merget made Indiana University history as the first female dean of an academic school based in Bloomington when she assumed leadership of the School of Public and Environmental Affairs (SPEA) on October 1, 2000. Previously, she served five years as the associate dean of the Maxwell School of Citizenship and Public Affairs and Chair of the Department of Public Administration at Syracuse University.

A graduate of Mount Holyoke College, Merget earned her Masters of Public Administration and her doctorate from the Maxwell School. She has held faculty appointments at Ohio State, George Washington, and Columbia Universities. Much of her research is conducted in the field of urban and national affairs, especially in the area of social policy. Merget is especially interested in the role of non-profit organizations in service provision.

Working in the Public Sector

Merget has “real world” experience in these areas as well. In 1994, while on leave from her academic responsibilities at Syracuse, she worked as a Senior Advisor to Secretary of Health and Human Services, Donna Shalala. “I worked mainly on projects that might have fallen through the cracks,” said Merget.

While at HHS, her main project dealt with building collaboration among service providers or “service integration.” Much of the work was innovative and included nurturing experiments that were going on at the state level, much like

some program-
ing in Oregon.
In addition,
Merget had a role
in Al Gore’s effort
to reinvent
government. She
worked closely
with the National
Performance
Review, trying to
find ways to make
government more
effective and
efficient.



**ASTRIDE MERGET, DEAN
School for Public and
Environmental Affairs**

This was not
the first time that
Merget had worked
in the public sector.

During the Carter administration, she served as a special assistant to the Assistant Secretary for Policy Development and Research in the Department of Housing and Urban Development. In addition, she worked for the mayor of New York City following her MPA work.

Originally, Merget went back for her Ph.D. with no intention of becoming a professor. “I wanted to do research that informed public policy,” she noted. Over time, however, she became hooked on education. “I enjoyed opening new worlds for the students and helping them develop new skills,” she said.

Leadership Goals

As SPEA’s new dean, Merget has developed a series of goals for the school. She notes that “SPEA houses a treasury of talent,” but it is now time to “infuse a communal attitude across the diverse areas of the school.” This is complicated by the fact that SPEA is a system-wide school, with faculty on seven campuses. Furthermore, SPEA is interdisciplinary school and mixes the social and hard sciences. In addition to fostering a community spirit, it is also necessary to find a governance structure that allows the school to function most effectively. To this end, a governance audit team – chaired by Associate Dean Bob Agranoff – has been formed.

Merget also hopes to work on fundraising. Currently SPEA is ranked third in the nation and is tied with Princeton

Breaking News!!!

The Office for Women’s Affairs and the Women in Science Program have received a National Science Foundation Grant. The 18 month grant, awarded under NSF’s Program for Gender Equity in Science, Mathematics, Engineering, and Technology, will be used to fund WISP’s new program “Retaining Undergraduate Women in the Sciences: A Laboratory Research Program.” Focusing on third year women science majors, the program is scheduled to begin this summer. By focusing on upper-division students, the program hopes to assist students to gain the experience they need to pursue careers in laboratory research or to be competitive for graduate school. Look for more information in the next *Majority Report*.

Women in Science 2000-2001

Science Careers: Women leaving out of the pipeline

There are many stages in our lives that influence our careers, from childhood, through college, and on into the workplace. Throughout these stages, our career goals and choices are affected by a variety of factors. For science careers, each stage sees a larger number of people leaving the sciences than joining them, and women make up the larger part of those dropping out. So what are the factors that influence the loss of women from the sciences?

According to Gerhard Sonnert, author of *Who Succeeds in Science? The Gender Dimension*, family influences are important factors that affect people's choices (p. 8). Women with mothers who worked during their childhood and adolescence had higher career aspirations than women with non-working mothers. Fathers also have an impact on women's career choices. First-born daughters or daughters with no male siblings seem to receive more encouragement from their fathers. These family influences affect women's goals and their self-confidence, which can affect their retention in the sciences.

Primary and secondary schooling experiences also affect women's interest in science. The old adage that men are better in science than women still influences individual views about women as scientists. Students are first exposed to science during their early education. If they are taught at this age that women shouldn't pursue science interests, then they will take fewer of these classes during high school and will then be less prepared for college science and math courses. This adds extra strain onto their already tenuous interest in pursuing science careers. Furthermore, teachers tend to give more attention to boys in the classroom, leaving girls feeling left out and discouraged (Pell, p. 2845). This is partly due to boys being more likely to call out in class. The greater decrease in self-confidence that girls experience compared to boys during high school contributes to their lack of assertiveness in the classroom. Many studies show that the loss of self-confidence can diminish performance in science. These factors working against female interest in science can further affect their retention in science fields.

