DOCUMENT RESUME

ED 195 238   IR 008 973

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TITLE   Computer Searching: A Resource for Women's
              Educational Equity.
INSTITUTION   Women's Educational Equity Communications Network,
              San Francisco, Calif.
SPONS AGENCY Department of Education, Washington, D.C.: Women's
              Educational Equity Act Program, Washington, D.C.
PUB DATE   80
CONTRACT   300-77-0535
NOTE   22p.: Appended sample printouts will not
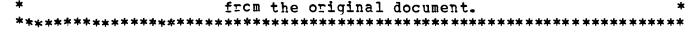   reproduce.

EDRS PRICE   MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS   Data Bases: *Females: *Information Retrieval:
              *Information Sources: Information Systems: *Online
              Systems: *Search Strategies: Sex Fairness: Womens
              Education: Womens Studies

ABSTRACT
        Designed to help those who are interested in women's
concerns make use of computerized information sources, this guide
defines the nature of online information systems, explains how those
systems are accessed, illustrates a typical computer search strategy,
discusses the costs of online searching, and describes the Women's
Educational Equity Communications Network (WEECN) computerized
database. Appendices provide a list of some online social science
databases that contain information on women's issues as well as a
sample printout. (FM)

WEECN
WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK

ED195238

Computer Searching:
A Resource For
Women's Educational Equity

Jean Marzone
and
Sharon Strover

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IR008973

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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 Far West Laboratory for the Department 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.

—Matilda Butler, Director

ACKNOWLEDGMENTS

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Computer searching is rapidly becoming a significant
resource for proposal writers, scholars, researchers,
project and material developers, students, and others
who need information but do not have time to cope
with the escalating number of printed resources.
This guide is designed to help these people--especial-
ly those who are interested in women's concerns--make
use of computerized sources of information. It will
look at:

● What computerized sources are,

● How these sources are accessed,

● When they are useful, and

● How much it costs to access these sources.

Let us first consider the basic question:

What are Computerized Sources of Information?

Computer technology is used to store and manipulate
many kinds of information: census data, consumer
credit histories, library circulation records, and
bibliographic references, to name a few. This guide
will focus on computerized storage and utilization
of bibliographic references.

This type of computerized information source is
commonly called a bibliographic database. A biblio-
graphic database may consist of a set of references
that all deal with one discipline or subject (such
as psychology or linguistics) or one type of entry
(such as newspaper articles). Appendix A contains
a listing of some of the commonly available social
science databases that those interested in women's
concerns may find useful.

How is a bibliographic database built? A database
producer compiles information that is to become
part of the database from appropriate sources.

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For example, the producer of Psychological Abstracts
selects journal articles from appropriate psychology
journals. The information is then turned into bib-
liographic citations with author, title, institu-
tional source, number of pages, and so forth. Often
an annotation or abstract and index terms are added
to the citation. Each bibliographic citation along
with its annotation or abstract and index terms
becomes a record for the database. Each record is
then put into machine-readable form (that is, a form
that a computer can "read"). This is usually accom-
plished by key punching or optical character scanning.
The end result is a magnetic tape (similar to an audio
tape) that can be manipulated by a computer when the
computer is given a specific set of instructions
called a program.

What is stored on the tape might be compared to what
is in the card catalog of a library. Just as the
library cataloger records the title, author, institu-
tional source, date, number of pages, publisher, call
number, and subject terms on catalog cards for a
particular document and stores these in a systematic
way to enable future access to the document, so the
database compiler records and stores the same type
of information on magnetic tape for future access.

How are Computerized Sources Accessed?

Once a database exists on magnetic tape and the pro-
gram (that is, the instructions to the computer) is
prepared, the database is ready to be searched. The
programs that allow the searching of the database
often provide for many different ways to sort through
the records and provide you with the information you
want. You can search for specific titles, authors,
and institutional sources, as well as for particular
subjects or content areas. You indicate what mate-
rials you are interested in: what subject or sub-
jects; how recent the references should be; how many
references you want to look at; and so forth. You
instruct the computer to look at the entire data-
base (which contains a large number of records) and
pull out only those records that satisfy your
particular list of demands.

Many useful databases, such as those listed in
Appendix A, are made available through online vendors.
Online vendors are businesses that purchase the
magnetic tapes of databases, develop the programs to
utilize the databases and sell access to the data-
bases through online searching. Being online means
having direct access to the magnetic tapes of the
database through the use of a computer and an
appropriate computer program.

