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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. bios	re: Take Our Daughters to Work Participants [partial] (1 page)	02/24/1997	b(6)

COLLECTION:
Clinton Presidential Records
First Lady's Office
Melanne Verveer
OA/Box Number: 20054

FOLDER TITLE:
Take Our Daughters to Work [1]

2013-0534-S
rc1775

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

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P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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PHOTOCOPY
PRESERVATION

Women's Domestic Issues

Ms. Foundation for Women

THE
NATIONAL
WOMEN'S
FUND

March 7, 1997

Melanne Verveer
Deputy Assistant to the President and
Deputy Chief of Staff to the First Lady
The White House
Washington, D.C. 20500

Dear Melanne Verveer:

Marie Wilson asked me to forward you this information that she has given to Betsy Myers regarding Take Our Daughters To Work® Day. The material in this packet is our press packet and well as some materials that focus on the educational aspects of Take Our Daughters To Work® Day.

Marie looks forward to talking with you about this further. If you have any questions, please call me at 212-742-2300 x 411. Thank you.

Sincerely,

Melissa Silverstein
Special Projects Manager

120 Wall Street, 33rd floor, New York, NY 10005 (212) 742-2300 fax: (212) 742-1653

Q: I know Take Our Daughters To Work® Day helps girls stay healthy, confident and resilient during adolescence, but how is the day educational?

A: By merging hands-on experience and school studies, Take Our Daughters To Work® extends the four corners of the classroom into the world and gives girls renewed reason to believe in the promises of education.

For some people, Take Our Daughters To Work® Day may signal a missed day of school, away from the traditional learning environment of a classroom. However, those who participate in the day know that Take Our Daughters To Work® gives girls an on-site learning experience that may be difficult to achieve within the walls of a classroom.

On Take Our Daughters To Work® Day, girls accompany an adult mentor to learn first-hand what goes on in the American workplace and to see that all different kinds of work can be integral to a woman's life. Wherever they go -- news rooms, hospitals, retail stores, fire stations -- girls get an education about what it takes to succeed and why school is an important factor in helping them get to where they want to be in the future.

For some girls, reaching adolescence means taking on caretaking responsibilities in their families. Whether caring for a younger sibling or for an ailing parent, the role of caretaker usually falls unevenly on the shoulders of girls and women. It is at this critical time in a girl's life that Take Our Daughters To Work® serves as an intervention and reminds her that staying in school and keeping up with assignments has its own personal rewards. Many girls who drop out of school have lost faith in the school system and its ability to give them a brighter future. But Take Our Daughters to Work® Day helps girls make important connections about the role of school and their future in the workforce by providing girls with practical applications of what they've only been learning about at school.

For the past four years, teachers report that girls who participate in the Day show an increased interest in school assignments and say they come back to school with a clearer understanding of why education is so important to achieve their future goals and fulfill their dreams. Teachers also tell us that using our Take Our Daughters To Work® curricula helps them combine theory and practice and is one of the most educational aspects of the Day.

In our fifth anniversary year, the Ms. Foundation for Women is again collaborating with schools, school districts, state boards of education, teachers, and national educational organizations to accomplish the educational goals of Take Our Daughters To Work® . Many national organizations that have enthusiastically supported the program as an important educational day for girls include: the National Education Association, the American Federation of Teachers, the National Association of School Board Directors, the Greater City Schools, Black Women Organized for Educational Development, Educational Equity Concepts, and the National Coalition of Girls' Schools. And, in 1996, Take Our Daughters To Work® received endorsements from 26 state boards of education.

More answers on why Take Our Daughters To Work® is an educational day. →→

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Take Our Daughters to Work® Participants

A sample of stories we hear from girls:

Leah Scherzer is an eleventh grader from Montclair, New Jersey. She grew up going to work with her mom and dad, so she sought out new experiences for Take Our Daughters to Work®, in which she has participated since 1993 or 1994 (she can't remember). Since she wants to become a doctor, Leah went to two doctors' offices and was intrigued by the behind-the-scenes work she never saw as a patient. In 1995, she shadowed an OB/GYN at Beth Israel who became a mentor. Leah saw two births and a c-section. The doctor invited her to intern over the summer, which was an eye-opening experience. She sat in on counseling sessions for HIV+ couples trying to decide if they should have children, saw young women managing high risk pregnancies with little support, and saw first-hand the great disparities between medical care that poor women get and what's available to higher income families. Leah is more committed than ever to becoming a doctor. She is enthusiastic and wants to encourage girls to make the most of Take Our Daughters to Work® by finding new experiences and challenges rather than just enjoying a day off from school or doing something they've already done.

Chateya Langely's interest in law led to an invitation to shadow Valerie Perry last year. Perry, a lawyer at Arco Chemical Co., and Chateya "just sort of clicked," according to Perry. When Chateya told Perry she planned to attend high school in her inner-city Philadelphia neighborhood, Perry urged her to look into her alma mater, the Philadelphia High School for Girls, a top magnet school. Perry answered questions about an all-girls school, called her guidance counselor, got instructions for applying, and encouraged Chateya's mother to think seriously about the school. Chateya's grades and scores got her in, and she has adjusted well

(b)(6) 0012

(b)(6) Perry is still in touch with Chateya and her family.

Fourteen-year-old (b)(6) interest in nursing led her physical therapist to arrange for her to spend the day with a nurse who, like (b)(6), has cerebral palsy. (b)(6) had a great experience and saw up close someone doing what she wants to do despite her disability. (b)(6) works hard in school and wants to attend college -- she is looking at a lot of careers, because she knows she can do many different things.

Because Nicole Loskutoff, a senior from San Raphael, is interested in music, her music teacher suggested she spend TODTW Day at Santana Management, a sound management company. The Day was such a great experience, Santana adopted her. She interns regularly and plans to pursue a career as a sound engineer after graduation.

Crystal Burch has gone to Nike with her grandmother every TODTW day since 1993. The workplace exposure has been a powerful motivational tool for Crystal, whose working-class family has struggled to make ends meet. At Nike, Crystal got to see people doing work that wasn't physically exhausting or dangerous, working in suits and dresses instead of uniforms, and using computers -- the first she had ever seen outside school. Fourteen-year-old Crystal has benefited from the powerful motivational tool TODTW is for her and from her grandmother's involvement with her as she's navigated difficult years -- the transition from a neighborhood grade school to a larger middle school and plummeting self-esteem.

WORK & FAMILY
BY SUE SHELLENBARGER

WALL STREET JOURNAL
April 24, 1996

What Does Your Job Tell a Crystal Burch About Fulfillment?

ASK PEOPLE about 13-year-old Crystal Burch, and they will tell you stories of her eagerness.

Every time she made it to third base in softball, recalls her longtime Little League coach, Darrell Bennett, she begged for a green light to steal home.

" 'Can I do it? Can I do it?' she always asks," Mr. Bennett says. "Crystal is always pushing the envelope." When he gave her the go-ahead, the child – graceful as a gazelle at 5 feet 8 inches – would race down the base path and score. He counts her among "the cream of the crop." But like all teenagers, Crystal "could go either way" in the future, depending on how adults guide her, adds Mr. Bennett, a coach for 15 years. Any adolescent's fortunes are "a precarious thing."

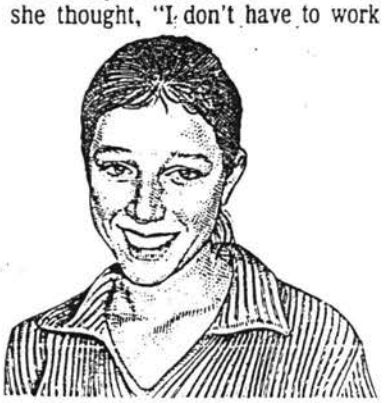
For most girls, the teenage years are a high-wire walk between determination and self-doubt, and Crystal Burch, daughter of a working-class family from the suburbs of Portland, Ore., is no exception. On this eve of the fourth annual Take Our Daughters to Work Day, this is the story of Crystal's particular tightrope act, and how her exposure to corporate America has helped her keep her balance.

Crystal's early lessons about work came from her family's training in the School of Hard Knocks. After her grandfather lost a leg in a construction accident, her grandmother, Lauraine Burch, raised four children on her paycheck from a Dairy Queen. Crystal's mother Nancy, one of 14 children of a mechanic and a mother who worked various jobs, is a supervisor at a packaging plant. An athletic woman, Ms. Burch still comes home tired; recently, she cut her arm so badly at work that it required five stitches. Crystal's father Mike picked farm crops and moved irrigation pipe from age eight, then rose through the blue-collar ranks to production manager for Anthro Corp., a computer-furniture maker. After 14 years of marriage, the couple recently saved enough to buy a cottage-style house in the town of Aloha, Ore.

AWARE THAT the School of Hard Knocks isn't teaching many high-paying skills these days, the Burches hope for much more for their kids. "When I came of age, you could sneak onto a job and prove yourself. Today, you can't even get in the door without a college education," Mr. Burch says. Ms. Burch's green eyes mist over when she talks about her hopes for Crystal and her son, Nick, 11: not only college, but management jobs. Both worry about motivating Crystal to succeed.

Enter corporate America; here, in the form of Nike Inc.'s sprawling headquarters in Beaverton, Ore. Crystal's grandmother Lauraine broke into the white-collar world there 15 years ago in a clerical job and has worked her way up to assistant to the director of sports marketing; she has brought Crystal to every Take Our Daughters to Work Day since 1993.

The workplace exposure has been a powerful motivational tool. At Nike, Crystal saw people who work in suits and dresses, attend meetings, solve marketing problems. In Ms. Burch's office, she typed, filed and worked on computers, the first she had seen outside school. Unlike her mother, Crystal noticed, the workers there didn't have to lift 50-pound loads, nor did they seem to be in the remotest danger of getting hurt or even very tired. For the first time, she thought, "I don't have to work like my mom . . . I'd like to work my way up to be a manager, and maybe run my own business one day."



Crystal Burch

Clearly, Crystal is made of the same stuff that propelled her family out of poverty. When she decided she wanted to be a pitcher, she worked through the winter with Mr. Bennett to learn how. Already, she shows aptitude with computers.

But role models became crucial again last year when the stresses of adolescence nearly derailed her. Her self-esteem took a dive when she transferred from her neighborhood grade school to a much larger middle school. She was bewildered by the crowded halls and the switch to five classes from one. Older kids kicked and jammed her locker, making her miss homework deadlines. In class, her habit of interrupting eagerly to ask questions drew scoldings.

FOR THE FIRST time, Crystal's GPA tumbled. "I got so mad," she recalls. "I would come home and take it out on the family. And I put myself down." Her parents met with her teachers. Near tears, Crystal told her grandmother, "I don't understand what's going on" in class. "I'm just not smart."

Again, the workplace provided a needed spark. Lauraine Burch had worked with Olympic athlete Jackie Joyner-Kersee on a promotion and shared the material with Crystal for an oral presentation in English. The track star's tale of overcoming asthma and early defeat by discipline and hard work intrigued Crystal. Grandmother and granddaughter worked through one weekend at Nike on the report, then Crystal practiced it for three days. Her grade: A-plus.

The success marked a turning point. Crystal has boosted her GPA to 3.0 and her spirits have lifted. Asked what she learned from Ms. Joyner-Kersee, she said: "You can do anything you want if you try hard enough."

Tomorrow, Crystal again will join as many as eight million girls at the workplace. Even the most resilient among them will need all the positive adult influence they can get if they are to make the leaps necessary to fill the skilled jobs of the future.

One of them may be watching you, looking for a green light.

Don't screw it up.

HEALTH AND BEHAVIOR

A day for daughters at work

By Nicole Carroll
USA TODAY

Only a man can be the president of the United States.

At least that's what sixth-grader Mary Haynes thought. "I've never seen a woman try out to be president," she says.

But she found otherwise when the West Virginia first lady, Rachael Worby, came to her school last month and talked about gender roles in order to prepare kids for this year's Take Our Daughters to Work Day, April 27.

"There's a great disparity between what adults see as changes in the world and what young people see as changes," Worby says. "It's terrifying."

It's also the reason the Ms. Foundation has made education the centerpiece of its third annual Daughters day.

"A girl is watching, what is she learning?" is the theme of the day, during which millions of adults are expected to take girls — and increasingly, boys — to work to talk about goals.

Thousands of teachers, and others like Worby, who lectured at Crescent Elementary in Beckley, W.Va., are expected to use Ms. lesson plans before, during and after the day to get kids talking about the evolution of gender roles. (Lessons available: 800-676-7780.)

In addition, Ms. is asking companies planning activities for girls to send male staffers to schools to talk to boys.

The idea: As girls discover their value to the workforce, boys break down stereotypes and open up about caring.

Ms. estimates 5 million to 7 million girls went to work last year. A Roper Starch Worldwide poll found 25 million adults participated in the day.

The event was created in response to studies that show between the ages of 9 and 15, many girls suffer a drop in self-esteem, get less attention than boys in school and youth activities and tend to equate their worth with their appearance.

Take Our Daughters day was designed to celebrate girls and listen to their ideas.

Since its beginning, the program has been held on different dates in April. From now on, Ms. says, the day will always be the fourth Thursday in April.

"What's exciting about this program is that at this age, you can help form kids' view of the world," says Steven Bluestone, a sixth-grade teacher in Manhattan, who used Ms. lessons on the past Daughters days. "You can work with attitudes."

Mary Haynes says she now knows that girls can do anything they want to. "It makes me feel good," she says. She wants to be a veterinarian.

Her classmate, Cutter Houck, says, "I didn't know women could do jobs like engineer and stuff like that." He hopes to be an archaeologist.

But the most valuable lesson may be when students realize class work can lead them to those goals — when they see veterinarians applying biology, and archaeologists using math.

"All of us as human beings learn best when we know what learning is for," says Ms. Foundation president Marie Wilson.

"Establishing a connection between aspirations, education and employment — that's what we're trying to do."

By Rick Bardero, AP

REAL-LIFE EXPERIENCE: West Virginia first lady Rachael Worby talks to sixth-graders J.T. Elkins, right, Cutter Houck, Dustin Shumate and Justin Pence at Crescent Elementary School in Beckley.

Parents wonder, what about our sons?

As millions of girls head to work this year, they'll be joined by growing numbers of boys.

Many employers concerned about equality are holding career days or "Take Our Children to Work" events April 27.

Ms. Foundation president Marie Wilson says this tactic isn't fair to either sex.

Girls don't get the attention they need, she says. And boys miss out on the chance to learn about caring and breaking free of gender roles.

But many parents insist that their sons would benefit from a day at work as well. And their employers are responding.

"We think it's a good idea to let young people come in and see where their parents work," says Jon Harmon, spokesman for the Ford Motor Company, which invites all kids to work. "That concept makes a lot of sense for both boys and girls. It's in keeping with our policies of inclusiveness in just about all we do."

Wilson says she is prodding men's groups to begin a separate "Sons" program for boys.

"They need to say, 'What about our sons? How are we going to stop the violence in their lives? Aren't we worried about them growing up disrespecting women?

"'What are we doing to change their lives so they can live with the women our daughters are becoming?'"

Education is a start, but one day of discussion can get lost amid a lifetime of societal messages.

Nripesh Dhungel, 13, studied Take Our Daughters curriculum last year in his public Manhattan elementary school and thought he understood the point: "Both men and women should be allowed to do anything they want. Whatever men do, women should be allowed to do."

But what about the reverse? Would he ever be a nurse?

"No way," Nripesh says. "Mostly girls do that."

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LUCE PRESS CLIPPINGS

AP Photo

Chateya Langley, 13, (right) sits with her mentor, Valerie Perry on the front steps of her home in North Philadelphia on Monday, a year after the two were matched up for Take Our Daughters to Work Day.

Taking daughters to work makes mark in girls' lives

By KAREN SCHWARTZ
The Associated Press

A year ago this week, 13-year-old Chateya Langley met 32-year-old Valerie Perry on "Take Our Daughters to Work Day."

The two talked about boys and clothes and school and algebra. When the day was through, Chateya's life would be on a different course.

"I think we just sort of clicked," Perry said.

As Take Our Daughters to Work Day marks its fourth anniversary on Thursday, it's impossible to gauge whether it's achieved its goals: to introduce girls to the career options available to them and to help girls build self-confidence.

But for Chateya and other girls, the day has clearly made its mark.

The eight-grader's interest in law led to an invitation last year to "shadow" Perry, a lawyer for Arco Chemical Co. in Philadelphia, for part of the day.

After Chateya told Perry she planned to attend a high school in her inner-city Philadelphia neighborhood, Perry urged her to attend her alma mater, the Philadelphia High School for Girls, one of the the city's top public schools.

"She clearly was someone who should be geared toward an academic high school," Perry said, describing Chateya as personable, articulate and bright.

Perry answered Chateya's questions about an all-girl school, called her guidance counselor and got instructions for applying to the High School for Girls. Then, even though the application deadline had passed, she called Chateya's mother and encouraged her to apply.

"Her grades and test scores got her in, it was simply a matter of steering her in that direction," Perry said.

Sam Nation, who works for BE&K Inc., an engineering and construction company, said his 19-year-old daughter Emily decided to major in accounting because of what she saw during a 1993 visit to the company's Delaware office.