The early years in college have been identified as a critical transition point for the retention of women students in the sciences, especially the sophomore year. Crucial decisions regarding undergraduate majors are made during the sophomore year (Pell 1996). Encouragement and support are important for students to make these decisions. Increased mentoring, advice, and peer interactions also help students be successful. Interaction with faculty tends to "promote student interest in nearly all scientific majors and careers" (Astin & Sax 1996, p.110). Students are more likely to pursue their scientific goals as they encounter positive role models in the sciences. Student interactions with faculty on research, social situations, and intellectual conversations were also noted to be very important factors for continued pursuit of the sciences.

Once women join the workforce, they continue to see discrimination regarding hiring, promotion, tenure awards, research funding, and family matters. Discrimination in the workplace can vary from a lack of respect from colleagues, lack of access to resources to exclusion from "the inner circle of the scientific establishment (Sonnert, p.10)." Balancing work and family is a hard task, leading many women scientists to interrupt their careers for their family, more so than male scientists. All these factors contribute to the barriers women face in their efforts to succeed in science careers.

According to Sonnert, helpful strategies for "aspiring scientists" include: attending high-caliber educational institutions; weighing the benefits and risks while choosing a research topic; being prepared for setbacks; being open to change, which includes changing research topics that may not be successful; establishing a support system (mentors or groups); and becoming familiar with the politics involved in science careers (p. 187). Other strategies that would be useful for women include carefully drawing out a plan for the coordination of career, marriage, and motherhood, and being particular about which battles to fight when faced with discrimination. These are only a few suggested strategies women might want to follow, but there is another factor that plays a role in success. According to Sonnert, luck is an important factor. All careers "entail elements of luck; but career decisions in science involve a particularly high degree of uncertainty, and outcomes depend on luck to an unusually high extent (p. 188)." Since there is no way to control luck, women must focus on the strategies that can be controlled.

Unfortunately, there is no set way for becoming successful in the sciences, nor is there a set definition for success. Everyone's experiences and opportunities are different, as are their views of success. The best way to reach your idea of success is to be true to yourself.

Mindy Criser

Coordinator of Development and Communication, WISP

The Majority Report

Dean for Women's Affairs.....Jean C. Robinson
Editor.....M.T. Morris
Phone (812) 855-3849
E-Mail.....owa@indiana.edu
Web Address.....www.indiana.edu/~owa

The Office for Women's Affairs is located at
1021 East Third Street, Memorial Hall East 123,
Bloomington, IN 47405

The majority of students enrolled at IU Bloomington are women, who constitute 53.9% of the student body.

See "References," p. 3

Staff Profile:

Area Coordinator has Diverse Responsibilities

"I love my job because it is so varied," says Erna Rosenfeld, Area Coordinator for Apartment Housing. A component of the Division of Residential Programs and Services, the Area Coordinator's Office provides orientation, counseling and crisis intervention, information and referrals, programming, education, and outreach for all residents—students, staff, faculty, visitors as well as their spouses and children.

"In order to foster a climate that is conducive to academic success and to develop a sense of neighborhood, we put orientation on top of the list of our responsibilities," Rosenfeld says. These orientations take place as one-on-one conversations between her staff (the Coordinator Assistants or C.A.'s) and the new residents and, since the move-in dates for residents are so varied, it is on-going. "Speaking face to face with our residents allows us to get to know them far better and provides them, in turn, with a stronger sense of belonging to a particular community."

Rosenfeld also sees her office as an information outlet: publishing flyers, posters, and a bi-weekly newsletter, the *Update*. Her staff provides referrals to the residents, helping them find the services they need both on and off campus; assisting the large international population living in the apartments with many of their specific needs related to adjustment in a new country, such as opportunities for spouses to learn English, find employment, solve child care needs, and more.

Through a half-time Program Assistant, the office is able to implement a variety of programs that the residents might find useful and enriching. "We try not to duplicate either our programs or our services," said Rosenfeld, adding that "we are very receptive to other offices sending us information about what they offer, and we are always happy to advertise this in the *Update*."