However, you will probably not do the searching your-
self. There are many search services that act as
intermediaries between the online vendor and you, the
final consumer of the information. Check with your
local libraries, either municipal or college/univer-
sity, for the availability of search services in your
area. Some county agencies, school districts, teacher
centers, private organizations, and public agencies
(such as ERIC Clearinghouses) offer computer search
services to staff, teachers, administrators, and the
public. One resource which may help you in obtaining
a computer search is the Directory of ERIC Search
Services (November 1978). This directory lists places
that search ERIC, but the same places often search
other databases as well. A copy is available from
the ERIC Document and Reference Facility, ORI, Inc.,
4833 Rugby Avenue, Bethesda, Maryland 20014.

Search services employ information analysts. The
information analyst learns the various online vendors'
systems for utilizing the databases. You talk with
the information analyst to describe your information
needs. The information analyst designs a search
strategy and then goes to a computer terminal and
conducts the online search. The result is usually a
printout or listing of relevant citations, including
annotations and abstracts when available. Printouts
are sometimes done online (that is, at the same time
the search is conducted). Most search results, how-
ever, are printed offline, by having the searcher
instruct the computer to print the results at a later
time. The results are then sent to the searcher. Not
only are offline prints much cheaper (about one-fifth
the cost for the ERIC database, for example; see the
section on cost of searching), but the print quality

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of offline copy is usually superior to that of online copy obtained from the computer terminal.

If you have a search service close at hand, you may be present when your search is done. Often it is helpful to the information analyst to have you there in order to clarify or alter the search as it proceeds, especially if the search is complicated. If you cannot talk in person to the information analyst, you will want to talk on the telephone. Do not rely on a letter to express your information needs to the searcher. Always negotiate your search as directly as possible and give the person who will do your search as much information as you can. State your information needs in several different ways. Keep talking until you are sure that the information analyst understands what you want.

When is Computer Searching Useful?

You can use computer searching to replace the hours you would spend tracking down information. You can use computer searching to uncover the few references available on your very particular topic. You can use computer searching to sort through the many references available on your broad topic to find the ones most immediate to your needs.

Let's consider an example. You are interested in starting a job bank for women. You need information on how to set up a job bank, examples of existing job banks, success and failure factors of job banks. The information analyst at a local search service suggests searching the ERIC database.[1] You talk with the information analyst and decide that you want:
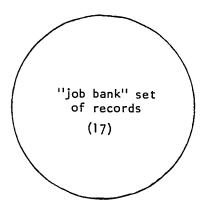
_____

[1] ERIC (Educational Resources Information Center), one of the major social science databases, has been in existence since 1966. It is a nationwide information network for educational materials, consisting of 16 subject-oriented clearinghouses. For further information, contact Central ERIC, National Institute of Education, Washington, D.C. 20208.

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1) Information directly related to job banks, no
    matter what population they serve, and

2) Information related to job development, employment
    opportunities, job search methods, job markets,
    and job placement specifically for women.

The information analyst designs the search strategy
by translating the key concepts into the proper terms
for searching the ERIC database.

The search actually becomes a two-part operation.
First, the term "job bank" is searched to find all
possible citations that deal with this concept. The
searcher instructs the computer to create a <u>set</u> of all
records that contain the phrase "job bank." This set
can be graphically represented by a circle, which
contains all of the 17 records found by the computer.

Figure 1

"job bank" set
of records
(17)

The second part of this search is more complicated.
You want citations that deal with job development <u>and</u>
women. The concept of job development is represented
by several terms in the ERIC database: "job develop-
ment," "employment opportunities," "job market," "job
search methods," "job placement." The population
group, women, is represented in ERIC by the terms
"female" and "working women." The searcher first in-

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structs the computer to construct a set of all the
records that have at least one of the "job" terms.
This set consists of 5750 records. The computer is
then instructed to make a set of all the records that
have at least one of the "women" terms. The "women"
set consists of 9912 records. The final step of the
search is to instruct the computer to combine the
"job" set and the "women" set to create a single
new set that contains only records that have both
a "job" term and a "women" term. This search
strategy is represented by the following figure.
The 180 records that make up this new set you are
interested in are those contained in the shaded,
overlapping area.

Figure 2

"job" set
of records
(5750)

"women" set
of records
(9912)

"job" and "women"
set of records (180)

The searcher finds 17 records that deal specifically
with job banks and 180 records that deal with the
broader area of job development for women. The
computer is instructed to print these records offline
and send them to the searcher. Appendix B contains
a sample of these printouts. The total amount of on-
line searching time was approximately 5 minutes. Add-
ing 30 minutes for negotiating and designing the
search, you have managed to search a database that
contains over 400,000 records in only 35 minutes.

It is important to remember, however, that what
you receive is a bibilography that will refer
you to relevant materials. You will not receive
the materials themselves from the search. Once
the printout is obtained, you must decide which
items seem most relevant and pursue the materials
through your library or search service.