Emily, now a junior at Alabama's Auburn University, said she had been to the office on other days, but met mostly her father's immediate coworkers.

During the organized event she saw the various departments, and was impressed by the atmosphere and computers in accounting.

"It showed me there was something to it more than doing the numbers," she said. "That just really helped me choose what I wanted to do."

Pilar Perez, 14, said she too is a different person after going with her father to Coulter Electronics in Hialeah, Fla., last year.

"I think about women's rights," she said. "Are we treated equally? Are they fair to us? Have we made an advancement? I've been noticing those details. It's something that I never used to do before."

"I think about women's rights. ... It's something that I never used to do before."

Pilar Perez, 14

TAKE OUR DAUGHTERS TO WORK

THE FACTS

On Girls and Working Women

Not long ago relegated to the sidelines in most every public arena, girls today live and play on centerstage. Girls voice their opinions in classrooms and on committees, make the grade in math and science classes, and compete with one another–and with boys–on soccer, baseball, even football fields. Young women graduate with honors from military academies and medical schools. More **women** than ever are making America work, supporting their families, and **advancing** as engineers, chefs, doctors, lawyers, carpenters, chief financial officers, astronauts, firefighters–you name it–even attorney generals and secretaries of state. An astounding picture, especially in light of so many options denied our own mothers and grandmothers earlier in this same century.

We mark and **celebrate** these hallmarks on Take Our Daughters To Work–Day, the fourth Thursday in April. Girls and women have made–and are making–such strides in the 20th century that it's sometimes tempting to think the struggle for gender equity is over. The picture–on the face of it–looks bright. Yet recent studies on girls and working women indicate that there's much progress still to be made. So... along with a well-deserved pat on the back on Take Our Daughters To Work® Day, we invite you also to consider the persisting **challenges** and doors to be opened on girls' behalf. The following facts provide an overview.

" I dream of becoming president of the United States. I know, because of Take Our Daughters To Work® Day, that my dream is possible. I must do well in school and stay focused."

Erin Ferris, 12

Written by Lisa Sjostrom, 1997

Ms. Foundation For Women
120 Wall Street, 33rd Floor, New York, NY 11005 1-800-676-7780

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The Work World

Women in the Workplace

- Women make up 46% of the work force today.[1] By the year 2005, two out of three new workers will be women, and women will comprise 48% of total paid workers.[2]
- In corporate America women hold just 2% of the power positions, no matter how you define them–by title, by paycheck, or by responsibility for the bottom line.[3]
- Women passed a milestone in the board room in 1996, for the first time holding more than 10% of the directors' seats at the nation's 500 largest companies.[4] Yet of these same companies, only 61 can count a woman among their top 5 earners or can say that 25% or more of their officers are women. (Only 13 do both.)[5]

What Women Earn

- Women are over-represented in low-pay ing jobs. More than 60% of women work ing year-round and full-time get paid less than $25,000 per year.[6] More than 1 in 4 working women have administrative support jobs or clerical jobs, with 1994 median weekly earnings of $374 per week, 20% to 30% less than women in non-traditional fields.[7]
- Even when women hold the same jobs as men, they don't earn the same pay. Whether a doctor or lawyer, an elementary school teacher or secretary, a truck driver or waiter, a man is likely to take home more money than a woman in the identical position.[8]
- For every $1.00 earned by white men, white women earn 75 cents, Black women earn 63 cents, and Latina women earn 56 cents.[9] Women lose on average $420,000 in salary and pension over a lifetime of earnings because of unequal pay.[10]

Girls in School

Girls In the Classroom

- Teachers are more apt to attribute boys' failure to lack of motivation, while girls' failure is attributed to lack of ability.[11] In fact, girls report that teachers and other adults often don't believe they are capable of doing things girls themselves believe they can do.[12]
- Although more girls than ever before aspire to have meaningful work and careers as adults,[13] four in 10 girls do not have definite plans for high school course selection; girls are less likely than boys to enroll in important classes such as pre-calculus or physics; and girls' actual course choices follow predictable, sex-stereo typed patterns–despite girls' capacity to do otherwise.[14]

Funding and Scholarships

- Although both boys and girls encounter academic difficulties, boys' needs in areas like reading and learning disabilities attract billions of dollars of assistance. School budgets provide far fewer resources to assist girls in common problem areas of math and science.[15]
- Both the Preliminary Scholastic Aptitude Test(PSAT) and SAT consistently underestimate the abilities and college performance of young women as compared with young men. Females earn higher grades than males in both high school and college but receive lower scores on both the math and verbal sections of these tests–as a result, young women are penalized in college admissions and scholarship award decisions.[16]

" The value of having adolescent girls see the diversity of positions available to women in the workplace is inestimable. Too often, adolescent girls imagine only the most traditional employment opportunities for themselves. ***Take Our Daughters To Work®****... provides an opportunity for youngsters to see their parents in different roles with different responsibilities."*

Lorraine C. Parker, Judge, Superior Court of New Jersey

Girls in Math and Science

- It is during the crucial middle school years that many girls lose confidence in their math and science abilities–even though they can do the work. By high school, only 1 in 7 girls say they are good at math, and teenage girls are less likely than boys to find science interesting.[17]
- Math skills are a critical filter for progressing into a higher-paying career;[18] yet high school girls, even those with exceptional preparation in math and science, choose math/science careers in disproportionately low numbers.[19]
- The gender gap (favoring boys) is closing in both math and science achievement for all students. However, the gap in science achievement is increasing for *top* students, those most likely to enter the field.[20]

Hostile Hallways: Sexual Harassment in School

- According to a 1993 Harris Poll, 85% of girls say they have been sexually harassed during their school lives (compared to 76% of boys).[21]
- Sexual harassment disrupts girls' education. After being harassed, 1 in 3 girls don't want to go to school or speak up as much in class. More than 1 in 5 girls score lower on a test or paper or drop out of an activity. And 2 in 10 girls doubt whether they have what it takes to graduate from high school.[22]
- When sexual harassment goes unchecked in schools, girls may come to expect that it will also be tolerated in the workplace. Surveys show that from 40% to 65% of working women have been sexually harassed at work.[23]

The Struggle to Stay in School

- Many adolescent girls get caught having to choose between private and public roles. Although boys and girls drop out of school at roughly equal rates, teenage girls are 7 times more likely than boys to drop out of school for family reasons, such as needing to care for siblings or elderly relatives.[24]
- With the majority of new jobs for the first time in history requiring education or training beyond high school, girls who leave school are headed for financial disaster; one-third of female dropouts live in poverty.[25]

Girls and Self-Esteem

- By high school, far fewer girls than boys are simply happy with themselves. Girls are far more likely than boys to characterize themselves negatively, saying such things as "I wish I were somebody else" and "Sometimes I don't like myself."[54]
- When asked, "What do you like best about yourself?," twice as many boys as girls say their talents. During adolescence girls tend to shift their focus from all the wonderful things they can do to how they appear in the world. 30% of girls think others judge them by their appearance;[55] for white, middle school girls, appearance is the single most important determinant of self-esteem.[56]

Take Our Daughters To Work® What's the Day Really About?

We now know, based on a plethora of recent research, that adolescence is a critical time in girls' development. During this often confusing transition into womanhood, girls struggle fervently to maintain a distinct sense of self confidence and worth. Unfortunately many struggle in vain–and exhibit any number of distress signals, from self-doubt to disordered eating to unwanted pregnancy to depression... Take Our Daughters To Work® Day was designed as an intervention. Think of it as a nationwide, pro-active response to publicly champion girls' health and confidence for one day. Although not a silver bullet, Take Our Daughters To Work® Day certainly keeps girls–and the adults in their lives–headed in the *right direction.*

Girls' Struggle to Stay Healthy

Girls and Substance Abuse

- Among 12 to 18 year olds, girls and boys are equally as likely to have used illicit drugs other than marijuana. And roughly the same proportion of girls and boys are lighting up cigarettes and getting drunk–at younger and younger ages. On average, boys and girls alike now start to smoke at 13 and to drink alcohol at 15.[26]
- Teenage girls are the fastest growing population of smokers, many deliberately using cigarettes to suppress their appetites. Over 40% of high school girls identify themselves as smokers and as not intending to quit.[27]

AIDS

- The number of AIDS cases among teenage girls (ages 13-19) increased more than 11 times between 1989 and 1995.[28] One reason for the increased prevalency is that girls who start having intercourse in their teens are more likely to have older sexual partners than those of their male peers.[29]

Plumbing the Depths of Depression

- Rates of depression jump for girls–who show more signs of emotional stress than do boys–during their teen years.[30] Unlike boys, who tend to act out violently and publicly, adolescent girls respond to stress by pulling inward–right when they need to be thinking about how they want to play their role in the public world. After grade school, twice as many girls as boys experience depression.[31]
- Teenage and pre-teen girls who are overly anxious or depressed grow up to be roughly 1" to 2" shorter, on average, than other girls.[32]

Girls and Suicide

- The suicide rate among teens ages 10 to 14 increased by 120% from 1980 to 1992. Among white boys, the rate rose 86% and among white girls it jumped 233%. The number of attempts have not increased, but the methods and means teens are using are more lethal, making the attempts more likely to succeed.[33]
- Adolescent girls are 4 to 5 times more likely than boys to attempt suicide (although boys are more likely to die because they choose more lethal methods, for example guns rather than sleeping pills).[34]

Disordered Eating and Eating Disorders

- Many teenage girls are unmerciful critics of their own bodies: 31% of 10-year-old girls say they are afraid of being fat, just at the developmental moment where menarche necessitates added weight gain.[35] 5 in 10 girls are unhappy with their bodies by age 13; nearly 8 in 10 dislike their bodies by age 18. Over 50% of girls think they are overweight–and diet–affecting their attention, energy, and performance levels in the classroom.[36]
- Girls are far more likely than boys to try to control their weight by purging or abusing diet pills and laxatives. Only 2% of boys but 18% of girls in high school are at serious risk for eating disorders.[37] The number of girls under age 12 seeking help for severe eating disorders doubled in the late 1980's.[38]

Teenage Pregnancy and Childbirth

" *The best contraceptive is a real future."*
Marian Wright Edelma

Pregnancy Rates

- Although there has been a slight decline in the U.S. teen birth rate over the past three years, it remains 21% higher than one decade ago.[39]
- Each year in the U.S. nearly one million adolescents–or 11% of all young women between the ages of 15 and 19–become pregnant. Roughly 85% of these pregnancies are unintended, accounting for about 1/4 of all accidental pregnancies annually.[40] 13% of all U.S. births are to teens.[41]

Safe/Unsafe Sex

- Teenage girls who reported having sex in the previous year used contraceptives 83% of the time. The total number of teen pregnancies annually averted by contraceptive use is estimated at 1.7 million.[42]
- 30% of girls who say they would change some aspect of their lives for a boy–their interests, their friends–have had unsafe sex, compared to 19% of girls who adamantly refuse to change themselves for a boyfriend.[43]

Motivating Factors

- In one study of young women who had become pregnant as teenagers, two-thirds had been sexually abused: 55% had been molested, 42% had been vic tims of attempted rape, and 44% had been raped.[44]
- According to a recent national survey of nearly 10,000 mothers, at least half of the babies born to teenage girls are fathered by adults. Men aged 20 or over account for 50% of all births among teenage girls between the ages of 15 and 17; about 1 in 5 of all teenage mothers had a partner 6 or more years older. In general, the younger a mother, the greater the age difference between her and the father of her child.[45]

The Costs of Teenage Pregnancy

- Teenage girls who have babies are less likely to finish school than their peers.[46] 7 in10 teen mothers complete high school, but they are less likely than women who delay childbearing to go on to college.[47]
- In part because most teen mothers come from disadvantaged backgrounds, 28% of them are poor in their 20s and 30s; only 7% of women who first give birth after adolescence are poor at those ages.[48] Teenage parents will make only half as much money in their life times as teens who wait until age 20 to have a baby.[49]

Violence and Abuse in Girls' Lives

- More teenage girls than boys report having been physically and/or sexually abused.[50] It is estimated that 1 of every 3 or 4 girls is sexually abused–this includes but is not limited to adult-child intercourse.[51]
- Girls are raped at disproportionately high levels. In 1992 females under age 18 accounted for 51% of rape victims, while they made up only 25% of the nation's female population.[52]
- History of childhood sexual abuse is correlated with a range of troubles later on: low self-esteem, depression, alcoholism, self-mutilation, suicide attempts, delinquency and teenage pregnancy.[53]

Girls on the Go: Sports and Exercise

Risks and Benefits

- The fair opportunity to participate in physical education and sports programs guaranteed by Title IX is a vital health issue for girls. 4 hours of weekly exercise, the minimum practice time of most girls' sports teams, reduces the risk of breast cancer–now affecting 1 in 8 eight women–by 40% to 60%.[57]
- Lack of exercise also predisposes girls to heart disease, the leading cause of death in women, and compounds the risk of osteoporosis, a condition afflicting 50% of women over age 60.[58]
- Girls who participate in sports have stronger self-esteem, lower rates of depression, and a more positive body image than girls on the sidelines. They are also more likely to earn higher grades, graduate from high school, stay off drugs, and avoid unwanted pregnancies.[59]
- Nearly 80% of women identified as key leaders in Fortune 500 companies participated in sports when they were girls.[60]

Girls' Participation

- Girls mature sooner than boys and need to be introduced to sports earlier to maximize their development, particularly of the central nervous system because its malleability decreases markedly after age 10 or 11.[61] Yet even in kindergarten, boys receive more instruction and encouraging feedback than girls during gym class and physical play time.[62]
- If a girl does not participate in sports by the age of 10, there is only a 10% chance that she will be physically active when she is 25.[63]
- High-school girls drop out of sports at a rate 6 times higher than that of boys. 30% of high school freshman girls participate in sports; by senior year, the percentage drops to 17%.[64]
- Numerous obstacles prevent girls from being as physically active as they'd like: unfair treatment by male teammates, the assumption by coaches and gym teachers that girls are not good players, inappropriate levels of challenge, lack of opportunities, and time con flicts with other activities.[65]

" The sole beauty conveyed on Take Our Daughters To Work®–Day was that the participating girls gained a sense of confidence that whatever was required to "get a life," they were heading in the right direction to make it happen."

Debra Edwards, Caseworker,
Department of Social Services, New York, NY

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National Campaign Documenting Girls' Stories and Matching Girls with Famous Mentors

NEW YORK, NY -- The Ms. Foundation for Women's fifth annual Take Our Daughters To Work® Day, which will take place on **Thursday, April 24, 1997**, is looking to spotlight how girls have benefited from participating in the Day. "The Day was created to maintain and enhance self-esteem and confidence in girls during adolescence," said Marie C. Wilson, President of the Ms. Foundation for Women. "Now we want to hear from girls and young women who think their participation in Take Our Daughters To Work® Day has positively affected their lives. We especially want to hear from girls who have continued their mentoring relationships and young women who may now have opportunities that they didn't think were open to them before participating in Take Our Daughters To Work® Day."

On Thursday, April 24, 1997, for the fifth year in a row, millions of girls will again accompany adult mentors -- parents, relatives, teachers and friends of the family -- to workplaces across the country and around the world. They will learn about their future life options and be valued for what they say and think, not their physical appearance.

Where are they now? -- APB for Take Our Daughters To Work® Alumna

In celebration of the fifth annual Take Our Daughters To Work® Day, the Ms. Foundation for Women is documenting individual success stories from Take Our Daughters To Work® Day in years past -- and we need your help.

We would like to hear from your readers or your readers' daughters. We are looking for personal stories on how the day has positively affected girls' lives -- what it meant to them, how it helped them, how many years they participated, how did working alongside women help them grow and build skills and confidence, did they continue their mentoring relationships, how the day influenced what kind of work they are thinking of choosing and did it change the way they feel about themselves.

Six stories will be featured in a national press release. If we use the story in our release, the girl will be flown to New York City or Los Angeles to follow a surprise celebrity mentor on Take Our Daughters To Work® Day. All stories should be based on the girl's actual experience and should include the girl's name, address and phone number. Entries should be mailed to Take Our Daughters To Work® Day, PMI Station, P.O. Box 3537, Southbury, CT 06488-3537. Complete details may be obtained by sending a self-addressed, stamped envelope to the same address. Deadline for submissions is April 7, 1997.

A recent Roper Starch Worldwide poll confirms that Take Our Daughters To Work® Day is one of the most popular, well-known, and highly regarded programs for girls in the country. The poll reports that seven in ten Americans are aware of Take Our Daughters To Work® Day and 132 million people said they feel the day is a positive experience for girls. Last year, 16.6 million adults said they or their spouse personally participated in Take Our Daughters To Work® Day by taking a girl to their workplace - that's 7.6 million more than in 1995.

T-shirts, buttons and guides on how to organize in your workplace, school or community are available. To order, call: **1-800-676-7780.**

All media should contact Lauren C. Wechsler at 212-742-2300 x402.

120 Wall Street, 33rd floor, New York, NY 10005 (212) 742-2300 fax: (212)742-1531
email: todtwcom@ms.foundation.org & http://www.ms.foundation.com

Take Our Daughters To Work®

Thursday, April 24, 1997 & A Program of the Ms. Foundation for Women

Five years of work towards a lifetime of confidence.