To encourage attendance at on-site programs as well as at campus and community events, the Area Coordinator's Office often provides subsidies for apartment residents. A represen-

tative sampling of discounted programs includes a flu shot clinic and TB assessment and screening conducted by Public Health Nursing, Extended Day after-school care, Korean, Japanese and Chinese language classes, Science Quest, Saturday Art classes, Pre-College Music programs for children, Hilltop

Garden Center programs, Tai Chi, Yoga, and Defensive Driving classes, among others.

"We try to provide programs and outreach that take our diverse mix of residents into account, but we always include offerings that promote health and safety," Rosenfeld notes. "If you know how to take care of yourself and stay healthy, you have more energy to devote to your studies."

Rosenfeld commented that much of her job also involves counseling residents. "Problems, both large and small, can keep students from reaching their academic goals as quickly as they would like. So whatever we can do to listen to their concerns and find solutions, the easier it will be for them to manage their many responsibilities and to fulfill their personal ambitions." What has been most rewarding for her is the many friendships she has developed over the years with residents from all over the world.

Rosenfeld, who herself came from Romania to the U.S. as a child, first became involved with the university as a volunteer teaching English to spouses of international students. The classroom soon expanded to include a "problem-solving" component—a feature that Vice-President Kenneth Gros Louis found so beneficial that he brought it into a university context in 1980. In 1983 Rosenfeld was integrated into the Residence Life Department, working as Family Student Counselor in Family Housing. In 1985 she became full-time Coordinator. Today, her title reflects the shift from "family" housing to "apartment" housing.

Rosenfeld, who holds a Master's degree in Modern Languages from Brown University, came to Bloomington in 1968 with her husband Alvin, a professor of English and Director of Jewish Studies. They have two children, Gavriel and Dalia, and three grandchildren, Julia, Benjamin, and Natan.

The Area Coordinator's Office is located in Campus View Apartments 105. "Come visit us! If we don't yet know you, we'd very much like to!" said Rosenfeld.

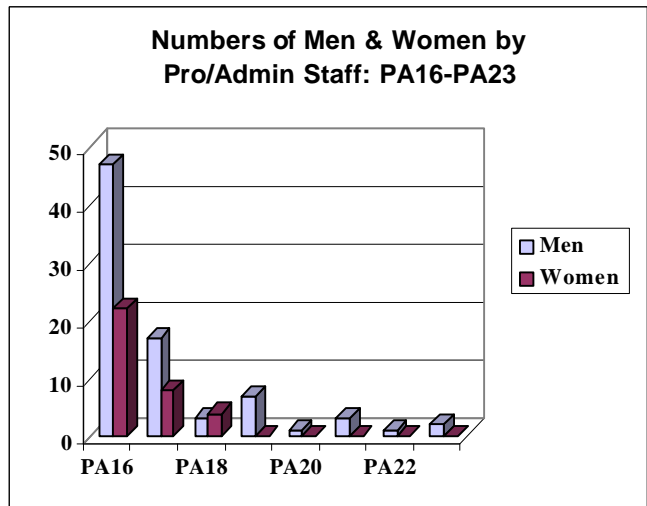
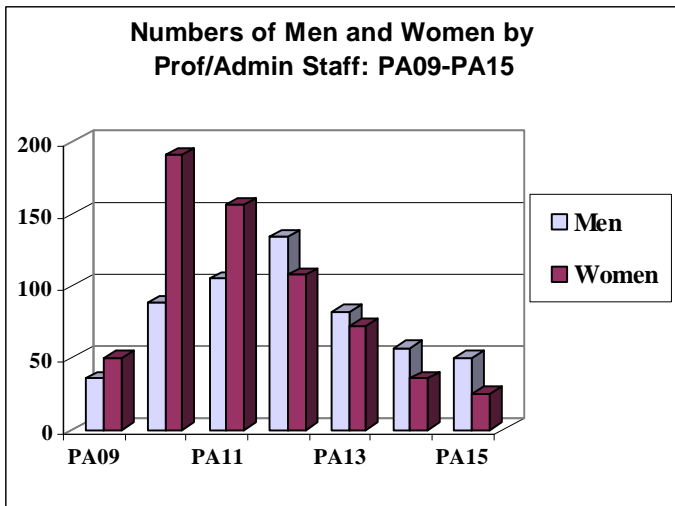


**ERNA ROSENFELD, Area Coordinator
for Apartment Housing**

REFERENCES, continued from p. 2

- Astin, H.S. & L.J. Sax. 1996. Developing scientific talent in undergraduate women. In C.S. Davis, A.B. Ginorio, C.S. Hollenshead, B.B. Lazarus, P.M. Rayman, & Assoc. (Eds). *The Equity Equation: Fostering the Advancement of Women in the Sciences, Mathematics, and Engineering*. San Francisco. Jossey-Bass Inc.
- Pell, A.N. 1996. Fixing the leaky pipeline: Women Scientists in Academia. *Journal of Animal Science*. Vol 74. No 11.
- Sonnert, Gerhard. *Who Succeeds in Science? The Gender Dimension*. 1995. Rutgers University Press. New Brunswick, New Jersey.