Now that you have found information on job banks and
job development for women, it is time to consider who
might fund a job bank for women. Computer searching
again can be helpful. The information analyst informs
you that the Foundation Directory is an online data-
base with information on foundations and what they
fund. You decide that you want to search as broadly
as possible and the information analyst instructs the
computer to look for all foundations that have the
words "job," "jobs," or "employment" in the descrip-
tions that are stored on the database computer tape.
A total of 9 foundations are found and the printout
is ordered. As can be seen from the sample in
Appendix B, once the printout arrives, you can decide
on the basis of the descriptions which foundations to
contact as possible funding sources.

This is only one example of the many uses of computer
searching of bibliographic databases. You could use
computer searching for gathering information when --

- Filing a Title IX grievance.

- Examining textbooks for sexism.

- Developing nonsexist curricula.

- Learning about nonsexist childrearing practices.

- Starting a day care center.

- Obtaining ideas on combining family responsibilities
  and job responsibilities.

- Developing inservice programs for creating awareness
  of sex stereotyping in education.

- Obtaining references to nonsexist nonprint
  resources.

- Collecting background information for a film about
  women.

One of the best people to advise you on the usefulness
of a search for a particular information problem is
the information analyst who does computer searching.
Discuss your information needs with this intermediary.
Be as specific as possible as to what it is you must
have, especially explaining how you will use the
information. For example, do you need references to
evaluations of textbooks or references to textbooks
themselves? Do you plan to write an academic paper
or make a speech before the school board? The in-
formation analyst should be able to guide you to
the most appropriate information sources: specific
computerized databases; reference books; another
organization or agency; or some combination of
sources. Remember, computerized sources of biblio-
graphic information cannot answer all information
needs, but they can be an efficient and effective
tool for those information needs that they are
designed to fill.

How Much Does Computer Searching Cost?

The cost of searching bibliographic databases that are
available through online vendors depends on four
factors:

1. The database and the online vendor. Each data-
base has its own search price based on a per hour
cost. For example, for a particular online vendor,
ERIC costs $25.00 per hour to search; Sociological
Abstracts costs $55.00 per hour. These costs vary
with other online vendors. Why is there a difference?
Databases are produced and updated by different
groups, some being publicly-supported, others being
privately owned or proprietary. Publicly-supported
databases are generally less expensive than
proprietary. Maintenance, amount of indexing, and
other costs associated with readying a database for

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public use can vary, contributing to cost variance.
Each vendor, being a privately owned business, sets
its own rates, and these too may differ.

2. Nature of the search. Some information needs are
very narrow in scope or can be expressed by a very
narrow set of terms. For example, if you wanted to
retrieve everything in ERIC about Title IX, you need
only direct the computer to search on that one term.
Your online time would be brief. On the other hand,
if you wanted to find references to evaluation
techniques or instruments used for inservice training
programs for elementary school personnel, you would
have to do a search using perhaps ten or fifteen
terms. Even though searches are usually designed
offline (that is, terms and how to combine them are
decided on before connecting with the computer) com-
plicated searches often require adjustments during
online time. The longer one stays online, the more
expensive a search will be.

3. Prints. The results of your search will be
printed offline for you. (If you wish, they can be
printed out at the terminal while online but, except
in the case of a very small quantity of printing, the
cost will be much greater than offline printing.)
Each database has its own cost per offline printed
record. For example, using one vendor, ERIC costs
$.10 per record; Sociological Abstracts costs $.15
per record; the Foundation Grants Index costs $.30
per record.

4. The cost of your search service. Whoever does
your search will probably charge you for that service.
The charge could be a function of staff time or it
could be a flat rate. It varies from place to place.
Be sure to inquire about this for the particular
search service you use.

The following chart gives examples of the costs
for ERIC and Comprehensive Dissertation Abstract
International (CDI) searches using the costs of
one particular vendor. For example, a 15-minute
search (which is actually an average time for many
searches) yielding 50 citations would cost $11.25
for the ERIC database and $19.75 for CDI. Although

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these costs are calculated for a particular vendor,
the costs do not vary greatly from vendor to vendor.
These costs do not include any service charges that
particular search services may add to the cost of
online time and offline prints. Cost estimates
for other databases may be computed using the in-
formation given in Appendix A.