PROGRAM DESCRIPTION FOR
TAKE OUR DAUGHTERS TO WORK® DAY

★WHY IT WAS CREATED
★HOW IT'S A SOLUTION
★WHAT ABOUT THE BOYS?
★BASIC INFORMATION
★FOR MORE INFORMATION
★FACT SHEET ON GIRLS

★WHY IT WAS CREATED:

Take Our Daughters To Work® Day, the public-education campaign and day of action sponsored by the Ms. Foundation for Women, was launched five years ago in response to research that showed a complicated -- and alarming -- trend in girls' development.

Our experience, and research from Harvard University researchers and others, found that up until the ages of ten, 11 and 12, young girls exhibit a strong and distinct sense of self confidence, but that around early adolescence, a radical -- and distressing -- shift occurs. As adolescence begins, girls show a significant drop in self esteem, report a lowered sense of self worth, and describe intense feelings of insecurity about their own judgment and emotions.

Researchers attribute this shift to a constellation of factors, with a primary cause being that at adolescence girls start to be treated as women. In large measure, this reflects the changes in their bodies. As girls' bodies mature, girls are viewed and judged differently by the world -- more superficially and sexually. Making matters worse, at the very moment appearance takes on an inordinate importance for girls, our culture bombards them with unrealistic and dangerous images of women's beauty.

The pain and confusion of all this has many consequences. The vast majority of girls begin to lower their expectations about the future; they get depressed, and feel increased self-doubt. Girls' preoccupation with appearance -- and the need for some control over it -- causes many girls to develop eating disorders. Other girls worry about their safety since they are now the object of uncomfortable sexual attention from boys and men. For some girls, these changes lead to experimentation with sex, and the greatly increased possibility of early pregnancy.

This shift also has an impact on girls' performance in school. For many girls, the focus on appearance -- and how boys view them -- prevents girls from competing with, or in front of, boys. In addition, many teachers often unintentionally reinforce gender stereotypes by paying more attention to boys in class. (This is often because at the same time girls turn inward, boys deal with their issues at adolescence by acting out -- clowning and misbehaving.)

All this amounts to a disturbing situation for adolescent girls: the strong, optimistic sense of self so evident in girls at age 10 or 11, has disappeared from view. →→

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★IT'S AN INTERVENTION AND A SOLUTION

When the Ms. Foundation for Women saw these research findings in the early 90s, we decided to focus on trying to find a way to intervene during this shift from self assurance to self doubt.

Do girls have to lose this strong sense of self? the Ms. Foundation for Women asked experts, parents and researchers. *Is there a way that we, as adults, can make girls feel valued for their talents, personality and abilities -- instead of what they look like?*

The idea of Take Our Daughters to Work® Day began to emerge as a pro-active solution. We knew we wanted a day of action because research overwhelmingly shows that one caring adult's attention can change the course of a girl's life. We decided to focus on work so we could emphasize the importance of girls' abilities -- rather than appearance -- and we felt that a day at work would heighten girls' aspirations. We also wanted to strengthen girls' connection to mentors -- and to each other. Seeing what women, in particular, do in the workplace shows girls what their lives may be like in the future -- at the very moment that the culture around them, from TV and movies to billboards and toys, tells a vastly different story.

While going to work certainly shows girls the range of jobs available to them, Take Our Daughters To Work® Day wasn't designed as a career day (though work and jobs are a major educational component of the day). The Ms. Foundation for Women encourages adults to approach the Day more broadly, using it to focus positive attention to girls' abilities, to urge girls to speak their minds, and to encourage girls to trust their own judgment. We also want adults to use the Day to talk about the importance and promise of education -- stressing how important it is to work hard in school.

As is common knowledge today, the Day instantly struck a chord with people, especially parents. Mothers and fathers recognized their daughters in the research. Started in 1993 as a city-wide program in New York, the Day went national the first year because of an outpouring of support from adults. A small item in a national magazine prompted thousands of telephone calls. The Day is now an American institution. And a phenomenon, too. More than **48 million adults** said their company or their spouse's company participated in the Day in 1996, according to a Roper Starch Worldwide poll. And, people overwhelmingly report that the day is good for girls: **132 million people** -- 95% of those who have heard about the Day -- said they feel the Day is a positive experience for the girls who participate.

★WHAT ABOUT THE BOYS?

The Day is also a cultural touchstone -- echoed in the inevitable question, *What about the boys?* And more recently, *Do you think boys should attend Take Our Daughters to Work® Day?* and *Why don't you hold a Take Our Children to Work Day instead?*

The Ms. Foundation for Women strongly believes that boys and boys' issues are in need of attention in this country. An important question, however, is at what developmental stage in boys' lives would this attention and intervention be most effective and useful? Theory from developmental psychology suggests that while intervention and support are important for children at any age, the most powerful intervention -- and possibility for prevention -- happens at the onset of distress. For girls, early adolescence is the time that distress typically begins to manifest itself.

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For boys, while there are troubles during the teen years, the root of their troubles can be traced to early childhood. The most effective intervention for boys, developmental theory suggests, would be in early childhood. (For more information on research on boys, boys' development, boy-serving organizations and excellent boys' programs, contact Ms. Foundation for Women's communications department at 212-742-2300 or call 1-800-809-8206 and request fax-on-demand document #3008.)

The Ms. Foundation believes that boys deserve programs and services that address their unique needs and concerns. That makes the Ms. Foundation for Women's position on including boys in Take Our Daughters to Work® Day -- or whether or not companies should host co-ed days -- quite clear: The Ms. Foundation for Women believes that girls need and deserve a day that deals with the unique issues girls face at adolescence -- because that is when girls' distress occurs. The issues girls face at ages 11, 12, and 13 are serious, and the Day has had a positive effect on so many girls. We encourage all adults to invest in our nation's daughters on April 24th by bringing a girl to work.

★BASIC INFORMATION

Who takes girls to work?: Any caring adult. Parents, friends, aunts, uncles, or cousins. Maybe even someone of a girl's choosing -- an adult who works in her area of interest.

How old should the girls be?: We recommend the Day for girls aged nine to 15.

When did the program start?: The first Take Our Daughters to Work® Day was in April 1993. The Day is always held on the Fourth Thursday in April.

How many people participate? In 1996, **48.7 million adults** said their company or their spouse's company participated in the Day, according to a Roper Starch Worldwide poll. That's 12 million more participants than in 1995. And, people feel the day is good for girls: **132 million people** -- 95% of those who have heard about the Day -- said they feel the Day is a positive experience for the girls who participate.

How many girls participate? We don't know -- but it's in the millions. Since we haven't polled girls themselves, we have no way of knowing precisely how many girls participated. From the poll of adults, **however, we know that of the 48 million adults who said their company participated, 16.6 million adults said they or their spouse personally participated by taking a girl to work.**

★FOR MORE INFORMATION:

TO ORDER FREE ORGANIZING INFORMATION OR OTHER MATERIALS, CALL 800-676-7780.
YOU CAN GET ORGANIZER'S KITS, LESSON PLANS, T-SHIRTS, OR BUTTONS.

MEDIA SHOULD CONTACT: LAUREN WECHSLER, NATIONAL MEDIA MANAGER
MS. FOUNDATION FOR WOMEN: (212) 742-2300, X402

FACT SHEET ON GIRLS →

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FACT SHEET

ON GIRLS, SCHOOL, HEALTH AND WOMEN IN THE WORK WORLD

GIRLS AND THE FUTURE

- More girls than ever aspire to have meaningful work and careers as adults. A 1994 nationwide poll of teenagers found that more than 8 in 10 girls expect to work when they are married, while boys are substantially more traditional in their expectations of the family life they will have as adults. *(Lewin, T.,* New York Times, *July 11, 1994.)*

- Although nine-year-old girls express interest in many science activities, they do not participate in as many as boys. This sex difference continues through ages 13 and 17 and is paralleled by girls' increasingly negative view of science, science classes and science careers. *(Wellesley College Center for Research on Women,* How Schools Shortchange Girls, *pp. 24-32.)*

GIRLS AND SCHOOL

- Teachers are more likely to attribute boys' failure to lack of motivation, while girls' failure is attributed to lack of ability. In fact, girls report that teachers and other adults often don't believe they are capable of doing things girls themselves believe they can do. *(Greenberg-Lake Analysis Group*, Shortchanging Girls, Shortchanging America, *p. 22.)*

- The students teachers report liking least are 'aggressive girls.' (Sadker and Sadker, Failing at Fairness: How America's Schools Cheat Girls, pp. 13-14; and *Wellesley College Center for Research on Women,* How Schools Shortchange Girls, *pp. 60-74.)*

- A 1994 study found that more than four in 10 girls do not have definite plans for high school course selection; girls are less likely than boys to enroll in important classes such as pre-calculus or physics, and girls' actual course choices follow predictable, sex-stereotyped patterns -- despite girls' capacity to do otherwise. *(Sullivan, Snee, Weinger*, High Hopes, Long Odds, *Indianapolis: Indiana Youth Institute, 1994.)*

- According to a 1993 Harris Poll, 85% of girls say they have been sexually harassed at school. *(American Association of University Women,* Hostile Hallways, *pp. 8-14)*

GIRLS AND HEALTH

- Each year, nearly one million adolescents in the U.S. -- or 11% of all young women between the ages of 15 and 19 -- become pregnant. *(Alan Guttmacher Institute,* Facts In Brief: Teenage Sex and Pregnancy, *July 1996.)*

WOMEN AND WORK

- Women made up 46% of the work force today. By the year 2005, two out of three new workers will be women and women will comprise 48% of total paid workers. (9to5, National Association of Working Women, 1996; and U.S. Department of Labor Women's Bureau, Facts on Working Women, 1996.)

- In corporate America women hold just 2% of the power positions, no matter how you define them -- by title, paycheck or responsibility for the bottom line. Of the nation's 500 largest companies, only 51% can count a woman among their top five earners or can say that 25% or more of their officers are women (only 13 companies do both). *(Dobrznski, J.,* New York Times, *November 7, 1996.)*

FOR A FULL FACT SHEET, MEDIA SHOULD CALL THE MS. FOUNDATION FOR WOMEN'S COMMUNICATIONS DEPARTMENT AT 212-742-2300.

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email: todtwcom@ms.foundation.org http://www.ms.foundation.org

Attached you'll find the following information about the Ms. Foundation for Women:

- ☞ The Girls, Young Women, and Leadership Program. (What the Ms. Foundation does for girls aside from Take Our Daughters To Work® Day.)

- ☞ Biographical statement of Marie C. Wilson, President of the Ms. Foundation for Women.

- ☞ Description of the Ms. Foundation for Women's work.

Ms. Foundation for Women

Q: WHAT does the MS. FOUNDATION FOR WOMEN do for girls – aside from Take Our Daughters to Work® Day?

A: THE GIRLS, YOUNG WOMEN, AND LEADERSHIP PROGRAM

The Ms. Foundation for Women's popular and successful public-education campaign, Take Our Daughters To Work® Day, is but one part of the Foundation's far-reaching efforts to address the needs and concerns of girls.

As we know from experience and extensive research from Harvard University researchers and others, girls are resilient before adolescence. But girls in their teen-age years experience a drop in self-esteem, often related to the changes in their bodies. Many girls also experience poverty, discrimination, sexual abuse, and intense depression. Yet these girls have strengths and capacities that are valuable for their healthy transition into womanhood and for their leadership in larger communities.

In response to this research, the Ms. Foundation for Women launched the Girls, Young Women and Leadership Program (formerly the National Girls' Initiative) in 1991. Some of our partners in the program include, the Charles Stewart Mott Foundation, the MacArthur Foundation, the Moriah Fund, Ortho-McNeil Pharmaceutical, and Tambrands.

The goal of each component of this program is to help prevent problems before they take root, by making girls' developmental issues widely known and understood, and by generating support for programs through which girls stay healthy, strong, and resilient.

THE GOALS OF THE GIRLS, YOUNG WOMEN AND LEADERSHIP PROGRAM.

- To study, document and disseminate how girls are faring – emotionally, physically, academically, and economically – at school and home and in their communities.
- To educate all Americans about the needs of girls using direct action, meetings and conferences, popular and scholarly books and reports, polls, surveys, and the Internet.
- To support – financially and with information and technical assistance – grassroots and national non-profit and academic organizations in which girls develop leadership skills and promote well-being as an integrated endeavor.
- To convene, network, and collaborate with organizations working in girls' interests.
- To provide parents, community-based organizations, educators and the private sector with practical advice on how they can work with and learn from girls.
- To advocate with and on behalf of girls in all areas of decision-making . →

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THE FOLLOWING ARE SOME OF THE PROJECTS OF THE GIRLS, YOUNG WOMEN AND LEADERSHIP PROGRAM:

1) **Take Our Daughters To Work® Day.** On the fourth Thursday of every April – this year on April 24, 1997 – millions of girls will again accompany adult mentors to workplaces around the country. Girls will learn about life options and challenges, and what it takes to succeed in the world of work.

2) **Collaborative Fund for Healthy Girls/Healthy Women.** The Ms. Foundation for Women has established a Collaborative Fund for Healthy Girls/Healthy Women, a joint effort among several foundations and corporations, which will provide resources to programs for girls that provide opportunities to do research, learn how to make a difference in their communities and develop their capacities for leadership, research, public policy, and grantmaking on behalf of girls. This Collaborative focuses on the health, strength, and resiliency of girls and builds the capacity of projects that have the most potential for changing girls' lives. It will garner the resources and interests of 20 or more donor partners in a $4.4 million fund, which will be awarded to 15 model girls' programs, and engage these grantees in innovative participatory, evaluation, leadership development with capacity building through technology and networking.

3) **Teenagers Under Pressure.** In March 1996, the Ms. Foundation for Women collaborated with Seventeen magazine, the New World Foundation and EDK Associates on this national survey about teenagers' emotional lives and their strategies for negotiating an often hostile climate.

4) **Body Politic: Transforming Adolescent Girls' Health.** In January 1996, the Ms. Foundation for Women published this report on the findings of the Foundation's Healthy Girls/Healthy Women Roundtable. In March 1994, the Roundtable convened more than 30 researchers and practitioners from the fields of medicine, psychology, developmental psychopathology, education, and girls' programming to share research and practices that keep girls healthy from childhood through their transition into womanhood.

5) **Annual Grants to Girl-Serving Organizations.** Every year the Foundation helps girls to change their lives and communities by directing resources to grassroots organizations that work on: girls' health, violence against girls, gender role stereotyping of girls, non-sexist and non-violent curricula, teen pregnancy, and self-confidence and vitality of adolescent girls.

6) **Programmed Neglect: Not Seen, Not Heard**. In 1993, the Ms. Foundation for Women published this report in response to a survey which revealed that less than eight percent of all programs nationwide provide services to girls between the ages of nine and 15. This report discussed the lack of programming aimed specifically at girls and the problems girls face living in a violent and sexist world. Programmed Neglect outlines the kinds of programs girls need, and highlights some of the best programs that are helping girls grapple with the complexities of their lives.

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Ms. Foundation for Women

THE
NATIONAL
WOMEN'S
FUND

MARIE C. WILSON

President, Ms. Foundation for Women

Activist, author, and expert on the issues that affect the lives of women and their families, Marie C. Wilson is now in her 13th year as President of the Ms. Foundation for Women.

Some of the highlights of Ms. Wilson's 30-year career advocating for women and girls include:

- Raising and administering tens of millions of dollars for programs and organizations serving women and girls. During Ms. Wilson's leadership, the Ms. Foundation for Women's annual budget has grown from $400,000 to $6.2 million. Ms. Wilson also established and raised the Foundation's $10 million endowment fund -- to ensure that women and girls will always have a source for crucial funds.

- Leading and sponsoring Take Our Daughters to Work® Day -- now in its fifth year -- the phenomenon of a public-education program that struck a chord with Americans and put girls' issues and concerns on the national agenda

- Serving as an official government delegate to the U.N. Fourth World Conference on Women, which was held in Beijing, China in 1995.

- Co-authoring the critically acclaimed *Mother Daughter Revolution: From Good Girls to Great Women*, a groundbreaking blueprint for creating powerful new relationships between mothers and daughters and for changing society.

- Holding elected office -- as the first woman elected to the Des Moines City Council as a Member-at-Large in 1983.

As the leader of the only national multi-issue women's fund in the United States, Ms. Wilson has offered critical leadership in the areas of women's economic empowerment, safeguarding reproductive rights, and supporting health and safety for women and girls. Some of the highlights of Ms. Wilson's tenure at the Foundation include:

- **Take Our Daughters to Work® Day**, the public education program, which began in 1993. In 1996, more than 48 million Americans said their (or their spouse's) company participated in the Day. Over the past five years, the Day has helped put

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girls' issues and concerns on the map -- and has provided caring adults with a way to intervene in girls' lives at a crucial moment.

- The creation of the **Women's Economic Development Collaborative Fund**. By 1999, this fund will have awarded more than $6 million to women's job-creation, micro-enterprise and self-employment programs, and will have worked to shape policies affecting women's economic lives.

- **Healthy Girls/Healthy Women,** a public-education, grantmaking, and advocacy initiative, that studies how to maintain girls' strength and resilience during their transition into adolescence and young womanhood -- and funds innovative programs that address girls' needs. By the year 2000, the Collaborative will spend $4.4 million on grants, programs, and related services.