Task Force on the Status of Women



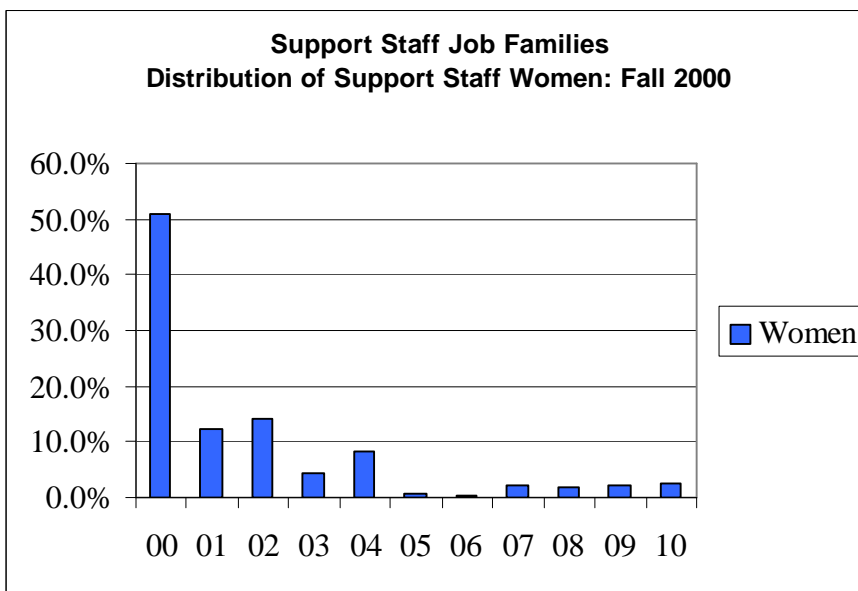
The Task Force on the Status of Women at IUB was initiated in 2000 to assess the campus environment for women faculty, staff, and students. The Task Force is examining a broad array of issues including the recruitment and retention of women as administrators and senior staff, recruitment and retention of women in graduate and professional fields, and tenure and promotion for women and men. Data is being compiled from a variety of sources and will be used to help enhance the climate for women at IUB through programming and new policy.

The IUB study is unusual in including issues facing staff members. Here in Bloomington, there are technical, clerical and professional staff members. While some issues pertain to all three groups, other issues are more dominant within only one or two of the groups. The Staff Committee is looking at four main topic areas: (1) job mobility, recruitment and retention, and gender disparities in hiring, titles, and promotion; (2) work and family interactions including eldercare, flextime, leave policies, child care and child care affordability; (3) compensation issues; and (4) health and work issues.

On this page, you will find a "snapshot" view of two such staff issues. The first graphs show the number of men and women for each professional/administrative rank while the third graph identifies the job families that are predominantly female. Please note that these graphs are based on preliminary data compiled by Philip Namy, Senior Analyst for the Task Force and Research Associate in the Dean of the Faculties Office.

Professional/Administrative Positions at IUB

ABOVE: Women predominate the three lowest levels of the administrative scale, from PA09 to PA11. Starting at PA12, men outnumber women at each level. At IUB, there are no women holding jobs ranked from PA 19 to PA 23. Positions with a rank of PA09 have a minimum salary of \$20,747. At the PA19 level, the minimum salary is \$43,811.



Support Staff Job Families & the Location of Women

TO THE LEFT: At IUB, Support Staff positions are divided into job families. The graph to the left represents all female support staff on campus, with the majority of women concentrated in one job family. The 00 family -- which includes 51% of female support staff -- are jobs that are print/printed records oriented. These are jobs such as clerical assistant, data entry operator, receptionist, and department secretary. In addition, men only hold 49 of the 590 positions in the 00 job family. Women appear to be less predominant in the more technical job families -- such as 06 (jobs such as Cylotron support) and 08 (jobs such as cartographer).