Chart 1

Sample Search Costs

	Number of offline printed citations							
	10 citations		25 citations		50 citations		100 citations	
Length of time spent online	ERIC[1]	CDI[2]	ERIC	CDI	ERIC	CDI	ERIC	CDI
5 min. (1/12 hr.)	$3.08	$5.78	$4.58	$7.58	$7.08	$10.58	$12.08	$16.58
10 min. (1/6 hr.)	5.16	10.36	6.66	12.16	9.16	15.16	14.16	21.16
15 min. (1/4 hr.)	7.25	14.95	8.75	16.75	11.25	19.75	16.25	25.75

[1]ERIC = $25 per hour online; $0.10 per citation printed offline.

[2]Comprehensive Dissertation Abstracts = $55 per hour; $0.12 per citation
printed offline.

The WEECN Database

The growing interest in women's concerns has been
paralleled by a growing amount of literature on women.
As noted earlier, a great deal of this literature is
found in a variety of computerized databases. Each of
these databases has its own record format and indexing
vocabulary, and each is searched in its own particular
way. In an effort to consolidate some of the comput-
erized literature on women and education, the Women's
Educational Equity Communications Network (WEECN)
developed a new computerized database that draws on
thirteen other databases.[1] WEECN periodically search-

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[1]ABI/INFORM, AGRICOLA, America: History and Life,
Dissertation Abstracts, ERIC (both documents and
journal articles), Magazine Index, Management Con-
tents, MEDLARS, NICEM, NTIS, Psychological Abstracts,
PAIS, and Sociological Abstracts.

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ed these databases, looking for all records dealinq with women or girls combined with education. The results of each search were reviewed and any irrelevant records were eliminated. The selected records were put into one standardized format (including a standardized indexing vocabulary) and placed on computer tape. A semi-annual abstract journal, Resources in Women's Educational Equity (RIWEE)[2], is the printed version of what is on the computer tape. Each succeeding RIWEE volume represents additions to the WEECN database. As of September 1980, a total of 12,779 records were included. The WEECN database, although not currently available online, was designed to have this capability. For information on future use of the database, contact the Women's Educational Equity Act Program, U.S. Department of Education, Donahoe Building, Room 1105, 400 Maryland Avenue, SW, Washington, DC 20202.

Conclusion

Computer searching is an efficient tool for those who need information. Obtaining a computer search is not difficult, and its cost is usually justified by the time you save and, in some cases, by the more accurate and comprehensive information obtained. Computer searching is most effective:

● when your information need is well thought out;

● when you state your topic as precisely as possible.

Until you become familiar with this resource, the person who does your search can best advise you on whether a computer search is appropriate, what to

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[2]RIWEE is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Volume 1: order no. 017-080-01820-9, $5.00; Volume 2: order no. 017-080-01947-7, $7.25; Volume 3, Number 1: order no. 017-080-02014-9, $6.50; Volume 3, Number 2: order no. 017-080-02064-5, $7.50; Volume 4, Number 1: order no. 065-000-00004-1, $8.50.

expect from a search, which databases will be best
to use, and how much it will cost. Computerized
sources have a great deal of information dealing with
the concerns of women. Those who need this inform-
ation should investigate these efficient and eco-
nomical resources.

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Appendix A

Some Online Social Science Databases
That Contain Information on Women's Concerns

Database	Cost/hour online*	Cost/print citation offline
ABI/Inform (business management and administration)	$75	$0.20
AGRICOLA (database of the National Agricultural Library; rural sociology, home economics, etc.)	$25	$0.05
AIM/ARM (vocational and technical education)	$25	$0.10
America: History and Life	$65	$0.15
Comprehensive Dissertation Abstracts	$55	$0.12
ERIC (Educational Resources Information Center)	$25	$0.10
Exceptional Child Education Abstracts	$25	$0.10
Foundation Directory	$60	$0.30
Foundation Grants Index	$60	$0.30
Historical Abstracts	$65	$0.15
Language and Language Behavior Abstracts	$55	$0.15
Magazine Index (popular, non-scholarly periodicals)	$45	$0.10
Management Contents (business)	$70	$0.15
NTIS (National Technical Information Service; mainly government reports)	$35	$0.10
Psychological Abstracts	$65	$0.10
Social Scisearch (social science literature)	$70	$0.10
Sociological Abstracts	$55	$0.15

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*These costs are for a particular online vendor. Costs of other vendors may vary. These are cited here only to give an example of comupter searching costs.