- **Women's Voices**, a bipartisan policy guide released in the months before the 1992 Presidential election that highlighted the issues that unify women across race, class, age and geography.

- **The Reproductive Rights Coalition Fund**, which established and supports state coalitions working on reproductive rights. This Fund was established when reproductive rights was treated almost exclusively as a national issue.

Born and raised in Georgia, Ms. Wilson graduated from Vanderbilt University and began her professional life as a pre-school teacher. It wasn't long before her first-hand experiences in education and lobbying for women's and children's issues earned her an appointment as the Director of Women's Programs at Drake University in 1979, where she designed programs on cutting-edge issues such as employment re-entry training, minority career development, child care, job sharing, and flexible work time. In the years to follow, Ms. Wilson served as Vice President, and Director of Education and Human Resources, for the Iowa Bankers Association. Consulting with the association's 650 member banks, Ms. Wilson gained the expertise in private and public-sector joint ventures that would ultimately position her as one of the nation's foremost not-for-profit fund-raisers -- and advocates for women and families.

In 1984, during her tenure as a city councilwoman, Ms. Wilson was recruited to come to the Ms. Foundation for Women.

Ms. Wilson has five children and one granddaughter.

What does the Ms. Foundation for Women do… (aside from Take Our Daughters to Work® Day)?

FOR 25 YEARS, the Ms. Foundation for Women has championed the rights and needs of women and girls by:

- Providing local and national women's organizations with grants to sustain long-standing projects and start new ones.
- Launching public education and advocacy campaigns -- such as Take Our Daughters To Work®Day and "Women's Voices" -- to make policy makers, the media, and the general public aware of the needs and concerns of women and girls.
- Strengthening the capacity of local and national grantees with leadership training, technical assistance, and public education; advising grantees on media and fundraising strategies.
- Advocating within the philanthropic community for increased funding for programs serving women and girls, and advising donors on where their funds are needed most.
- Organizing "funding collaboratives" with partner philanthropic institutions to provide long-term support and strategic direction to grantees in specialized fields of interest.

PROGRAM AREAS

The Ms. Foundation changes the lives of women and girls by working in three issue areas. Within these areas, the Foundation conducts advocacy and public education campaigns and directs resources to hundreds of grantee organizations each year. The issue areas are:

ECONOMIC SECURITY: Job creation and women's employment issues; access to credit; welfare reform; pay equity; work/family issues; child care; workplace rights.

GIRLS, YOUNG WOMEN AND LEADERSHIP: Girls' health and resilience; ending violence against girls; non-sexist, non-violent curricula; teen pregnancy; public education campaigns, in particular Take Our Daughters To Work® Day, the campaign about girls and self-esteem.

HEALTH & SAFETY: Ending domestic violence; incest; child sexual abuse; rape; sexual assault and sexual harassment; violence against women; reproductive rights and AIDS

IN THE 1996 FISCAL YEAR, the Ms. Foundation awarded a total of $1,665,700 in grants and technical assistance to programs in these areas.

MISSION STATEMENT

The Ms. Foundation for Women, a national, multi-issue, public women's fund founded in 1972, supports the efforts of women and girls to govern their own lives and influence the world around them. The Foundation funds and assists women's self-help organizing efforts, and pursues changes in public consciousness, law, philanthropy and social policy. The Ms. Foundation directs resources to break down barriers based on race, class, age, disability, sexual orientation, and culture.

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Take Our Daughters To Work®

Thursday, April 24, 1997 & A Program of the Ms. Foundation for Women

"Five years of work towards a lifetime of confidence."

Dear Media Professional:

Welcome to the **5th** annual Take Our Daughters To Work®Day, which will happen this year on **Thursday, April 24, 1997**. The Ms. Foundation for Women relies on the media to help get the word out about the Day – so people know how to participate and can learn more about girls' development. In the past, the media's coverage and concern has made the Day a success – and has helped our nation's daughters grow up strong, confident and ready to succeed. We've put together this kit to make sure you have all the information you need as you get ready to cover Take Our Daughters To Work® Day 1997. **WHAT YOU'LL FIND IN THIS KIT:**

On the **left** side:

- **PRESS RELEASE**
- **A PROGRAM DESCRIPTION** of Take Our Daughters To Work® Day.
- Information about **THE MS. FOUNDATION FOR WOMEN**, the sponsor of the Day.

In the **middle** (attached):

We'd appreciate your help – please pass along the following:

- **MEMO TO ASSIGNMENT/CALENDER EDITOR** (YELLOW)
- **"IF NOT YOU, THEN WHO?"** (BLUE). Please fill out this form, if necessary.
- **PUBLIC-SERVICE ANNOUNCEMENT** to the advertising director
- **HOW TO ORGANIZE YOUR NEWSROOM** (please pass on!)

On the **right** side:

- ⇨ Information about **WHAT'S NEW THIS YEAR**
- ⇨ **INTERVENTIONS FOR GIRLS AT ADOLESCENCE**
- ⇨ Packet about **WHY WE ONLY TAKE GIRLS TO WORK**
- ⇨ Packet about **HOW YOU CAN HELP BOYS**

If you would like more information about Take Our Daughters To Work® Day 1997 or are interested in scheduling an interview with Marie C. Wilson, President of the Ms. Foundation for Women, please contact me.

Looking forward to talking to you,

Lauren C. Wechsler, National Media Manager, (212) 742-2300, ext. 402

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email: todtwcom@ms.foundation.org & http://www.ms.foundation.org

Take Our Daughters To Work®

Thursday, April 24, 1997 & A Program of the Ms. Foundation for Women

"Five years of work towards a lifetime of confidence."

To: Assignment or Calendar Editor/Tickle File

From: The Ms. Foundation for Women

On **Thursday, April 24, 1997,** millions of girls will once again head to work with adults for the fifth annual Take Our Daughters To Work® Day. The Ms. Foundation for Women relies on the media to help get the word out about the Day – so people know how to participate and can learn more about helping girls. This is how you can help:

☞Let your community know Take Our Daughters To Work® Day – the 5th one! – is on April 24, 1997!

☞Help a hometown girl shadow a CELEBRITY mentor on the Day!

Here are the details:

1. **TAKE OUR DAUGHTERS TO WORK® DAY IS: THURSDAY, APRIL 24, 1997. OUR TOLL FREE NUMBER IS: 1-800-676-7780.**
   By calling, people can receive **FREE** how-to information about planning the Day. They can also order **official Take Our Daughters To Work® products:** T-shirts, Organizer's Kits, Action Plans for Improving the Lives of Girls, buttons, and "famous women trading cards."

2. **WE'RE SEARCHING FOR STORIES ABOUT HOW THE DAY HAS HELPED GIRLS. ☞ Six girls' stories will be nationally featured; those six girls will shadow Celebrity Mentors! ☜** We want to hear from girls and young women who believe their participation in the Day has positively affected their lives. From the stories we receive, we will use the stories of SIX girls in a national press release. The girls whose stories are chosen will be flown to New York City or Los Angeles to follow a **SURPRISE CELEBRITY MENTOR** on April 24, Take Our Daughters to Work® Day. **All stories must be based on the girl's actual experience**. Submissions must include the **girl's name, address and phone number**. Entries should be mailed to: Take Our Daughters to Work® Day, PMI Station, P.O. Box 3537, Southbury, CT 06488-3537. Deadline for submission is April 7, 1997.

   For more details, people can send a self-addressed stamped envelope to the address above. On or about April 15, 1997, the Ms. Foundation for Women will notify the six girls that they will shadow a famous mentor in NYC or LA on April 24, 1997 – Take Our Daughters to Work® Day.

MEDIA SHOULD CONTACT LAUREN WECHSLER AT 212-742-2300, EXT. 402

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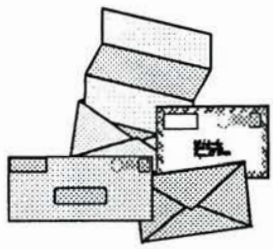
Take Our Daughters To Work®

Thursday, April 24, 1997 & A Program of the Ms. Foundation for Women

"Five years of work towards a lifetime of confidence."

If Not You, Then Who? Are you the right person to be receiving information about Take Our Daughters To Work® Day? Please fill out the form below so we can make sure our materials get to the appropriate people.

Please send to:
Ms. Foundation for Women
Communications Department
120 Wall Street, 33rd floor
New York, NY 10005
OR, FAX IT TO US: (212) 742-1531.



__**YES!** I would like to continue receiving information about Take Our Daughters To Work® Day.

__**NO!** Please do not send or fax me Take Our Daughters To Work® Day materials; BUT CONTINUE TO SEND ME information about the Ms. Foundation for Women.

__**NO!** Please do not send or fax me ANY materials.

My Name _____ My Title _____

My company (newspaper, radio, TV station, etc.) _____

My program/column/show/beat _____

Address _____

Work phone _____ Work fax _____ E-mail _____

__**INSTEAD! Please send Take Our Daughters To Work® materials to my colleague:**

My colleague's name and title _____

Company (newspaper, radio, TV station, etc.) _____

Program/column/show/beat _____

Address _____

Work phone _____ Work fax _____ E-mail _____

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120 Wall Street, 33rd floor, New York, NY 10005 (212) 742-2300 fax: (212) 742-1531
email: todtwcom@ms.foundation.org & http://www.ms.foundation.org

Take Our Daughters To Work®

Thursday, April 24, 1997 & A Program of the Ms. Foundation for Women

"Five years of work towards a lifetime of confidence."

TO: **PUBLIC-SERVICE ANNOUNCEMENT DIRECTORS**
FROM: Ms. Foundation for Women
RE: Take Our Daughters to Work® Day – Thursday, April 24, 1997

DON'T LEAVE GIRLS UP IN THE AIR – PUT 'EM ON THE AIR INSTEAD!

Take Our Daughters to Work® Day, the national public-education campaign sponsored by the Ms. Foundation for Women, is arriving faster than you can say "Go Girl!"

On Thursday, April 24th, millions of girls between the ages of nine and 15 will once again go to work with adult mentors – parents, grandparents, cousins, aunts, and friends – to learn first-hand the exciting range of life options open to them, while also getting the attention they deserve. **The Ms. Foundation for Women relies on radio stations to help get the word out. Here are three simple ways to let your listeners know how to participate – and that your station cares about girls' futures.**

1. **TELL PEOPLE HOW TO PARTICIPATE** We hope that you will let your listeners know when Take Our Daughters to Work® is happening and our toll-free number. By calling this number, people will can receive **FREE** how-to information about planning the Day. They can also order official T-shirts, Organizer's Kits, buttons, and "famous women trading cards." Here are two sample PSAs (we encourage you to customize these for your community!).

- Show girls that the world is their oyster by sharing your pearls of wisdom! Take a nine-to-15-year-old girl with you to work on Take Our Daughters to Work® Day, Thursday, April 24, 1997. For more information, call the Ms. Foundation for Women, toll-free at: **1-800-676-7780**.

- Today a woman is five times more likely than her mother to be a doctor, 15 times more likely to be a lawyer and 30 times more likely to be an engineer. Want to increase those numbers? Take a girl to work with you on Thursday, April 24 – the fifth annual Take Our Daughters to Work® Day. For more information, call the Ms. Foundation for Women toll-free at: **1-800-676-7780.**

2. **SPONSOR A GIVE-AWAY OF TAKE OUR DAUGHTERS TO WORK® PRODUCTS.** We have official T-shirts, Organizer's Kits, buttons, and "famous women trading cards." **Give these items away on the air!** We can provide you with some T-shirts (or you can purchase them to offset costs). Since March is Women's History Month, you might think about making the give-away part of a contest about women's achievements!

For more information, media should contact: Lauren C. Wechsler, (212) 742-2300, ext. 402.

120 Wall Street, 33rd floor, New York, NY 10005 (212) 742-2300 fax: (212) 742-1531
email: todtwcom@ms.foundation.org & http://www.ms.foundation.org

Is your company hosting girls on Take Our Daughters To Work® Day -- and mentoring our nation's future Pulitzer Prize winners?

If yes, here's:

- **A form to let us know what you're doing.**
- **A merchandise order form.**
- **A list of resources available on the Ms. Foundation for Women's fax-on-demand system.**

Take Our Daughters To Work®

Thursday, April 24, 1997 & A Program of the Ms. Foundation for Women

"Five years of work towards a lifetime of confidence."

Tell us what you're doing on Take Our Daughters To Work® Day ... and get publicity for your organization and its leaders.

Thousands of reporters from all over the U.S. (and the world) will call us in the months and weeks leading up to April 24th. We want to tell them what you're doing for girls! Please fill out this form and mail or fax to the Ms. Foundation for Women's communications department at (212) 742-1531.

Contact: Name_____ title_____
Organization_____
Address_____
Phone # _____ Fax #_____
E-mail #_____ Today's date _____
What does your organization do? _____

Is your day for girls only? _____ If not, will boys be participating? _____
How many girls do you think will be participating? _____
Are special groups of girls involved? _____ If yes, which?_____

Where are your girls coming from? (Are they relatives or your employees? Are they coming from a local school, public-housing authority, Girl Scouts or other youth group, school for disabled children?)

What will the girls be doing on Take Our Daughters To Work® Day? (Will they be shadowing single employees? Will you give them a tour of your workplace? Are you giving them lunch?)

Are you organizing in the community at large? _____ If yes, what are you doing?

Are you working in coalition? _____ If yes, who else are you working with?

Would the day you're planning be a good photo opportunity for the media? _____ If yes, why?

Do you have a spokesperson or person who would be willing to speak to the media? Please write their name, address, phone number, and fax here:

Can you place a listing about the national search for girls' stories or our public-service announcement about the day in your newsletter or in your local media?_____ Who should it be sent to? _____

Ms. Foundation for Women, 120 Wall Street, 33rd floor, New York, NY 10005
(212) 742-2300 fax: (212)742-1531 & http://www.ms.foundation.org

TAKE OUR DAUGHTERS TO WORK®

LITERATURE

A. ORGANIZERS KIT, this comprehensive kit toins a complete set of TAKE OUR DAUGHTERS TO literature. Everything you'll need for organ TAKE OUR DAUGHTERS TO WORK" Day in your wor place, community or organization. $50.0

B. PARENTS GUIDE, 3 languages, $5.00 ea

C. EMPLOYERS GUIDE Includes general tips acitivities and answers to commonly aske questions, for employers and employees.

D. WORKING IT OUT LESSON PLANS: with ACTIVITIES FOR GIRLS AND BOYS plus ESPECIALLY FOR BOYS, $10.00 for bot

E. OFFICIAL CERTIFICATE, ACTION PLAN & MEMBERSHIP CARD, $4.95 each

ADDITIONAL LITERATURE (Not Sh

F. "VOTE FOR ME" GUIDE TO IMPROVING GIRLS' LIVES, practical ways to give girls vote of confidence and commitment every of the year. $5.00 each

G. GUIDE FOR GIRL ORGANIZERS a great primer in organizing for girls who want t organize the day for themselves. $5.00 e

H. NEW REVISED SYNOPSIS OF RESEARCH ON GIRLS, current research synopsis. $7

I. REPORT: PROGRAMMED NEGLECT, a re on girls programming in the U.S. $5.00

J. REPORT: BODY POLITIC: TRANSFORMIN ADOLESCENT GIRLS' HEALTH, a report the proceedings of the Healthy Girls/Hea Women Research Roundtable. $10.00

K. WOMEN'S SOURCE BOOK, resources a information to use everyday. $13.95

MERCHANDISE

L. "MY THOUGHTS", spiral notebook, $3

M. WALLET NECKLACE, Includes a small nc & mini-pencil. $5.00 each

N. BALLOONS, Assorted color pack, 10 bc with string. $3.00

O. SPORTS BOTTLE, 16 oz., $2.50 each

P. PAINTER'S CAP, One Size Fits all, with elastic back. $3.50 each

Q. WEEPULS, Pom-Poms holding signs. Box of 50 for $50.00

R. BUTTONS, $1.25 ea. with a puchase

S. Or $50.00 for 50 buttons.

T. TRADING CARDS, Collectors Set, of 72 cards in a case, $15.00/set.

U. Or ten cards for $2.00 per package.

V. ROLL OF STICKERS. As shown an the Trading Card Pack, 2" square. $10.00 per roll of 100 stickers.

W. LISA SIMPSON COMIC BOOK, Issue #1 from Bongo Comics, Limited Quantity. $2.25 each

X. POSTER (Not Shown), 17" X 22", $3.00 each

Y. PRODUCT SAMPLER One of each item: L, M., N, O, P, Q, R, U, V & Z. $35

Z. 1997 Official T-SHIRT, 100% Cotton Sizes: M, L, XL $12.00 each.

A.A. DENIM SHIRT, Fifth Anniversary Limit Edition, 100% Cotton. Sizes: S-XL $

Phone orders: 800-676-7780
Fax orders: 919-331-1728

ORDER OUR GIFTS TO HELP GIRLS DEVELOP THEIRS

TO ORDER BY PHONE, CALL: 800-676-7780
FAX ORDERS TO: 919-331-1728

TAKE OUR DAUGHTERS TO WORK®

METHOD OF PAYMENT:
○ BILL MY CREDIT CARD
❑VISA ❑MASTERCARD ❑AMERICAN EXPRESS

CARD NUMBER

EXPIRATION DATE

SIGNATURE

○ CHECK ENCLOSED
(PLEASE MAKE PAYABLE TO: MS. FOUNDATION FOR WOMEN)