Safety and You: How to be safe at IU

Editor's Note: Throughout this year, the Majority Report will be publishing a series of articles pertaining to safety on campus. The following article is adapted from the pamphlet Toward an Even Safer Campus, published by the Commission on Personal Safety. For a complete copy of the brochure in either PDF or HTML format, see the CPS website at <http://www.indiana.edu/~cps/>.

Many of us give more thought to getting out of a threatening situation than we do to preventing one. Precaution makes good sense. Prevention includes being aware of risks, using good judgment, and using available safety mechanisms. Some tips to remember include the following:

- Use available prevention mechanisms such as lighted walkways, locks, security doors, public transportation, and friends.
- Avoid being out alone at night. Go with a friend, use a bus, or call a taxi.
- If bicycling at night, use a light and wear light-colored clothing.
- Let someone know where you are and when you will be leaving or arriving at a location.
- Report suspicious incidents and persons to the police immediately. Be as accurate and complete as possible in your descriptions.
- Lock your doors at home and in the car. Don't open your door until you know who is there.

- Learn to communicate and listen effectively. People may interpret the same information differently.
- Ask questions if you are not sure.
- Remember that alcohol and drugs make it difficult to think clearly and communicate adequately.
- If you witness or are the victim of a violent crime, seek help. Advocacy, medical care, and legal assistance are available.

Be Aware of Your Surroundings

Most buildings on campus are less heavily used after 5 p.m. Try to use these facilities before that time. If that is not possible, be alert. Pay attention to the people around you, don't choose physically isolated locations, take a friend with you, or let a friend know where you are going and when you will return. When working in your office at night, keep the door locked and keep the area well-lighted.

Remember that a pay phone can be used to dial 9-1-1 without a coin. Pay phones are located on the ground floor of most academic buildings.

When walking outdoors, use well-lighted pathways after dark. The campus safety map available from the Commission on Personal Safety shows these routes on campus. All components of the campus lighting system are inspected every two weeks by the physical plant staff who repair university-owned lights and who report problems with city lights. If you notice a light that should be replaced or a shrubbery that is obstructing a light, call the physical plant operations center at 855-8728.

Upcoming Events

February

- 2/5 Deadline for Outstanding Staff Award
 2/5 Deadline for Distinguished Scholar Award
 2/5 Deadline for Eva Kagan-Kans Memorial Award paper submissions
 2/6 Distinguished Visiting Scholar for Astronomy, Ellen Zweibel

March

Women's History Month

- 3/5 WISP Research Day
 3/23 OWA Awards Ceremony

April

Asian Pacific American Heritage Month

- 4/11 Asian Pacific American Culture Visiting Lecturer, Helen Zia
 4/17 Korean Mask Performance, Korean Comfort Women Sue-Je Gage, Anthropology Graduate Student
 TBA OWA Athletic Award Presentation

Safety Resources

| | |
|---|----------|
| Office for Women's Affairs | 855-3849 |
| Health & Wellness Education | 855-7338 |
| Counseling & Psychological Services | 855-5711 |
| GLBT Student Support Services | 855-4252 |
| Office of Student Ethics & Anti-Harassment Programs | 855-5419 |
| IUSA Safety Escort | 855-SAFE |
| IU Police Department | 855-4111 |
| Bloomington Police Department | 339-4477 |
| Monroe County Prosecutor's Office | 349-2670 |
| Protective Order Project | 855-9229 |

24 Hour Crisis Lines

| | |
|-------------------------------------|----------|
| Sexual Assault Crisis Service | 855-8900 |
| Middle Way House | 336-0846 |

Web Page

Commission on Personal Safety
<http://www.indiana.edu/~cps/index.html>

CEW at Michigan Taking Applications for Visiting Scholar Program

The Center for the Education of Women (CEW) is taking applications for its Visiting Scholar Program. This program is an opportunity for scholars to pursue research projects relevant to women using the vast resources available CEW and the University of Michigan. Scholars must hold a Ph.D. or equivalent degree. A scholar's stay at the Center can range from one to 12 months, as fits the scholar's research needs.

Established by the University of Michigan in 1964, the Center for the Education of Women quickly became a pre-eminent model of the comprehensive, university-based women's center. CEW's ground-breaking research, advocacy, policy development and service in the areas of women's education, employment and leadership have contributed to the progress women have made over the past three decades.