EJ073977 HE509734
College Venture: Helping the Stop Out
Papke, David Ray
Change, 10, 3, 12-3   Mar 78
Reprint Available (See p. viii) UMI
The College Venture Program, a Boston-based consortium of
New England liberal arts colleges, annually helps place
hundreds of student clients--"stopouts" or "interruptees"-- in
temporary jobs while they contemplate their future college
plans   Counseling services are offered and a job bank is
maintained. (LBH)
Descriptors •Dropout Prevention/ •School Holding Power/
•Innovation/ •Field Experience Programs/ •Jobs/ Higher
Education/ Dropouts/ Educational Alternatives/ Consortia/
Student Experience
Identifiers. •College Venture Program/ •Stopouts/ New
England

EJ140936 CE505253
Job Bank in the Secondary School
Seifert, Terry
Occupational Outlook Quarterly, 20, 2, 28-9   Sum 76
The Job Bank in the Sheboygan, Wisconsin secondary schools,
sponsored by the Wisconsin State Employment Service (WSES),
consists of two sets of microfiche of job openings throughout
the State as listed with WSES It is used for placement at the
high school level and exploratory purposes at the junior high
level (EA)
Descriptors: •Job Market/ •Information Dissemination/ •Job
Placement/ •Career Exploration/ •Secondary Schools/ Employment
Opportunities
Identifiers: •Job Banks

EJ140929 CE505246
Job-Flo How to Learn If There's a Job in Dallas When You're
Jobless in Des Moines
Baxter, Neale
Occupational Outlook Quarterly, 20, 2, 2-7   Sum 76
Job-Flo, a monthly report by the Employment and Training
Administration of the U.S. Department of Labor, includes only
occupations for which high demand exists in Job Banks (1,000
or more total monthly vacancies)   A listing of Job Bank
districts which report on frequently listed openings is
included. (EA)
Descriptors: •Job Market/ •Employment Opportunities/ •Labor
Market/ •Manpower Needs/ •Occupational Surveys/ •Information
Dissemination/ Labor Supply
Identifiers •JOB FLO/ Job Banks

EJ070328 CG505267
New Resources in the Employment Service for Counselors and
Jobseekers
Archerd, Mary; Ausmus, Norma
Vocational Guidance Quarterly, 21, 2, 144-148   Dec 72
One of the modern sources of up-to-date information offered
by the Employment Services is the computerized job bank,
withdrawals'' from which may be made by jobseekers and
counselors. (Author)
Descriptors: •Counselors/ •Employment Services/ •Information
Services/ •Job Applicants/ Jobs/ •Occupational Information/
Personnel Data

EJ066321 VT504177
GI's Draw on Job Bank
Moss, Allan L.
Manpower, 4, 10, 26-27   Oct 72
Summary of job openings in the States distributed to U.S.
bases in the Far East, Europe, and the U.S. (Editor)
Descriptors: Computer Oriented Programs/ •Employment
Opportunities/ •Employment Services/ •Enlisted Men/ Job Market
/ Manpower Needs/ •National Programs/ Occupational Guidance/
Vocational Development
Identifiers: •Job Bank

ED182458 CE023899

WCVIE Talent Pool/Job Bank Model. Five Month Report
Davis, Ellen Rutseh
Wisconsin State Board of Vocational, Technical, and Adult
Education, Madison.
Sep 77 65p.; Not available in paper copy due to light and
broken type; For a related document see CE 023 894
Sponsoring Agency Office of Education (DHEW), Washington,
D.C.
Grant No G007605295
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS
Language English
Geographic Source U.S./ Wisconsin
Government State
This report summarizes steps in the evolution and
implementation of a computerized talent pool/job bank model
developed primarily to assist women and minorities in the
identification of and placement in leadership positions in
vocational administration. Included in the report are chapters
on recruiting participants for the talent pool, encouraging
employers to list available jobs with the job bank, and
publicizing programs throughout vocational education. Specific
manual applicant and job referral processing procedures such
as applications, followup phone call formats, letters, job
bank and job availability information bulletins, and 'status
of participation' forms are included, as are computerized
talent pool/job bank applicant code sheets, users guides, and
job bank retrival forms. Promotional materials, such as
leadership training and development workshops, and policy
statements, ranging from leadership definitions to talent pool
eligibility criteria are contained in the document. The
concluding chapter contains a summary of the 1977 summer pilot
program evaluation. (MEK)
Descriptors: Administrative Personnel/ Computer Oriented
Programs/ *Employment Services/ *Females/ Information Systems/
*Job Placement/ Manpower Needs/ Minority Groups/ Models/
Recruitment/ *Vocational Education
Identifiers: *Job Banks/ Publicity