SHIPPING ADDRESS:

NAME

BUSINESS /ORGANIZATION NAME

ADDRESS

CITY/STATE/ZIP CODE

DAYTIME PHONE FAX

QTY	ITEM	DESCRIPTION	PRICE	TOTAL
	A	Organizers Kit(s)	$50 each	
	B	Parents Guide(s) _____English _____Spanish_____Chinese	$ 5 each	
	C	Employers Guide(s)	$12 each	
	D	Working It Out Lesson Plans	$10 each	
	E	Official Certificate, Action Plan & Membership Card	$ 4.95 each	
	F	"Vote For Me" Guide to Improving Girls Lives	$ 5 each	
	G	Guide For Girl Organizers	$ 5 each	
	H	New Revised Synopsis of Research on Girls	$ 7 each	
	I	Report: Programmed Neglect	$ 5 each	
	J	Report: Body Politic: Transforming Adolescent Girls' Health	$10 each	
	K	Women's Source Book	$13.95 ea.	
	L	"My Thoughts" Spiral Notebook	$3.50 each	
	M	Wallet Necklace	$ 5 each	
	N	Balloons with string - 10 count bag	$ 3 each	
	O	Sport Bottle	$ 2.50 each	
	P	Painter's Cap	$ 3.50 each	
	Q	Weepuls - box of 50	$50 each	
	R	Buttan(s) [1]	$ 1.25 each	
	S	Buttons - 50 count bag	$50 each	
	T	Trading Cards - Collectors Set [2]	$15 each	
	U	Trading Cards - 10 card pack [1,2]	$ 2 each	
	V	Roll of 100 Stickers	$10 each	
	W	Lisa Simpson Comic Book [2]	$ 2.25 each	
	X	Poster	$ 3 each	
	Y	Product Sampler (Includes one of each: T-Shirt, Button, Trading Cards, Sport Bottle, Cap, Wallet Necklace, Notebook, Weepul, Pack of Balloons, Membership Card/Certificate/Action Plan & Sticker)	$35 each	
	Z	T-Shirt(s) _____Medium _____Large _____ X-Large	$12 each	
	AA	Denim Shirt(s) _____Small _____ Med. _____ Large_____XL	$49 each	

[1] Available with additional purchase.
[2] Limited quantity available

SUBTOTAL	
Shipping & Handling	
Overnight Delivery (Call for Exact Price)	
To Help More Girls Participate in TAKE OUR DAUGHTERS TO WORK® Day, Here's My Contribution	
TOTAL	

SHIPPING & HANDLING RATES
Up To $15.00 - Add $4.00
$15.01 to $60.00 - Add $6.00
$60.01 to $100.00 - Add $7.50
Over $100.00 - Add 10%
In addition to above:
HI, AL & US Territiories - Add $10.00
All others outside the US - Add $20.00
Overnight Delivery: If you order before 12 noon, guoranteed next doy delivery.

SEND ORDERS TO:
MS. FOUNDATION FOR WOMEN
P.O. Box 890350 Charlotte, NC 28289-0350

Please allow 2-3 weeks for Regular Delivery. Shipment sbegin after February 1, 1997.

Ms. Foundation for Women

THE NATIONAL WOMEN'S FUND

DOCUMENT # 1000

Documents Available from the Ms. Foundation for Women's Fax-on-Demand Toll-Free Number
(800) 809-8206

Simply call the above number and enter the document you would like to receive. Hang up and the document you requested is waiting in your fax machine. It's as simple as that! **All documents are FREE.**

#	Document:
1000	**MS. FOUNDATION DOCUMENTS AVAILABLE ON FAX-ON-DEMAND**
1001	**DESCRIPTION OF THE MS. FOUNDATION FOR WOMEN**
	ABOUT THE MS. FOUNDATION'S PROGRAMS, COLLABORATIVES AND FUNDING
2000	PARTNERING IN PHILANTHROPY WITH THE MS. FOUNDATION
2001	ECONOMIC SECURITY PROGRAM DESCRIPTION
2002	COLLABORATIVE FUND FOR WOMEN'S ECONOMIC DEVELOPMENT
2003	WOMEN'S HEALTH AND SAFETY PROGRAM DESCRIPTION
2004	GIRLS, YOUNG WOMEN, AND LEADERSHIP PROGRAM DESCRIPTION
2005	COLLABORATIVE FUND FOR HEALTHY GIRLS/HEALTHY WOMEN
	TAKE OUR DAUGHTERS TO WORK® DAY -- Thursday, April 24, 1997
3000	TAKE OUR DAUGHTERS TO WORK® PROGRAM DESCRIPTION - Includes how-to sheets
3001	WHAT'S NEW THIS YEAR? - Includes National Search, Theme, and 1996 Statistics
3002	ABOUT THE NATIONAL SEARCH FOR GIRLS' STORIES - Includes official rules and regulations
3003	STATISTICS FROM 1996 - ROPER STARCH WORLDWIDE POLL RESULTS
3004	ABOUT THE NEW THEME - FIVE YEARS OF WORK TOWARDS A LIFETIME OF CONFIDENCE.
3005	MERCHANDISE ORDER FORM - Order organizer's kits, T-shirts, buttons, lesson plans and more
3006	FACTS ON GIRLS, SCHOOL, HEALTH AND WORKING WOMEN
3007	WHAT ELSE DOES THE MS. FOUNDATION DO FOR GIRLS?
3008	WHY DO WE ONLY TAKE GIRLS TO WORK? AND HOW DO WE ADDRESS BOYS' ISSUES?
3009	FREQUENTLY ASKED QUESTIONS ABOUT THE DAY
3010	ANSWERS TO COMMONLY ASKED QUESTIONS BY EDUCATORS
3011	HOW TO BECOME A SPONSOR OF TAKE OUR DAUGHTERS TO WORK®
3012	MEDIA OUTREACH TIPS
3013	HOW YOUR ORGANIZATION CAN GET PUBLICITY ON TAKE OUR DAUGHTERS TO WORK® DAY? Includes a form to let us know what you're doing on the day.

1/29/97

120 Wall Street, 33rd floor, New York, NY 10005 (212) 742-2300 fax: (212)742-1653
email: info@ms.foundation.org http://www.ms.foundation.org

Take Our Daughters To Work®

Thursday, April 24, 1997 & A Program of the Ms. Foundation for Women

"Five years of work towards a lifetime of confidence."

What's New in 1997 & Ideas for Covering the Day

If you're new to Take Our Daughters to Work® Day 1997 – **Welcome**. If you've covered the Day before – **Welcome Back**! Here's what's new in 1997, and some ideas for coverage:

1. NATIONAL SEARCH FOR GIRLS' STORIES. For the first time, the Ms. Foundation for Women has launched a nationwide search for girls' stories. We want to hear how Take Our Daughters to Work® Day has affected girls' lives. Six girls' stories will be featured in a national press release – and these six girls will be flown to NYC or Los Angeles to shadow CELEBRITY MENTORS on April 24th. (A description of how the Search works is attached in BLUE.)

2. USE THE DAY TO CHART THE PROGRESS OF GIRLS IN YOUR COMMUNITY. Take Our Daughters to Work® Day is five years old – old enough to have alumnae. The Day was designed as a way to help girls stay strong as they begin their teen years. If a girl participated in the Day in the first year (1993), as an 11 year old, she's now 15 – a full-fledged teenager! How is she navigating adolescence? How did she feel about school, her body, her parents, boys – and how does she feel now? What keeps some girls strong, while others question or doubt themselves? Write a story about girls' development – through the eyes of a teenage girl. (The Wall Street Journal article attached in PINK is an example.)

3. 1997 THEME. Our 1997 theme is "FIVE YEARS OF WORK TOWARDS A LIFETIME OF CONFIDENCE." The theme is intended to focus attention on how mentoring relationships and exposure to the work world help girls maintain their confidence and resilience during adolescence. The theme also celebrates the fact that Take Our Daughters To Work® Day has turned five! (A description of the theme is attached in GREEN.)

4. AMERICANS AGREE: A1996 Roper Starch Worldwide poll shows that Take Our Daughters To Work® is a popular, well-known, and highly regarded program for girls, and that seven in 10 American adults have heard of the Day. (Survey results are attached in YELLOW.)

5. BROADER WORK ON BEHALF OF GIRLS. The Ms. Foundation for Women conducts a variety of programs on behalf of girls – from funding and research projects to public-education campaigns, polls and reports. These programs are respected – and replicated – nationwide. (Please see the enclosed description of the Ms. Foundation for Women's Girls, Young Women, and Leadership Program – it's in the packet about the Foundation on the left side of this kit!)

6. NATIONAL DATABASE. We keep track of what businesses, schools and governments are planning for and doing on the Day. We also make sure girls who face the highest educational and economic barriers can participate in the Day by working with organizations serving girls of color, low-income girls and girls with disabilities. Call us to find out what's happening in your community.

MEDIA SHOULD CONTACT THE COMMUNICATIONS DEPARTMENT AT (212) 742-2300.

120 Wall Street, 33rd floor, New York, NY 10005 (212) 742-2300 fax: (212) 742-1531
email: todtwcom@ms.foundation.org & http://www.ms.foundation.org

Take Our Daughters To Work®

Thursday, April 24, 1997 & A Program of the Ms. Foundation for Women

"Five years of work towards a lifetime of confidence."

National Search for Girls' Stories:
Six girls to shadow celebrity mentors

WHAT: To celebrate the fact that Take Our Daughters to Work® Day is turning five, the Ms. Foundation for Women is documenting how girls have benefited from participating in the Day. For the past five years, we have heard incredible stories about how, as a result of Take Our Daughters to Work® Day, girls found mentors; deepened their relationship with a parent; chose a different course of study; worked harder in school; changed something in their community; and overcame obstacles and challenges.

And now we want to hear more stories! We want to hear from girls and young women who think the Day has positively affected their lives. We especially want to hear from girls who have continued mentoring relationships formed on the Day, and young women who now have opportunities they didn't think were available to them before participating in Take Our Daughters to Work® Day.

The stories of six girls will featured in a national press release. The girls whose stories are selected will be flown to New York City or Los Angeles to follow a SURPRISE CELEBRITY MENTOR on April 24, 1997 – Take Our Daughters to Work® Day.

HOW: **All stories must be based on the girl's actual experience. Submissions must include the girl's name, address and phone number.** Entries should be mailed to: Take Our Daughters to Work® Day, PMI Station, P.O. Box 3537, Southbury, CT 06488-3537. To receive complete details about this project, send a self-addressed stamped envelope to the address above. Deadline for submission is April 7, 1997. **See Reverse For Official Rules.**

WHEN: On or about April 15, 1997, the Ms. Foundation for Women will notify the six girls. They will be told who they are shadowing in Los Angeles or New York City on April 24, 1997 and they will be given their travel plans.

FOR MORE INFORMATION, MEDIA SHOULD CONTACT THE MS. FOUNDATION'S COMMUNICATIONS DEPARTMENT: (212) 742-2300

120 Wall Street, 33rd floor, New York, NY 10005 (212) 742-2300 fax: (212) 742-1531
email: todtwcom@ms.foundation.org & http://www.ms.foundation.org

MS. FOUNDATION FOR WOMEN'S
TAKE OUR DAUGHTERS TO WORK®
NATIONAL SEARCH FOR GIRLS' STORIES

OFFICIAL RULES

1. ELIGIBILITY: Open to girls and young women who are legal U.S. residents and who have participated in Take Our Daughters to Work® Day. Employees of the Ms. Foundation for Women, its affiliates, agencies and members of the immediate families and persons living in the same household of such employees are not eligible. Void where prohibited.

2. HOW TO ENTER: Write a short essay—no longer than two pages—on how you have benefited from participating in Take Our Daughters to Work® Day. Your essay must be based on your actual experience. Type or hand print your essay on an 8½"x11" piece of paper and be sure to include your name, complete address, home telephone number and date of birth. Mail your entry to be received by 4/7/97 to: Take Our Daughters to Work® Day, PMI Station, P.O. Box 3537, Southbury, CT 06488-3537. You may enter as often as you wish, but each entry must be different, must be mailed separately and must meet all entry requirements.

3. JUDGING: Entries will be judged equally on the basis of originality, adherence to theme, clarity and essay grammar by a panel of independent judges and selected representatives of the Ms. Foundation for Women under the supervision of Promotion Mechanics, Inc. Six winners and their stories will be chosen to be featured in a national press release. In the event of a tie, winners will be determined by the highest originality score. Winners will be notified by phone and mail.

4. PRIZES: Each of the six winners will be flown to New York or Los Angeles to follow a surprise celebrity mentor on Take Our Daughters to Work® Day, April 24, 1997. Prize consists of round-coach air travel from the major commercial airport closest to winner's residence and double room accommodations for 2 days/1 night. Winners who are minors must be accompanied by a parent or legal guardian over 18 years of age whose airfare and accommodations will be provided. All other expenses are winner's responsibility. Approximate retail value $2,000. Actual value will be determined by winner's residence and seasonal rates. Travel and accommodations are subject to availability and certain restrictions. Trip must be taken at time specified by sponsor or prize will be forfeited.

5. GENERAL: Taxes on prizes are the sole responsibility of winners. Prizes won by minors will be awarded in the name of a parent/legal guardian. By participating, entrants and parents/legal guardians of minors agree (a) to these rules and decisions of judges which are final in all respects, and (b) to grant the sponsor all rights of ownership, reproduction and use of entries for any purpose whatsoever without compensation or further permission. Winners and parent/legal guardian of minors will be required to complete an affidavit of eligibility and liability and (where legal) a publicity and publication release which must be returned within 5 days of notification or an alternate winner may be selected. Winners and parents/legal guardians of minors agree to use of name and/or photograph of winners for advertising, publicity and promotional purposes without compensation (unless prohibited by law), and to release sponsor from any and all liability arising out of the acceptance or use of prize. Sponsor is not responsible for late, lost or misdirected entries or mail. No correspondence about entries will be entered into. No prize transfer. No prize substitution except by sponsor due to unavailability. One prize per household.

6. WINNERS' LIST: To receive a list of winners, send a self-addressed, stamped envelope to be received by 4/7/97 to: Take Our Daughters To Work® Day Winners, PMI Station, P.O. Box 750, Southbury, CT 06488-0750.

120 Wall Street, 33rd floor, New York, NY 10005 (212) 742-2300 fax: (212) 742-1531
email: todtwcom@ms.foundation.org & http://www.ms.foundation.org

WALL STREET JOURNAL
April 24, 1996

WORK & FAMILY

BY SUE SHELLENBARGER

What Does Your Job Tell a Crystal Burch About Fulfillment?

ASK PEOPLE about 13-year-old Crystal Burch, and they will tell you stories of her eagerness.

Every time she made it to third base in softball, recalls her longtime Little League coach, Darrell Bennett, she begged for a green light to steal home.

" 'Can I do it? Can I do it?' she always asks," Mr. Bennett says. "Crystal is always pushing the envelope." When he gave her the go-ahead, the child – graceful as a gazelle at 5 feet 8 inches – would race down the base path and score. He counts her among "the cream of the crop." But like all teenagers, Crystal "could go either way" in the future, depending on how adults guide her, adds Mr. Bennett, a coach for 15 years. Any adolescent's fortunes are "a precarious thing."

For most girls, the teenage years are a high-wire walk between determination and self-doubt, and Crystal Burch, daughter of a working-class family from the suburbs of Portland, Ore., is no exception. On this eve of the fourth annual Take Our Daughters to Work Day, this is the story of Crystal's particular tightrope act, and how her exposure to corporate America has helped her keep her balance.

Crystal's early lessons about work came from her family's training in the School of Hard Knocks. After her grandfather lost a leg in a construction accident, her grandmother, Lauraine Burch, raised four children on her paycheck from a Dairy Queen. Crystal's mother Nancy, one of 14 children of a mechanic and a mother who worked various jobs, is a supervisor at a packaging plant. An athletic woman, Ms. Burch still comes home tired; recently, she cut her arm so badly at work that it required five stitches. Crystal's father Mike picked farm crops and moved irrigation pipe from age eight, then rose through the blue-collar ranks to production manager for Anthro Corp., a computer-furniture maker. After 14 years of marriage, the couple recently saved enough to buy a cottage-style house in the town of Aloha, Ore.

AWARE THAT the School of Hard Knocks isn't teaching many high-paying skills these days, the Burches hope for much more for their kids. "When I came of age, you could sneak onto a job and prove yourself. Today, you can't even get in the door without a college education," Mr. Burch says. Ms. Burch's green eyes mist over when she talks about her hopes for Crystal and her son, Nick, 11: not only college, but management jobs. Both worry about motivating Crystal to succeed.

Enter corporate America; here, in the form of Nike Inc.'s sprawling headquarters in Beaverton, Ore. Crystal's grandmother Lauraine broke into the white-collar world there 15 years ago in a clerical job and has worked her way up to assistant to the director of sports marketing; she has brought Crystal to every Take Our Daughters to Work Day since 1993.