CEW seeks Visiting Scholars in the following areas, although other areas of research may also be considered for support: (1) Women in Higher Education; (2) Women & Work; (3) Women of Color in the Academy; (4) Gender & Education; (5) Career Development; (6) Women in Non-Traditional Fields; (7) Leadership; (8) Gender Equity in Education & Employment; and (9) Gender & Poverty.

A variety of resources are made available to our Visiting Scholars. Office space and support are provided. Research assistance can be arranged, if desired, out of a stipend of up to \$7,500 paid to each scholar. CEW's professional librarian can assist scholars in searching the CEW collection or elsewhere. Full access is given to the University of Michigan's thirty-three libraries, with holdings numbering over 7,000,000 volumes. Visiting Scholars can enjoy the time for uninterrupted individual research or may develop collaborative research opportunities with nationally recognized UM faculty.

Visiting Scholars prepare a working paper based upon their research, which is published as part of the Center's series of occasional papers. Scholars are also expected to present their work at a research seminar or workshop.

Individuals interested in applying should develop a letter of approximately two pages outlining their proposed project, funding requirements, and anticipated dates of stay. A vita should be sent along with this proposal to: Carol Hollenshead, Director; Center for the Education of Women; 330 East Liberty Street; Ann Arbor, MI 48104-2289. Applications for scholars wishing to begin their visit in the fall term are due by March 1. Those wishing to begin their visit in the winter term must apply by June 1.

Interested applicants may contact Carol Hollenshead with informal inquiries prior to applying for the program at (734) 998-7240 or hollens@umich.edu. More information on the Visiting Scholar Program and on the CEW website at www.umich.edu/~cew.

WE WANT YOUR INPUT!

It's become something of a tradition. Each spring, the Majority Report publishes a series of book reviews -- books to help kill time while flying to a vacation destination, to entertain you while drinking ice tea by the pool, or just to pass a lazy rainy summer day. This year, we'd like your help in one of two ways!

VOTE ON-LINE FOR YOUR FAVORITE BOOK!

Visit our web page at <http://www.indiana.edu/~owa> and cast your vote for a favorite summer read. It can be a recent book or an old-time favorite. The rankings will be published in the April issue of the *Majority Report*.

WRITE A COOL REVIEW & WIN A T-SHIRT!

Get your name in the *Majority Report* by writing us a book review! We'll pick the top reviews to publish in the April issue. In addition, all submissions will be placed in a drawing for an OWA T-Shirt! Your submissions can be submitted on-line by visiting our web page and filling out a quick (and easy) form.

IS THERE A DEADLINE?

As with all good things, we have a deadline.

Vote by March 1, 2001, for your favorite book. Submit your review March 1, 2001, to be entered in our contest for a FREE T-Shirt.

This contest is open to all IU-affiliated women.

SPEA Dean, continued from p. 1

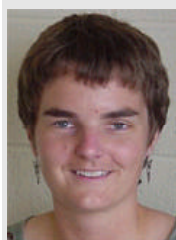
University. "This is quite an accomplishment for a school that is less than 30 years old and has virtually no endowment," said the dean. "Now it is time to put together a development strategy to raise the funds needed to make SPEA as competitive as possible."

Finally, Merget plans to continue working on the school's strategic initiative, *Making a World of Difference*. She notes, "The initiative is a wonderful framework, but the administration needs to revive the conversation."

Majority Report Index Sources:

1 & 2, The Nobel Prize Internet Archive, <http://almaz.com/nobel/women.html>; 3 & 4, Harpers Index, August 2000; 5&6, USA Today web site, <http://www.usatoday.com>; 7, 8, & 9, Harpers Index, September 2000; 10 & 11, American Demographics, October 2000; 12, USA Today web site

New Women Faculty, Part Two



T. Rowan Candy has joined the School of Optometry as an assistant professor. She holds a Ph.D. in Vision Science from the University of California at Berkeley and completed her professional optometric education at the University of Wales, Cardiff. Her primary area of research has been the development of spatial vision in

human infants. In the past two years, she has completed two outstanding projects demonstrating the importance of postnatal development of the eye for development of the brain, which have been published in *Vision Research*. Dr. Candy's career goals are to conduct research into normal and abnormal visual development; translate her research into clinically useful tools and information; encourage awareness of pediatric optometry throughout the optometric profession; and develop a clinic and referral center for the specialized assessment of infants, older children, and adults with developmental visual disorders and patients with communication or cooperation problems.