ED147516 CE013578

Alabama Occupational Information System Final Progress
Report. July 15, 1976 to July 14, 1977.
Alabama Occupational Information System Board, Montgomery
14 Jul 77 148p.; Several pages of appended material may
not reproduce well due to faint and broken type
Sponsoring Agency Employment and Training Administration
(DOL), Washington, D.C.
Grant No : DLMA-75-01-76-02
Available from: National Technical Information Service,
Springfield, Virginia 22151
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
This report reviews the second year activities of the
Alabama Occupational Information System (AOIS), whose
second year objectives were (1) to review all state file

formats, particularly the occupational file, (2) to validate
national data supplied by the Government Information Service
(GIS), (3) to develop and implement a Job Bank Summary File,
and (4) to establish good working ties with the Department of
Industrial Relations and Vocational Education. A description
of how each objective was met is provided. The major portion
of this report is devoted to appendixes which include sample
computer printout job information sheets, a listing of
occupational categories and groups, state occupations by title
and Alabama Occupational Information System (AOIS) code
numbers, sample instruction sheets for obtaining information
on financial aid and state occupational training programs, a
sample computer printout of job bank information, the benefits
and objectives of AOIS, and a general description of the
contents of each of AOIS' nine interactive information files:
national occupational, state occupational, state occupational
training, national scholarship and financial aid, state
scholarship and financial aid, career resource, four-year
college, two-year college, and job bank summary. (BL)
Descriptors: Career Choice/ *Career Opportunities/ *Career
Planning/ Data Bases/ Dial Access Information Systems/
*Educational Opportunities/ Higher Education/ Information
Centers/ Information Processing/ Information Services/
*Information Systems/ Junior Colleges/ Labor Market/
*Occupational Information/ Post Secondary Education/ *State
Programs/ Student Financial Aid/ Vocational Education
Identifiers: *Alabama

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EJ217357 CG517536
Getting in the Ole Boys' Club
Bentz, Janet Mills
Vocational Guidance Quarterly, v28 n2 p129 36 Dec 1979
Dec79
Reprint: UMI
Language: English
Describes a workshop for women preparing to interview in
traditionally male dominated jobs and training programs. The
workshop goals are to enable women to recognize covert sexism,
respond to this sexism in constructive and self-enhancing
ways, and use nonverbal strategies to communicate their
confidence and competence. (Author)
Descriptors: *Career Opportunities/ Educational Programs/
Employment/ *Females/ *Job Search Methods/ Occupational Choice
/ *Sex Discrimination/ Team Training/ *Workshops

EJ210654 SE526490
NSF Study Finds Gains for Women Scientists.
Chemical and Engineering News, v57 n52 p15-16 Dec 1979
Dec79
Language: ENGLISH
Reports on the reexamination of the National Science
Foundations' data on the study of scientifically trained women
in the U.S., published in 1977. Factors that influence success
in NSF's retraining programs are analyzed as well as the
distribution of jobs in industry for men and women. (SA)
Descriptors: Career Opportunities/ *Employment Opportunities
/ Industry/ *Labor Force/ *Retraining/ Science Careers/
Scientific Personnel/ *Scientists/ Social Discrimination/
Surveys/ *Working Women

EJ214610 HE512164
Business Ownership: A New Career Option for Women.
McNamara, Patricia P.
New Directions for Education, Work and Careers, (No. 8,
Enhancing Women's Career Development) p71-82 1979   79
Reprint: UMI
Language: ENGLISH
The status and barriers faced by women business owners is
examined, and ways in which higher education institutions can
assist women to overcome these obstacles are suggested. The
Women Entrepreneurs (WE) Project is described, and a survey of
women-owned businesses in California is discussed.
(Author/MLW)
Descriptors: *Business/ Business Skills/ Capital/ *Career
Choice/ Career Planning/ *Employment Opportunities/ *Females/
Higher Education/ Networks/ Program Descriptions/ Role Models/
*Sex Discrimination/ Surveys/ *Working Women
Identifiers: *Entrepreneurs/ Self Employed/ Women
Entrepreneurs Project

EJ210020 RC503521
The Farmworker Women's Equity Project.
Emry, Joan
Farmworker Journal, v1 n3 p33-37 Sum 1979   79
Language: ENGLISH
FWEP studied sexual inequity among farmworkers, staff, and
board members of eight farmworker organizations. It found that
inequities and limited opportunities did exist and a major
impediment was women's lack of perception of the present
inequities facing them. Journal availability: see RC 503 518.
(DS)
Descriptors: *Agricultural Laborers/ *Employment
Opportunities/ *Employment Practices/ Equal Opportunities
(Jobs)/ *Females/ *Sex Discrimination
Identifiers: Farmworker Organizations/ *Farmworker Womens
Equity Project (FWEP)