The workplace exposure has been a powerful motivational tool. At Nike, Crystal saw people who work in suits and dresses, attend meetings, solve marketing problems. In Ms. Burch's office, she typed, filed and worked on computers, the first she had seen outside school. Unlike her mother, Crystal noticed, the workers there didn't have to lift 50-pound loads, nor did they seem to be in the remotest danger of getting hurt or even very tired. For the first time, she thought, "I don't have to work like my mom . . . I'd like to work my way up to be a manager, and maybe run my own business one day."

Crystal Burch

Clearly, Crystal is made of the same stuff that propelled her family out of poverty. When she decided she wanted to be a pitcher, she worked through the winter with Mr. Bennett to learn how. Already, she shows aptitude with computers.

But role models became crucial again last year when the stresses of adolescence nearly derailed her. Her self-esteem took a dive when she transferred from her neighborhood grade school to a much larger middle school. She was bewildered by the crowded halls and the switch to five classes from one. Older kids kicked and jammed her locker, making her miss homework deadlines. In class, her habit of interrupting eagerly to ask questions drew scoldings.

FOR THE FIRST time, Crystal's GPA tumbled. "I got so mad," she recalls. "I would come home and take it out on the family. And I put myself down." Her parents met with her teachers. Near tears, Crystal told her grandmother, "I don't understand what's going on" in class. "I'm just not smart."

Again, the workplace provided a needed spark. Lauraine Burch had worked with Olympic athlete Jackie Joyner-Kersee on a promotion and shared the material with Crystal for an oral presentation in English. The track star's tale of overcoming asthma and early defeat by discipline and hard work intrigued Crystal. Grandmother and granddaughter worked through one weekend at Nike on the report, then Crystal practiced it for three days. Her grade: A-plus.

The success marked a turning point. Crystal has boosted her GPA to 3.0 and her spirits have lifted. Asked what she learned from Ms. Joyner-Kersee, she said: "You can do anything you want if you try hard enough."

Tomorrow, Crystal again will join as many as eight million girls at the workplace. Even the most resilient among them will need all the positive adult influence they can get if they are to make the leaps necessary to fill the skilled jobs of the future.

One of them may be watching you, looking for a green light.

Don't screw it up.

Take Our Daughters To Work®

Thursday, April 24, 1997 & A Program of the Ms. Foundation for Women

Five years of work towards a lifetime of confidence.

NEW THEME FOR 1997:

FIVE YEARS OF WORK TOWARDS A LIFETIME OF CONFIDENCE

One of the primary goals of Take Our Daughters to Work® Day is to call attention to the needs and concerns of our nation's daughters. Each year, the Ms. Foundation for Women creates a theme for the Day as a way to focus on a particular aspect of girls' lives.

This year, the theme is **Five Years Of Work Towards A Lifetime of Confidence.** The Ms. Foundation for Women has created this theme to emphasize the life-long benefits girls receive by accompanying adults to work for a Day. When girls between the ages of 9 and 15 develop mentoring relationships, receive positive attention from adults, and gain early exposure to the work world, they are more likely to maintain their confidence and resilience during adolescence -- and into young womanhood and beyond.

The theme also reminds adults that by focusing on girls' skills and abilities during the crucial adolescent years -- rather than their appearance or other superficial traits -- they can fortify girls' strengths and help them to help themselves during the often rocky years of adolescence.

The theme is also a public-education tool. This year, the Foundation is using the theme to assist in the national search for anecdotes and stories about how girls have been positively affected by their participation in the Day (please see the **National Search for Girls' Stories** for more details).

During the five years of this program, the Foundation has heard hopeful and inspiring stories about how, as a result of Take Our Daughters to Work® Day, girls found mentors, deepened their relationship with a parent, chose a different course of study, rededicated themselves to staying in school, taken a leadership role in changing something in their community, or overcame hardship. The Ms. Foundation for Women is now systematically collecting these stories; as the day nears, these success stories will be shared widely -- as way to show how mentors and exposure to work have helped girls navigate adolescence and start adulthood with confidence. Six girls whose stories exemplify the theme will accompany celebrity mentors in New York and L.A. on the Day.

For others who would like to use the theme as an educational tool, the Ms. Foundation for Women recommends the following applications: **a media topic, a component in workplaces on the Day, a discussion topic for parents at home, and a lesson plan module in the classroom.**

FOR MORE INFORAMTION, MEDIA SHOULD CALL LAUREN WECHSLER, AT (212) 742-2300.

120 Wall Street. 33rd floor, New York, NY 10005 (212) 742-2300 fax: (212) 742-1531
email: todtwcom@ms.foundation.org & http://www.ms.foundation.org

Take Our Daughters To Work®

Thursday, April 24, 1997 & A Program of the Ms. Foundation for Women

"Five years of work towards a lifetime of confidence."

Roper Starch Worldwide Poll
Results Summary for 1996

The results of a Roper Starch Worldwide Poll taken in September of 1996 confirm that Take Our Daughters To Work® Day, now in its fifth year, is a popular, well-known, and highly regarded program for girls in this country. From the poll we know that:

THE DAY IS WIDELY KNOWN.

Seven in ten Americans have heard of Take Our Daughters To Work® Day. That's 71% of American adults.

IT'S A POSITIVE EXPERIENCE.

132 million people said they feel the Day is a positive experience for the girls who participate. That's 95% of those who have heard about the Day.

MILLIONS PARTICIPATE.

48.7 million adults said their company or their spouse's company participated in the Day. That's 12 million more participants than in 1995.

AMERICANS WANT COMPANIES TO PARTICIPATE.

Nine in ten Americans think businesses should become more involved in the future. That's 89% of those who have heard about the Day.

THE DAY INCREASES EMPLOYEE MORALE.

Eight in ten Americans agree they would feel better about the company they worked for if it became a sponsor of this program. That's 81% of those who have heard about the Day.

SO, HOW MANY GIRLS PARTICIPATED?

We don't know – but it's in the millions. Since we haven't polled girls themselves, we have no way of knowing precisely how many girls participated. From this poll of adults, however, we know that of the 48.7 million adults who said their (or their spouse's) company participated, **16.6 million adults said they (or their spouse) personally participated by taking a girl to their workplace.** That's 7.6 million more people than in 1995.

The Poll: Conducted by Roper Starch Worldwide September 5-8, 1996; based on 1,008 telephone interviews with adult Americans (501 males, 507 females) representing a random national cross-section of the American public 18 years of age and older; sampling error of +/- three percentage points on the totals. Projections based on 1996 U.S. population statistics.

FOR MORE INFORMATION, MEDIA SHOULD CONTACT THE MS. FOUNDATION'S COMMUNICATIONS DEPARTMENT: (212) 742-2300.

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INTERVENTIONS FOR GIRLS AT ADOLESCENCE

For Parents, Teachers and Caregivers

- Give girls a way to experience their bodies as powerful by encouraging them in sports with other girls. The ideal sporting experience is one where girls work together as a team, and with a coach who supports girls' desire to work together. Parents should urge coaches not to call attention to girls' bodies.

- Individual sports like horseback riding or bicycle riding help girls experience mastery over something physical. It lets them feel proud of what they can do – instead of how they look.

- Parents should consider enrolling girls in self defense classes. This will make girls feel powerful and give them a sense of control at a time when they have very little control over how their bodies are changing.

- Watch TV shows with your daughter, and confirm her sense of reality by asking questions about what you see. Talk to her about the real ages of actresses who play teen-agers on popular shows, and about the make-up artists and hair stylists employed by these programs to help the actresses look like they do.

- Take girls seriously. Support them in their efforts to be heard, and help them be part of solutions to problems they see and worry about, such as sexual harassment or educational inequities.

- Provide girls with opportunities to pursue their dreams from an early age. Find ways to build girls' confidence by developing competence in activities that they love.

Specifically for Fathers

- It's important for fathers to talk to daughters about the images of women in the media. Girls need to hear from the first man they have loved that there are men in the world who are not "taken in" by these images, and for whom these images are unimportant. Fathers can contradict these images.

Specifically for Mothers

- Girls need to witness women experiencing fun and pleasure about their own appearance and bodies. So often girls see that Mom is exhausted, upset about being overweight, and asking if she looks okay. This puts girls in the position of saying, if I want to have pleasure, I have to be Cindy Crawford.

- Plan and attend mother/daughter events with other mothers and daughters; start as early as age 9 or 10.

- Don't be afraid to be imperfect! That extra ten pounds is less important than sending your daughter a message that women have to look a certain way. In addition, it's completely normal for girls' bodies to grow and change during adolescence.

- Say what you think. It will help your daughter speak her mind.

- Listen, really listen, to your daughter. Girls are often told – directly and indirectly – that what they think doesn't really matter. Help confirm your daughter's sense of reality and injustice.

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Take Our Daughters To Work®

Thursday, April 24, 1997 & A Program of the Ms. Foundation for Women

Five years of work towards a lifetime of confidence.

WHY FOR GIRLS ONLY?

Take Our Daughters To Work® Day is designed to focus attention on the needs and concerns of girls, and to make sure girls are able to maintain their strength, confidence and resilience as they enter the often-difficult years of adolescence.

While intervention and support are important for children at any age, the most powerful intervention (and possibility for prevention) happens when girls first begin to have problems. Primary prevention -- that is, stopping a problem before it starts -- is always the most effective intervention.

For girls, early adolescence is the time that distress typically begins to manifest itself. For boys, while there are troubles during the teen years, the root of their troubles can be traced to early childhood. (For more information on research on boys, boys' development, boy-serving organizations and excellent boys' programs, contact the Ms. Foundation for Women's fax-on-demand system at 1-800-809-8206 and request document #3008.)

Because girls experience distress at adolescence, the Ms. Foundation for Women has designed Take Our Daughters to Work® Day as a positive intervention at that time. The Ms. Foundation believes that boys deserve programs and services that address their unique needs and concerns, which to be most effective would occur during early childhood.

That makes the Ms. Foundation for Women's position on including boys in Take Our Daughters to Work® Day -- or whether or not companies should host co-ed days -- quite clear: The Ms. Foundation for Women believes that girls need and deserve a day that deals with the unique issues girls face at adolescence -- because that is when girls' distress occurs. The issues girls face at ages 11, 12, and 13 are serious, and the Day has had a positive effect on so many girls. We encourage all adults to invest in our nation's daughters on April 24th by bringing a girl to work.

ATTACHED ARE COMMENTS AND ARTICLES BY PARENTS, TEACHERS, AND THE MEDIA THAT SHOW SUPPORT FOR A GIRLS-ONLY DAY.

→See the **Take Our Daughters to Work® Day Program Description** for why the Ms. Foundation for Women created and organizes the Day, and facts about girls' lives.
→See **Interventions for Girls at Adolescence** for ideas about how adults and other caregivers can help girls.

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BP OIL

Memorandum

January 9, 1995

Colleen McCabe
Ms. Foundation for Women
141 5th Avenue, Suite 6S
New York, NY 10010

Dear Colleen,

I thought you might be interested to see a scrapbook of the T.O.D.T.W.D. event that we hosted at BP last year. Besides some great photos of the girls in action, you will find samples of letters, buttons, flyers, and other things that we used here in Cleveland, as well as some materials from our Houston and London offices that also participated.

We are gathering steam in our plans for 1995; in particular, I am organizing a special committee to think through how to handle the simmering controversy about excluding boys at the workplace. You might be interested to note the section in the scrapbook on that issue -- especially how our colleagues in Houston (who invited boys last April 28) experienced a 180° change in philosophy after seeing for themselves how girls demurred to the boys. Incredibly, I hear of more and more local companies who are planning to offer "Take our Kids to Work Day" this April. As a result, we are considering joining forces with other T.O.D.T.W.D. supporters in Cleveland to convince companies here about the merits and necessity of the original design -- maybe you have some ideas?

Meantime, enjoy our scrapbook. When you finish passing it around to anyone who might be interested, I hope that it will find a spot in your archives.

I look forward to talking with you again this year.

Argerie Vasilakes

CLV-2979-D

"All the News That's Fit to Print"

Girls' Times

VOL. I . . . No. 3
Copyright © 1993 The New York Times
NEW YORK, THURSDAY, APRIL 27, 1995

Girls' Times was written and produced by girls, with the help of adult mentors,who visited the New York Times on Take Our Daughters To Work Day in 1995.

Give Us This Day

The Ms. Foundation for Women has sponsored "Take Our Daughters to Work Day" for the past three years. The purpose of this program is to encourage young girls to enter the workplace. Historically, this has been difficult for women. Over the past several days, there has been some criticism of the program's policy of involving only girls, and saying that boys should also be incorporated. The inclusion of boys to this day would defeat the purpose.

The American Association of University Women found in a recent study that girls at the beginning of adolescence (ages 9 through 15) lose self esteem. The average male of the same age does not experience this difficulty and is already beginning to see himself as a future breadwinner. In an effort to balance this inequity, "Take our Daughters to Work Day" targets girls at this age, hoping to increase their ambition and their exposure to the workplace.

Bringing boys into this program would eliminate its significance. The original purpose of making girls feel special would be lost with the presence of boys. It would be just like any other day in this world.

Our society tends to give males the right of way in many opportunities, jobs in particular. As a result, females tend to have the odds against them. Devoting a day to girls only begins to compensates for a whole range of disadvantages. Finally, a girl can enter a situation where the concern is not competition with boys but instead achievement and maybe even pride.

By adding males, we would be subtracting the girls' importance on this day. When women truly have equality in opportunity and expectations, and can enter the workplace with a feeling of confidence equal to men's, that is when sons may be invited to take part in this day. Until then, this is the one day out of 365 that girls have the advantage, and they are fully entitled to it.

Public & Private

ANNA QUINDLEN

What About The Boys?

The eighth grade boys were not happy campers the day I came to call. "Why don't you ever write about the sexual harassment of men?" one of them asked darkly. "Why don't you ever write about men being raped?" Well, I said, one answer is obvious: men have plenty of troubles, but they are not always identical to those of women.

Looking back on Take Our Daughters to Work Day, and the inevitable and considerable backlash on the subject of boys, the same thought crosses my mind. The women who cooked up this idea believed there was something important we needed to communicate to our daughters about their worth in the world. Boys need to learn many things about themselves, too. But they are different things than girls need, addressed in a different fashion.

The consciousness-raising groups of 20 years ago led to a great social revolution, but it sometimes seems to me that we raised the consciousness of only half the people. Child care continues to be seen as a woman's issue; domestic and sexual violence are omnipresent. At Tailhook there were T-shirts that said "Women Are Property." The great changes of the women's movement did not ultimately change the hearts and minds of many men in some of the ways we women had hoped.

Take Our Daughters to Work Day was about the hearts and minds of little women. The girls at our office put out a newspaper called Girls' Times, and they quoted Marie Wilson, president of the Ms. Foundation for Women, saying we wanted girls to feel "visible, valued and heard."

In other words, they were made to feel important. There were hundreds of them at The Times, and they humanized the work environment, presto-chango. "Feels kind of lonely without the girls here," one man said next day in the elevator.

That next day I got a lyrical letter from Elizabeth Lyman Packer, whose father, Lauren D. Lyman, won the Pulitzer Prize in 1936. She described a trip to the Times newsroom with her father when she was 11 years old, the black and white of her dress — "like The Times itself" — the gray of the copy paper, the black of the typewriters.

They set her byline — LIBBY LYMAN — in metal type. "Everyone was kind to me, all the men, only men," she wrote. But more than half a century later, her memories were bittersweet, too: "Maybe now I am realizing I was seeing a world that would never be for me, or more than that, it would never occur to me that I might be a part of it." Our business lost a fine writer when Libby Lyman counted herself out.

What about the boys? people kept asking last week. And I understood the concerns, because one of the greatest challenges I face as a mother is bringing up feminist sons. If 20 years from now the guys still don't get it, we will still be struggling, at work and at home. If I raise two retro princes with corked-up emotions to hand down to some newer version of my younger self, it will be a great failure, for me and for them.

But the simple fact is that no one has to assure her sons that a boy can grow up to be President, or to teach them that little trick of holding your keys just so to jab out the eyes of a rapist. Girls wonder how you juggle work and family; boys figure they'll do it by getting married. We still start from different places.

What they need isn't in the office.

I know lots of boys felt left out last week. And I know lots of boys in poor communities feel left out permanently, of the work force, of the mainstream, just like their sisters do.

But maybe some boys learned something about a different place on Wednesday, learned what it is like to feel overlooked because of your sex. My fourth grader had to write an essay about how he might feel if he were a girl, and his empathy level was pretty high. So far, so good.

When I look at some of the men I meet, it seems that what they needed to learn when they were boys isn't to be found at the office. It's an interior world, of intimacy, of connection. It's a world in which being a father is as important — nd as time-consuming — as being a mother, and the most pressing business of our lives is our relationships.

I'm not sure if you can distill those needs down to a place, even the kind of largely symbolic place that the work world was for girls last week. Take Our Sons Home isn't right. Take Our Sons to Their Feelings is too murky. There's no doubt that boys need a hand, too. But it's a different hand, a different way, to take them where they need to go. □

Let girls have their work day, boys can learn lessons at home

Neil Chethik

Voice Male: A man's view

The third annual "Take Our Daughters to Work Day" is set for April 27, and an estimated 5 million kids, ages 9 to 15, are expected to tag along with a parent to work. Unfortunately, the day will be marred, as it is every year, by the protests of those who say that excluding boys is reverse discrimination.