Elizabeth Armstrong earned her Ph.D. from the University of California at Berkeley. She has joined the Department of Sociology as an Assistant Professor. She studies processes of institutional transformation. Armstrong has a book, entitled *Multiplying Identities: The Transformation of the*

Lesbian/Gay Community in San Francisco, 1950-1994, under contract at the University of Chicago Press. The book details how activists in the early 1970's were able to transform an ephemeral mass movement (gay liberation) into a large-scale identity-building project. She is interested in extending her analysis of social movement institutionalization to the women's movement. She is also interested in developing the theoretical implications of this work for the study of cultural change, social movements, and collective identity.

Audrey Wilson is a new assistant professor in the School of Journalism. She holds a bachelor's degree from Southern Illinois University and a master's degree from the University of Missouri-Columbia in journalism. Her Ph.D. in Speech Communication is from Southern Illinois University-Carbondale. Wilson has served as a guest lecturer, PRSSA graduate advisor, teaching assistant, research assistant and university relations intern at Southern Illinois University; as a student advisor/marketing specialist at Harold Washington College; and as adjunct faculty at Robert Morris College. Her honors include Phi Kappa Phi Honor Society, Gamma Beta Phi Honor Society, Alpha Kappa Alpha Sorority, and numerous scholarships and fellowships.



Alice Robbin is a new Associate Professor of Library and Information Science. She holds a master's degree and a Ph.D. in political science from the University of Wisconsin-Madison. Robbin was a visiting professor at the Palmer School of Library and Information Science at Long

Island University and the School of Public Affairs at Baruch College of the City University of New York, and was an assistant professor at Florida State University. She was also a Senior Scientist at the Institute for Research on Poverty and the head of the Social Science Data and Program Library Service at the University of Wisconsin-Madison. Her research interests include information policy, resource management, and technology; social and organizational informatics; and qualitative and quantitative research methods. She is currently analyzing the political controversy over revising federal statistical policy for classifying racial and ethnic group data and how survey research organizations have implemented guidelines for protecting the confidentiality of personally identifiable information.



Susan C. Herring has joined the School of Library and Information Science as an associate professor of Information Science, specializing in the effects of computerization on human language and communication. She served as an

assistant professor of English for three years at California State University, San Bernardino, then as an associate professor of Linguistics at the University of Texas at Arlington. She became interested in computer-mediated communication (CMC) in the early 1990's and was one of the first researchers to study gender differences in CMC. Her current interests include the effects of new CMC systems on interaction management, and the consequences of CMC use in educational, professional, and leisure settings. Herring earned her Ph.D. in Linguistics from the University of California at Berkeley.

Theresa Ochoa has joined the School of Education's Department of Curriculum and Instruction as an assistant professor. Ochoa holds a bachelor's degree in psychology and a Ph.D. in special education from the University of California at Santa Barbara. Previously, she had been an assistant professor of Special Education at the University of Wisconsin-Whitewater. She has a strong interest in cognitive behavior interventions and problem-based learning approaches for teaching and learning. A recipient of the Hispanic Association of Professionals in Education Scholarship, Ochoa has had extensive experience working as an instructor, researcher, and behavior specialist.

MAJORITY REPORT INDEX

| | |
|---|--------|
| Number of Female Nobel Prize Laureates | 30 |
| Number of these awards that were for physics, chemistry, or physiology and medicine | 11 |
| Average number of words in the written vocabulary of a 6- to 14-year-old American child in 1945 | 25,000 |
| Average number today | 10,000 |
| Percentage of women age 30-39 who were single in 1970 | 6.2 |
| Percentage who were single in 2000 | 21.6 |
| Pounds of fuel required to maintain last year's 11,5000 Olympic torches | 2,029 |
| Percentage of Americans who favor repealing the estate tax | 60 |
| Estimated percentage of Americans deceased last year whose estates paid the tax | 2 |
| Percentage of college students who plan on living with their parents following graduation | 61 |
| Percentage of American families that owned a home during the second quarter of this year | 67.2 |
| Rank of Anchorage, AK, in a listing of cities with the most cell phone owners | 1 |

Sources on page 6

Indiana University
Office for Women's Affairs
Memorial Hall East 123
Bloomington, IN 47405-2201

Non-profit Organization
U.S. Postage Permit
Permit No. 2
Bloomington IN