EJ205896 CE508527
Occupational Segregation by Sex: Trends and Prospects.
Blau, Francine D.; Hendricks, Wallace E.
Journal of Human Resources, v14 n2 p197-210 Spr 1979   79
Language: ENGLISH
Investigates postwar trends in occupational segregation.
Finds segregation increased slightly between 1950-60 as
predominantly female clerical/professional jobs increased.
Occupation mix changes (1960-70) were neutral in impact, but
male inflow into female professions and female inflow into
male sales/clerical jobs produced modest segregation drop.
Predicts little segregation reduction for 1970-85.
(Author/CSS)
Descriptors: Career Choice/ *Employment Opportunities/
*Equal Opportunities (Jobs)/ *Females/ Futures (of Society)/
Job Placement/ Labor Market/ *Males/ *Occupational Mobility/
*Sex Discrimination/ Sex Fairness/ Working Women

EJ184468 CE50/729
Preparing Women Business Students for Executive Positions
Whitcomb, Helen
Business Education World, 58, 5, 3-4,19   May-Jun 78
Reprint Available (See p viii) UMI
Suggestions to encourage women business students to aspire
to and look for managerial positions are offered by the
author. Stating that self-knowledge is most important in
choosing a career, she presents a self analysis questionnaire
of factors to be considered in preparing to look for jobs.
(MF)
Descriptors·   ·Managerial   Occupations/   ·Females/
·Occupational Aspiration/ ·Job Search Methods/ ·Self Concept
Tests/ Individual Characteristics/ Work Attitudes/ Business
Education

EJ182488 UD506150
Implications of Nontraditional Work Schedules for Women
Polit, Denise F.
Urban and Social Change Review, 11, 1-2, 37-42   78
Issues, evidence, and arguments relating to the effects of
alternative working arrangements on the lives of women are
examined. Forms of nontraditional schedules which are analyzed
include the shortened work week, flexible working hours, and
part-time employment. (Author/GC)
Descriptors. ·Employment Opportunities/ ·Females/ ·Part Time
Jobs/ ·Working Hours/ ·Working Women/ Social Change/ Social
Science Research/ Quality of Life
Identifiers   ·Nontraditional Work Schedules

EJ182484 UD506146
Women Working: Toward A New Society
Pifer, Alan
Urban and Social Change Review, 11, 1-2, 3-11   78
Women are being drawn into the labor force today by powerful
economic, demographic, and social forces and far reaching
attitudinal changes. Recognition of the reality that women
must work, they want to work, and their labor is needed should
help us institute policies that would bring about reforms in
many areas of life (Author/GC)
Descriptors   ·Employment Level/   ·Job Market/   ·Salary
Differentials/ ·Sex Discrimination/ ·Social Change/ ·Working
Women/ Child Care/ Employment Opportunities/ Family Income/
Social Attitudes

EJ175179 CE507274
The Economic Slowdown and Women's Employment Opportunities
Werneke, Diane
International Labour Review, 117, 1, 37-52   Jan-Feb 78
Analyzes the effects of the recent recession and subsequent

recovery on the position of women in the labor market in four
European countries (Belgium, France, Sweden, United Kingdom),
and specifically, ascertains whether in general women's job
opportunities were more vulnerable to the fluctuations in
economic activity than those of men. (SH)
Descriptors·   ·Employment   Opportunities/   ·Females/
·Socioeconomic   Influences/   ·Business   Cycles/   ·Foreign
Countries/ Economic Factors/ Employment Patterns/ Sex Role/
Labor Force/ Labor Market
Identifiers. Belgium/ France/ Sweden/ United Kingdom

EJ170644 SP508299
Women in Recreation
Dunn, Diana R.
Parks and Recreation, 12, 7, 24-30   Jul 77
Reprint Available (See p. viii): UMI
The employment and career participation of women at all
levels of recreational and park activity has been declining
drastically and is likely to continue to do so. (MJB)
Descriptors. ·Working women/ ·Recreational Programs/
·Employment Level/ ·Employment Opportunities/ ·Employment
Trends
Identifiers: ·Participation Rates

EJ167259 CE506829
24 Women: 24 Managers
Rich, Les
Worklife, 2, 11, 24-26   Nov 77
Reprint Available (See p. viii): UMI
Describes a management education program (its development
and results) for women at Northeastern University (Boston)
which involves cooperative arrangements with local companies
which target jobs to be filled by trainees. (Program courses
are especially tailored to the trainees' educational needs and
to requirements for their specific jobs.) (SH)
Descriptors: ·Management Education/ ·Females/ ·School
Industry Relationship/ ·School Community Cooperation/ ·Job
Placement/ Business/ Industry/ Post Secondary Education/ Adult
Education/ Program Descriptions
Identifiers: ·Northeastern University

ID No   002028 EI No. 237047034

Clark (The John McConnell) Foundation

250 Park Avenue, Room 900, New York, NY 10017 (212) 986-7050

Incorporated in 1950 in New York and 1969 in Delaware. The New York corporation merged into the Delaware corporation in 1974

Donor(s) Edna McConnell Clark W Van Alan Clark .