This complaint seems logical on the surface. But it loses significance when you recall the purpose of "Take Our Daughters" day: to let youngsters know they'll be welcomed in the workplace when they grow up. While girls may need that assurance, most boys know it all too well.

From the time a boy learns to walk, he's already auditioning for jobs. If he can drag the garden hose around, he has the makings of a fireman. If he can drop the square block through the square hole, he's on his way to engineering school. And if he won't keep quiet, well, he's the next Rush Limbaugh.

"What are you going to be when you grow up?" It's a question we're not embarrassed to ask a 3-year-old boy. And we damn well expect an answer.

The pressure on girls is not as intense. Most expect to work full time, but they also know they have other options, especially if they plan to have children. They can go part time, stop working altogether, or drop out for a while and come back.

For most males, however, working full time remains the only choice. That's because our culture still measures a man's value by his ability to provide for his family. If a man can't get a job, or keep one, he's a failure, a deadbeat, a bum.

Boys feel this pressure early on, and most of them respond to it. They abandon activities such as art or music that don't have high earning potential. They become highly competitive with their peers. They make themselves sick trying to perform for Mom and Dad.

What these boys need is not more pressure, but more options. Instead of trying to fit them into "Take Our Daughters to Work Day," we should start organizing "Keep Our Sons at Home Day."

The first half of the day could be an up-close look at homemaking — food preparation, cleaning, shopping. As one who did this for a year, I know it's not glamorous work. But it has certain advantages: a flexible schedule, no office politics and round-the-clock access to the fridge.

The afternoon could be spent trying to increase the probability that a boy will one day have a job he actually enjoys. We could emphasize the importance of a person finding work that coincides with his values.

If a boy believes, for example, that a strong national defense helps keep peace in the world, then he might pursue a career in the military. If he believes that raising nonviolent children contributes to peace, he might aspire to be a stay-at-home father.

We could also tell our boys what will happen if their work has no meaning for them. They'll get bored, frustrated, resentful and even physically ill.

At the end of "Stay at Home" day, a boy might actually see some new possibilities for his working years. And if that happened, we'd have one small example of gender equality: Boys would have gotten from staying at home exactly what girls were getting by going to work.

Mention

Of 20 major companies surveyed last month by The Wall Street Journal, nearly half, including Apple Computer and BankAmerica, are inviting both girls and boys to attend what once was called "Take Our Daughters to Work Day."

Male call

Men and women: If you had it to do over again, would you follow the same career path? Send responses to VoiceMale, P.O. Box 8071, Lexington, KY 40533-8071, or to e-mail address nchet@ ol.com.

VoiceMale appears Mondays in Suburban Living.

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What about the boys?

ELLEN GOODMAN

Where was I when "Take Our Daughters To Work" Day got turned into "What About the Boys?" Day. How did an event created to give girls a turn in the spotlight end up with so much attention on boys? And why does this sound familiar?

In 1992, an enterprising group of women came up with an idea to counteract the incredible shrinking aspirations of adolescent girls. They'd read the dismal news that somewhere after fourth grade, girls' horizons collapsed along with their self-esteem. Their confident voices were replaced by awkward silences or "I don't knows."

The women at the Ms. Foundation hoped that even a one-day workplace special would give girls a positive look at the future. "We said, girls are important," recalls the president, Marie Wilson. "They ought to be visible, valuable and heard."

A son's day at work? Sure, but pick another day.

The idea of taking daughters to work took off. For one day in 1993 and another in 1994, the conversation and attention in thousands of workplaces across the country focused on girls.

But almost from the beginning, there was a choir of boys and others in the background chanting "It isn't fair." Now, as the third annual "Take Our Daughters To Work" Day approaches on April 27, Wilson says, the calls she has had from the media have become variations on the theme of "What About the Boys?"

This could be easily dismissed as an example of the media's perennial search for a new angle. But this year many companies are feeling pressured to change the emphasis and the name to "Take A *Child* To Work" Day.

In some ways, this controversy has become an ironic reflection of the very problem the daughters' day founders set out to counter. In fact, it's a reflection of the research about what goes on in the classroom itself. In room after room, the boys' hands shoot up first, demanding and getting the lion's share of the teacher's attention.

The same thing is happening everywhere. These days, every time Black History Month rolls around, someone is sure to say, "What about White History Month?" Every affirmative action – I use the words literally – designed to make up for past discrimination is reviled as present discrimination.

Talk about unfairness to men and you'll get a sympathetic nod. Talk about unfairness to women and you will – take my word for it – get accused of male-bashing.

There is more attention to instances and anecdotes of preferential treatment than to the patterns of prejudicial treatment. In this case, we are urged to worry about being fair to boys' aspirations. Meanwhile a full 95 percent of the senior managers in the country are men.

I wonder if the current attention focused on every male protest is an automatic response to power. Last fall, when the GOP victory was attributed to angry white men, a panoply of Democrats, including women, sounded like battered wives asking themselves, "What did I do to make him mad?"

Is that what's going on here? A nervous response to angry males, junior division?

I know that every boy does not become a CEO. As Marie Wilson says, "Who in their right mind would say that boys don't need exposure to work?"

Work and family are so segregated now that few children actually know what their parents do all day. There are sons, especially in poverty, with as great a need for mentoring, for seeing and being seen in the workplace, as daughters.

But this event was never intended to be a Career Day. It was meant specifically to focus on girls between 9 and 15, to offer an alternative message to the one that most still get from society at this critical time in life. Indeed, when a number of companies invited boys last year, some reported that the boys took over and the girls were pushed again to the periphery of this work playground.

So, what about the boys? Those who want a sons' day at work can surely find a men's organization to do what the Ms. Foundation did. There are 364 other days in the year.

But if we are talking about a day in which both boys as well as girls will get to hear messages that society rarely offers, well, I am reminded of what Justice Ruth Ginsburg once said, "If I had an affirmative action program to design, it would be to give men every incentive to be concerned about the rearing of children." What about a day devoted to fathering, to caretaking? If that doesn't seem as glamorous as work, as prestigious as a job, well, that's the problem, isn't it?

Last year, more than 30 million adults and girls became a part of "Take Our Daughters To Work" Day. This year we can expect more. It isn't broke. It doesn't need fixing. In fact, it's part of the fixing.

Ellen Goodman is a Globe columnist.

Child Caring

Girls need own working model

By Barbara F. Meltz
CONTRIBUTING REPORTER

What about our sons? That's the question many parents of boys asked last year as workplaces were flooded with daughters for the highly successful "Take Our Daughters to Work" day. As the third annual TODW approaches April 27, many employers and parents are wondering if it shouldn't be renamed "Take Our Children to Work," to include our sons.

For social scientists, especially those who research girls' developmental issues, there is no debate on this issue. They make a cogent argument for why girls need a special day set aside for

CHILD CARING, A3

BOSTON GLOBE MARCH 16, 1995

Daughters need their own working model of life

■ **CHILD CARING**
Continued from Page A1

them.

"Boys grow up assuming they will have value in the workplace. Girls don't," says educator and author Mindy Bingham.

That's a broad generalization, one that many parents, particularly working mothers, have a hard time believing. But Bingham and others argue that girls today are at risk to be economically disadvantaged when they are women.

At 7, 8 and 9, girls are confident, enterprising and direct, with high expectations. "They no longer want to be a princess; they want to be president," says political scientist Heather Johnston Nicholson, who researches girls' development.

That doesn't last, though, says Lisa Sjostrom, a researcher and project associate at the Center for Research on Women at Wellesley College. She says girls stop thinking about what they can do in the world and concentrate on how they look.

"They get the message that they are not actors in this world, but adornments," especially if they are white, middle-class girls, says Sjostrom.

"Take Our Daughters to Work" takes direct aim at this loss of self-esteem, which researchers say is unique to girls. Sponsored by the Ms. Foundation, the day is designed to restore self-confidence, open a dialogue for girls about the working world and give them support for achievement by encouraging them to do things as basic as take math and science courses.

That girls begin to feel less good about themselves is the result of developmental and cultural influences.

Schools, for instance, are a major source of gender bias, according to a report released three years ago by the American Association of University Women. Even though many systems are working to correct this, girls continue to tell researchers that they are uncomfortable raising their hands in school and that they don't feel they are valued in the classroom. Sjostrom says girls continue to drop out of math and science courses "not because they can't do the work, but because they don't get encouragement to continue. By high school," she says, "only one in seven girls sees themselves as good in math."

Developmentally, girls 13 to 15 begin to feel differently about themselves. "Their bodies are changing. They are aware of their sexuality and their vulnerability," says Sjostrom.

Cultural messages about femininity and sexuality that once rolled off their backs now cause angst: If I'm smarter than the boys, will I still get dates? If I'm not skinny and blond and beautiful, can I be happy? If I'm a feisty social critic, will I be branded a troublemaker?

Many girls even turn the positive role model of a working mother into a negative, according to Bingham, who is co-author of "Things Will Be Different for My Daughter" (Penguin, 1995).

"There's a real backlash," she says. "They see their mothers struggling with their dual roles and say, 'I don't want a life like that.' Affirmative action rules may have opened the doors for women, but the girls aren't going through them."

With so much dissonant information, Bingham says it's no surprise girls may come to conflicting and negative conclusions about work. For instance:

■ Girls are economically unrealistic. "Many of them grow up not understanding that they need to be economically self-sufficient," says Bingham. Statistics indicate, for instance, that 50 percent of young women today will at some time support a family on their own, and US Census figures show that 54.8 percent of women work before their child is 1. Yet fewer girls than boys participate in career education classes in high school, and teen-age girls typically say they do not expect to be working outside the home when they have children under age 6.

Girls who don't expect to work, who don't want to work or who aren't prepared to work are most likely to end up on welfare, according to Ms. Foundation spokeswoman Lauren Wechsler. She sees "Take Our Daughters to Work" as welfare prevention.

■ Girls limit their own expectations. When asked to name the job they think they will have, girls typically list the jobs traditionally held by women: secretary, nurse, teacher. When asked to name their dream job, they list professional and technical jobs traditionally held by men.

"They dream of one job, but settle for another," says Bingham, an issue she says TODW addresses.

Of course, there are girls with high career aspirations, girls who do achieve. But they pay a high price, says Nicholson. "Every girl who wants to be a scientist has to jump up and down a lot more times than a boy," she says.

Bingham says studies show that often girls with very high career aspirations don't plan to have a family. "Given the dilemma of work and family, that's the solution they see as viable," she says.

While a special day to take daughters to work is not a panacea, researchers say there is evidence from the first two years that it can be an antidote.

Psychologist Janet Surrey says discussions last year at Digital Corp. were eye-openers for everyone involved. Questions girls asked included: Do you lose relationships if you are strong, competent and competitive? How can you be a mother, wife and a worker at the same time? Do you get paid the same as a man with the same job?

Even though there may be no definitive answers to such questions, and answers that do exist can be downright depressing, having the questions out in the open is helpful to adolescent girls, according to Surrey, who researches gender development at the Stone Center at Wellesley College.

"They need to see the struggle is evolving," she says.

More than that, they need to see they can be part of the evolution, says Nicholson. "So far, it hasn't occurred to girls that the workplace can allow people to be serious parents and workers, or that they can work to create change," she says. Nicholson is director of the National Resource Center for Girls Inc., formerly Girls Clubs of America.

And what about our sons?

No one argues that boys shouldn't accompany their parents to work. "All children need that exposure," says Bingham. But she would prefer it happen on a different day.

Making "Take Our Daughters to Work" coed would dilute what girls need to get from it, says educator and social researcher James A. Levine. He is director of the Fatherhood Project at Families and Work Institute in New York City.

Besides, he says, what boys really need is something entirely different.

"In the same way that girls are dissuaded from the world of work, boys this age get dissuaded from the work of caring," Levine says. "They get the sense that it isn't cool. That isn't good for them," he says, and adds, "It doesn't bode well for today's girls either, who will be the women these boys marry."

AFTERTHOUGHT – Preschoolers do the same thing over and over as a way to gain mastery, often altering a piece of the action in such a small way that it doesn't look different to you.

Child Caring appears every Thursday in At Home. For photocopies of past columns, send a self-addressed stamped envelope to Barbara F. Meltz, The Boston Globe, PO Box 2378, Boston, MA 02107-2378. Recent columns covered sleep-overs, the middle child and transracial adoption.

SUGGESTIONS FOR PARENTS

■ Since your daughter has probably already seen you at work, trade daughters with someone else to expose both girls to more options. Encourage your company to adopt girls from an inner-city school or housing project to expose them to possibilities they otherwise might not see.

■ Ms. Foundation has developed a program for boys to be used in the schools. Call (212) 742-2300 for information.

■ Some good discussion points to raise with boys: What career options do you think are open for you? For your future mate? What would happen if your future mate takes work as seriously as you do? Would that be OK? What about your children? How should these decisions be made in your family?

■ In Greater Boston, "Take Our Daughters to Work" is organized by the Patriots' Trail Girl Scout Council. For training sessions and programming, call 482-1078.

BARBARA F. MELTZ

'Affirmative action rules may have opened the doors for women, but the girls aren't going through them.'

MINDY BINGHAM, *educator and author*

February 10, 1997

Dear Governor:

I wanted to take this opportunity to give you exciting news about Take Our Daughters to Work® 1997, the Ms. Foundation for Women's public-education campaign that helps keep girls healthy, confident and resilient during adolescence. This year Take Our Daughters to Work® Day is on Thursday, April 24. The program, now in its fifth year, is teaming up with businesses, educators, community-based organizations, and government officials to make girls visible, valued and heard. Last year, millions of girls across the country and around the world went to workplaces with caring adult mentors who paid attention to girls' ideas and future plans and showed them all the different life options that are available to women.

In the past four years, governors from around the country have both endorsed the day and have actively participated by talking to girls or having girls shadow them on the day. Take Our Daughters to Work® has provided many government officials and employees the opportunity to better understand the challenges today's young women face economically, socially, and physically. I am sure it comes as no surprise to you that by 2005, two out of three new workers will be women and women will comprise 48% of total paid workers. And, that presently, according to the Department of Labor women only make XXXX

As an elected public leader and an influential political role model in your state, we request your support in showing the people in your state -- and around the country -- that you are concerned about women's issues and girls' futures. And, that you are part of the effort that is preparing girls for leadership roles of the 21st Century.

I invite you to join our effort by endorsing and/or opening your doors to girls in your state. By becoming one of the "Circle of Governors," you will be among an esteemed group of politicians who are helping girls in their cities and states achieve healthier and happier futures. Enclosed are new materials for this year, a blank sample endorsement, and a "Circle of Governors" form. Please fill out the form and return it if you would like to join our "Circle." (For a list of past members, see reverse side.)

Thousands of reporters from all over the U.S. (and the world) will call us in the months and weeks leading up to April 24th. We want to tell them what you're doing for girls. Upon your request, our communications department will refer local and national media to your office if you are planning an all-girls event.

Thank you in advance for giving girls a vote of confidence. If you have any questions or would like further assistance in planning your Take Our Daughters to Work® Day, please call me at (212) 742-2300 x410. I look forward to hearing from you.

Sincerely,

Carla Lovas
Program Organizer

Minneapolis Star Tribune, 1995

Fair enough

Our 7-year-old son was disappointed that he couldn't go to "Take Our Daughters to Work Day" with his father and his older sister. He said, "No fair!"

I asked him how many female presidents there had been. How many female vice presidents? I explained to him how many senators there are and how many are women. I told him that the major league sports teams he so dearly loves have no counterpart for female athletes. I could have gone on to explain that most major CEOs are men, but I didn't think that was necessary. I simply said it was hard for girls to imagine themselves in those roles when there are no (or few) women there now. "Is that fair?" Then I said that this was a day to help girls believe that they could do anything, too.

He thought that was fair.

Becci Cox, Stillwater.

New York Times, 4/29/95

Editorial Notebook

A Day for Daughters

A Group of Girls Sees Too Little Change

Take Our Sons to Work, too? The girls around the table groaned. It was Take Our Daughters to Work Day at The Times, as it was all over the country, and I was in charge of eight girls, ages 13 to 17. They had signed up to write editorials for the "Girls' Times," the newspaper the girls produce each year. We were the Girls' Times editorial board, and we were discussing the controversy about whether the day discriminates against boys. The level of emotion on the subject surprised me.

"They're the center of the universe every other day," one girl said. "Why can't they let us have just one?"

"How so?" I asked.

An avalanche of angry anecdotes followed. By far the biggest group of culprits, it seemed, were gym teachers and coaches. Almost every girl had at least one story about being belittled by a coach for wanting to join a sport like football or being admitted grudgingly to a baseball team and given little encouragement.

"If there's a guy on the team who's not very good and he gets a hit, it's 'Great job!' " one girl said. "If a girl gets a hit, it's no big deal. They don't encourage us."

Parents, they said, were not always supportive when their daughters wanted to play hockey or baseball.