Purpose and Activities   Programs presently narrowly defined and directed towards four specific areas 1) improving chances of a permanent and stable family environment for dependent and neglected children now in institutional and foster care through more efficient case management systems, specialized referral adoption services   and better judicial custody standards and review procedures, 2) improving employment for those poorly served in existing labor markets by removing discriminatory barriers in employment,   increasing private industry's readiness to hire the most disadvantaged, and monitoring government efforts to help find employment and training for the disadvantaged, 3) seeking more rational, humane, and effective ways of dealing with those in the criminal justice system by exploring alternatives to unnecessary incarceration, supporting litigation to correct abuses and to establish standards of care, and supporting auxiliary work that bolsters alternatives;   and 4) helping millions in the developing world through a targeted research program aimed at controlling and curing the tropical disease, schistosomiasis   Future directions under review.   No grants or loans to individuals nor for scholarships, fellowships, endowments, capital expenditures, construction and equipment, ongoing expenses, or annual appeals   Report published annually

Financial Data (yr. ending 9/30/78)

Assets: $191,816,000 AM Gifts Received $3,722,000 Expenditures $12,410,000

Grants Amount: $10,650,000) No of Grants 105 High $ 750,000 Low $1,400

Officers: James M. Clark/* Chairman and Treasurer, John R. Coleman/* President, Peter W Forsythe/ Vice-President, Mrs. Patricia Curry Stewart/ Vice-President and Secretary

Trustees * Hays Clark/ W. Van Alan Clark Jr / John M. Emery/

WRITE John R. Coleman, President

APPLICATION INFORMATION   Program policy statement and grant application guidelines available in annual report and pamphlet; initial approach by letter; submit 1 copy of proposal; board meets 5 times a year in February, April, June, September, and December

ID No. 001930 EI No. 136127529

American Express Foundation

American Express Plaza, New York, NY 10004   (212) 480-2426

Incorporated in 1954 in New York

Donor(s) American Express Company

Purpose and Activities Broad purposes; grants in general areas of health and welfare, education, civic causes, and urban programs, especially in community development, job training, youth activities, and international and cultural programs;   support for educational gift-matching and scholarship programs for employees' children. Grants to local organizations concentrated in key areas of Company operations: New York City, Phoenix, Denver, and Fort Lauderdale   No grants to individuals, for building or endowment funds, preschool, primary or secondary educational institutions, except to secondary schools under the matching gifts program; no operating funds to organizations which are United Fund members

Profile: CS

Financial Data (yr. ending 12/31/78):

Assets: $174,319 AL Gifts Received. $1,551,507 Expenditures $1,381,792

Grants Amount $1,116,098 No. of Grants: 223 High $ 100,000 Low $50 Matching Gifts Amount. $134,829

Officers   Stephen S. Halsey/* President, Hasbrouck B. Miller/* Vice-President, Juliet Zygmunt/ Secretary, Robert C. Schmidt/ Treasurer

Trustees:* Richard M. Bliss/ Howard L. Clark/ C.R. Greenwood/ James D. Robinson, III/ Frederick A. Yorkman/

APPLICATION INFORMATION   Grant application guidelines available; initial approach by letter; submit 2 copies of proposal preferably in the late fall; board meets 3 times a year in February, October, and November

ID No. 001499 EI No. 381360419

Upjohn (W. E) Unemployment Trustee Corporation

300 South Westnedge Avenue, Kalamazoo, MI 49007 (616) 343-5541

Incorporated in 1932 in Michigan

Donor(s). W E. Upjohn .

Purpose and Activities: To support research into the causes, effects, prevention, and alleviation of unemployment; funds used to support W. E. Upjohn Institute for Employment Research   No grants for building or endowment funds or operating budgets

Financial Data (yr. ending 12/31/78):

Assets $17,740,397 AM Expenditures $1,050,562

Grants Amount: $58,158 No. of Grants 9 High: $18,750 Low $350

Officers and Trustees; P.S. Parish/ Chairman, D.G. Knapp/ Secretary-Treasurer,   John T. Bernhard/ J.H. Duncan/ C.C. Gibbons/ Donald S. Gilmore/ Mrs. Genevieve U. Gilmore/ Mrs. Ray T. Parfet Jr./ E. Gifford Upjohn, M.D./

WRITE E. Earl Wright, Director

APPLICATION INFORMATION: Program policy statement and grant application guidelines available; initial approach by letter; submit 1 copy of proposal prior to June 1; board meets semiannually in May and December