If boys were allowed to come to work, some said, they would dominate this day just as they dominated classrooms in their schools. There was some dissent on this. A few girls said their schools paid equal attention to girls, but many agreed that in their schools boys were still called on first, encouraged most and thought of themselves as smarter than girls — even when the girls scored higher on tests.

They also complained about the situation at home. Their brothers, they said, still didn't know how to clean a house or cook, while the girls were expected to learn these skills. Perhaps, I suggested, there should be a Take Our Sons Home Day, so the boys could familiarize themselves with that aspect of life?

This idea was greeted with delighted cackles ("Yeah, and teach them to iron"). But no one pursued it. Clearly it was not considered a realistic suggestion. After all, how many boys would sign up for such a day?

Again and again, their attention returned to sports. Why, they asked, weren't there professional women's football and baseball teams? How could anyone know what women were capable of if no one encouraged girls to be tougher and run faster? One girl pointed out that some boys on her high school football team were smaller than some of the girls who would like to play.

Despite the strides made by women in the workplace, they agreed, the boys around them took it for granted that they would grow up to be workers and breadwinners, while the girls were "just encouraged to be pretty."

"We need this day," one girl said. "Someone's taking us seriously for once. It's really important to us. If you brought the boys in, it'd just be one more day off school. It'd turn into one big party."

SUSANNA RODELL

Daughters Day succeeded, despite critics

Hardly a feminist plot to overthrow men, the annual event focuses on self-esteem.

Naysayers who got themselves so agitated over yesterday's Take Our Daughters to Work ~~day~~ thankfully didn't spoil the occasion for the girls involved.

LAURA Scott
ASSISTANT EDITORIAL PAGE EDITOR

Across America lots of girls — and some boys — left home Thursday morning to go to work with Mother or Dad, arriving with the approval of enlightened employers. Many of those employers gave special attention to making the day a very good experience. Applause to them and to the co-workers who worked with parents to put together a memorable day, even when they didn't have daughters of their own to take to work.

As they have in past years, opponents threw their little fit about this being a day for girls only, grumbling loudly about feminist plots and manipulations of children.

Lighten up, guys. What paranoia.

Take Your Daughters to Work was, for most parents, just a chance to share with their child the joy of personal achievement. A chance to show off a little. A chance to open up to their daughters some worlds and choices that they might otherwise not be exposed to.

Parents didn't participate to take away from the boys in their lives. They were trying to give something to the girls.

That *something* undoubtedly was different for each parent and child.

The organizers of Take Our Daughters to Work stressed self-esteem building as the reason for this day for daughters. They cited various studies, research and parent observations that girls need more support in the adolescent and pre-adolescent years than boys in order to overcome feelings that they can't do as well as boys in many areas, particularly in school — the necessary prerequisite for successful employment.

As they have in past years, opponents threw their little fit about this being a day for girls only, grumbling loudly about feminist plots and manipulations of children. Lighten up, guys.

JOHN OVERMYER

But many of the parents who took their daughters to the office or work site probably weren't even focused on that. Another, more tangible benefit to many parents, and their children, is the bonding which took place at work stations yesterday.

Parents who took their children to work with them probably are proud of what they do for a living. They want their daughters to share in that sense of pride, and to realize that they, too, could excel in a paid job and have a sense of accomplishment.

One day cannot change a child's opinion of her capabilities, of course. But one day devoted to her, one day of getting her parent's attention while that parent is doing something very important to the family — a job — can make her feel very important.

If this day represents feminist brainwashing of girls and discrimination against boys, why did so many dads bring their daughters to work with them?

Parents wanted their daughters to see that there are opportunities for them in career fields that they may not have realized, and they are capable of reaching for those goals. They wanted them to see women at work in those jobs. In cases of non-traditional jobs for women, the message was even more direct.

None of this was designed to take away from the other career that many women hold — family and children. There probably wasn't a parent hosting his or her daughter yesterday who does not hope that a family and children can be part of that child's future. Take Our Daughters to Work day gave girls a little more insight into how employed people manage to balance the demands of work and home.

For some people, Take Our Daughters to Work day represents a threat. They don't want women in the workplace because they feel competitive with them. Others think women should stay in the home, period. Or they fear their sons are being denied the opportunity that the girls are getting.

This kind of thinking only serves to underscore the fact that girls face obstacles that boys usually do not face. They get conflicting messages about what they should do with their lives. These attitudes and messages are the reasons why, at least for one day a year, it is an appropriate idea for parents to focus on the girls in our lives.

KANSAS CITY STAR MARCH 1996

Girls see beyond their bodies when you take them to work

UNIVERSAL PRESS SYNDICATE

Working woman

NIKI SCOTT

Last year 25 million adults took a young girl to work with them on Take Our Daughters to Work Day, sponsored by the Ms. Foundation for Women. The theme for this year's event on April 27 is, "A girl is watching; what is she learning?"

We know some of the answers to this question — and the news is not good.

While adolescence is tough for everyone, recent studies by Harvard University researchers and the American Association of University Women (AAUW) reveal that approximately 30 percent more girls than boys suffer a sudden drop in self-esteem at its onset.

Perhaps this is because girls still tend to like or dislike themselves based on their physical appearance, while boys typically like themselves for the things they can do.

The Harvard/AAUW studies found that five in 10 girls are unhappy with their bodies by age 13; nearly eight in 10 dislike their bodies by age 18; up to 40 percent of 9-year-old girls are on diets right now; and the number of girls under age 12 seeking help for severe eating disorders doubled in the late 1980s.

The worst news is that adolescent girls are twice as likely as boys to be depressed — and four to five times more likely to attempt suicide.

Said a spokesperson for the Ms. Foundation for Women, "Taking a young girl to work on Take Our Daughters to Work Day can help give her the extra support and attention she needs to boost her confidence and help her believe in herself."

Spending a day watching competent women perform their jobs regardless of their physical appearance also is a good first step toward teaching our daughters to focus on what they can do with their lives rather than on how they look.

"My 13-year-old daughter was terribly self-conscious about her weight, although she's never been overweight by more than 10 pounds," said a friend of mine who's eagerly anticipating this year's event.

"When I took her to work with me last year, she met my boss and my boss's boss — both of whom happen to be terrifically talented, capable, powerful women who also happen to be overweight.

"For the first time she was able to see — not just hear it from me — that appearance isn't as important in the real world as what one actually accomplishes. What a breakthrough!"

It's during the formative years between ages 9 and 15 that young girls grapple not only with eating disorders and negative body image, but with teen pregnancy, poverty, discrimination, and substance and sexual abuse, and the type of post-high-school education they'll pursue.

An encouraging 86 percent of girls surveyed by a recent New York Times/CBS News poll said they expected to work outside the home — almost certainly an economic necessity —, but an overwhelming majority of young women still think in terms only of traditional female occupations — occupations that still pay 20 percent to 30 percent less than nontraditional ones.

"I'm a typically underpaid secretary at a nuclear energy facility. But when I brought my 14-year-old daughter to work with me last year, she met a woman who's a nuclear scientist," said a mother who came to hear me speak in Portland, Maine.

"She'd always liked science, but had never considered a career as a scientist. Now she talks about it all the time — and even if she's just daydreaming, she wouldn't be if I hadn't taken her to work with me."

Let's check with our companies, then take a girl between the ages of 9 and 15 to work with us on April 27. Let's spend this one day taking her seriously, broadening her horizons, nurturing her self-esteem and self-confidence, and nourishing her daydreams.

It's enough just to know that we've made this one small effort, but our rewards may not just be in heaven.

Said a friend after taking her 11-year-old daughter to work last year at the hospital where she's a charge nurse, "When I come home bushed now, she's a lot more sympathetic than she was before. Now she knows what I go through every day!"

If you have questions or comments relating to "Working Woman" that you want to share, please write to Niki Scott in care of The Enterprise. Because of the volume of mail, Niki is unable to reply personally but will discuss issues of general interest in her column.

Plenty of reasons for Daughters Day

FOR AN EVENT that is only a year old, Take Our Daughters to Work Day has already acquired its share of detractors. If the critics were to take off their ideological blinders, perhaps they would see the day for what it is: an open house at the workplace for girls and young women, whom the business world has often treated like uninvited guests.

Thursday's Take Our Daughters observance triggered a barrage of criticism, much of it along these lines:

- The idea is part and parcel of a radical feminist agenda.
- Sons are getting the shaft. Where's the special day for them?
- We took our daughters to work last year. One time was enough.

Radical feminist agenda? Sons getting the shaft? Once was enough? Why is it that any effort to give girls and women a break is perceived as unwarranted favoritism — or the work of feminazis, to quote blab-radio's Rush Limbaugh?

Don't misunderstand. There are plenty of reasons to adapt the idea to boys, as in a Take Our Sons to Work Day. Boys and young men *also* should feel comfortable in the workplace, especially when women, too, are in supervisory positions.

But a lot of boys take for granted their role in the working world, while many girls still feel uncertain how they fit in. Take Our Daughters Day merely tries to give girls the same entree to employment that boys just assume they have.

There's no reason, moreover, to dismiss the value of exposing girls to the workplace more than once. There are always new jobs to learn about, new employees to meet, new experiences to stockpile. And, after all, the way one becomes comfortable at work is to go there all the time.

But the best yardstick may be the girls themselves: "It really helps to see what your parents do," said one young participant on Thursday; "it's good to see all the jobs that women can perform," said another. Not even a feminazi could put it better than that.

MILWAUKEE JOURNAL APRIL 29, 1994

Setting aside one day to show her she's not 'only a girl'

John Bogert

You're thinking: not me, not us, not her. Like your daughter is somehow immune to the world's terrible lessons. Then, one day, you're actually in that kid's fifth-grade class talking newspapers when who should raise his hand but *him*, lots of *hims*. The boys, that is, their hands going up one after the other while the girls — most of whom I know to be smart and wonderfully awful outside this room — are silent as death.

They are little quiet machines. And you would welcome this for even an hour in your clamorous home. Still, I'm cringing, calling on girls whose hands are not raised and receiving "I don't knows" from know-it-alls.

That was three years ago, the first year the New York-based Ms. Foundation ran Take Our Daughters to Work Day and the year I signed on — figuring if an executive mom and a pushy dad (having two daughters can do that) are running into this sort of thing, it must be getting bad.

"It" of course is 10,000 years of whacking out the girls, of putting them in place, of shutting them up subtly or not and generally passing along the message that this is a boy's world.

If you don't believe me, watch television. Worse yet, watch what is most convincing on television, the commercials. In that far-off land of pretty children and sunny skies, the boys toy with adventure while the girls get pink stuff, nail varnishing, hair styling and baby minding. And never mind that this is no longer what the real world expects of women. Or maybe it is what the world still expects, along with a million other things.

Studies show that 86 percent of girls, realists all, know that jobs and careers are in their future. This while a majority of boys, somehow looking right through their own working moms, expect to populate their futures with stay-at-home nest kittens.

Coming into its third year, this international day comes with a T-shirt — along with famous women trading cards, organizing kits and other interesting stuff that helps finance the push — inscribed: "A girl is watching. What is she seeing?"

I'll tell you what she sees: a bummer of an adolescence where 30 percent more girls than boys suffer a drop in self-esteem. Among other things, they dislike their bodies, which shouldn't come as a surprise in a culture where women are judged more by breasts than brains. The stats get worse: more depression, more attempted suicides, more stress and a fear of violence in their relationships.

This year we'll take some of the edge off the bad stuff on April 27. And the news is, as 25 million adults discovered in 1994, it's simple. You need a girl, preferably old enough to know better. And you need a job — digging, washing, toting, filing, writing, computing. I'll tell you one thing all kids need to learn, and that's the dignity of all work. That and knowing how the bread gets buttered.

These girls of ours also need to see there is another component to our jobs aside from exhaustion. There is satisfaction, skill and the often obscured fact that this (or something better than this) is what education prepares us for.

So it isn't all rocket science. But it's us and it's them with us. And if the boys scream, we can only say that it's not you, not today, because it's you nearly every other day.

Certainly our sons are not immune to downward pressure, but boys are so much less likely to limit expectations based upon their sex, based upon lives lived within the unspoken "I can." It's there in the walk and talk and there when proving that "I can" sometimes means telling someone else (a girl) that they can't.

Boys need head pats, too, and encouragement, love, affection, guidance and all the other things we must fit in between everything else we must fit in just to survive.

But our girls sometimes need a little more. They could use a special day and an open heart and hand. Extend one and the woman will follow.

TO GET IN TOUCH

■ For more information about Take Our Daughters to Work Day, contact Ms. Foundation, 120 Wall St., 33rd Floor, N.Y., N.Y. 10005. Phone: (212) 742-2300. Fax: (212) 742-1653.

■ To order T-shirts, trading cards, organizing kits and other materials, call 800-676-7780.

■■ *Please leave comments and column suggestions for John Bogert on his voice mail, 543-6681, or send them by fax to 540-6272.*

Copley Los Angeles Newspapers, 1995

DAUGHTERS DAY

Playing favorites — or fair?

A JUNIOR version of the affirmative-action debate is starting to stir as next month's Take Our Daughters to Work Day comes around for the third time since it was organized by the Ms. Foundation for Women.

This positive (i.e. affirmative) event to boost girls' career aspirations has created some controversy. Of course. Delicate sensibilities have been raised throughout society about reverse discrimination, so naturally the question arises: If we do this for our daughters, how can we exclude our sons?

Which should lead to the next question, which should not be: "Are the girls getting something the boys aren't?" It should be: "Are the boys being denied something they need?" Do American boys, as a class, start deferring to girls when they reach adolescence? When they think about careers, do most boys consider only a handful seen as suitable for men which, coincidentally, are not the top-paying professions, or do they pick more often according to their abilities and interests?

Exceptions can be found to any generalization, and the numbers of exceptions are fortunately increasing sharply. Still, most boys do not have as pressing a need as girls have to see role models of their gender in the workplace, so as to broaden a field of possibilities that in the past has been narrowed by gender stereotyping.

Which is not to say that boys wouldn't benefit from seeing women in the workplace. Or wouldn't like to see, or benefit from seeing, where Mom — or Dad — works.

By all means, welcome the guys, too. The question is: at the same time, with the girls? Parallel experiences with the program at BP Oil, reported in The Wall Street Journal, illustrate a possible problem.

The company's Houston office added boys to the program last year, the Journal reports, and when the youngsters were shown into a room for a teleconference with other participating offices, the boys rushed in, grabbed the front seats and the controls and took over. The girls hung back. At the Cleveland office, "where only girls were invited, most enthusiastically took part."

Society dismisses much questionable male behavior with a "boys-will-be-boys" shrug. Well, girls will be girls. If they need a little extra nurturing and role-modeling to realize their potential, it would benefit all of society if they at least on some occasions got it.

Girls' day out

Take Our Daughters to Work Day is still a good idea

In these contentious times, even the innocuous notion of taking your daughter to work for a single day in a year has been targeted for attack.

Why not take boys? Boys have to work, too. Taking your daughter to work is just more of the same feminazi, cult of victimization, male-bashing, reverse discrimination, and we're not going to take it anymore. Or so the argument goes.

What a lot of baggage to attach to a nice little gesture. The work world is moving toward greater gender equality, about that there is no question. But it is still full of glass ceilings and biases and typecasting.

Thirty-something parents may be doing a better job of nonsexist child-rearing, but a lot of girls still think they will grow up to be princesses while many boys imagine a more workaday future. And by adolescence far too many girls lose self-confidence.

One day set aside to tell girls that they matter, that their choices matter, that the world is full of capable, income-earning women, won't level out the field. But maybe it will shave down a bump or two.

Boys have their own rocky roads to traverse. Adolescence is hard on everyone. But work-world gender bias and lack of attention are seldom problems they must face.

By all means, bring your sons to work and show them their options and tell them what corporate America expects of them if they hope to earn a living wage. But don't co-opt April 27, Take Our Daughters to Work Day, into a generic career day.

Those who would follow such a path contend that all the biases are behind us, and that all the obstacles have been surmounted. That's a pretty picture, but a false one. So teach all your children well, but don't feel guilty about taking your daughters to work today.

PITTSBURGH POST GAZETTE APRIL 27, 1995

DULUTH NEWS TRIBUNE APRIL 18, 1995

OUR VIEW

Our daughters' special day

It's best if girls visit workplace without boys becoming involved on the same day

"Take Our Daughters To Work Day" should be left as it is — a special day for girls to visit workplaces to help bolster their self esteem at a vulnerable time in their lives, and to expand their expectations in planning careers.

It shouldn't become "Take Our Children To Work Day" to include boys. Girls need this special time away from their male counterparts, away from the social pressures that inevitably influence co-ed events. Duluth public schools recognize this and will release only girls on April 27, this year's observance.

It's easy to understand parents of boys, and boys themselves, feeling they should not be excluded from this annual foray into the "real" workaday world.

If some group starts a "Take Our Sons To Work Day," that will be good. But it shouldn't be on the same day as the "daughters" day. This event is too valuable for girls to have it turned into a co-ed event.

Research shows that girls between 9 and 15 years old experience lower self esteem, and their expectations of what life has to offer them suffers.

Society's message that how they look is more important than what they can do leads too many to drop their goals.

Many do not believe they qualify for male-dominated occupations like physicians or attorneys or other careers. They tend to see themselves as "assistant people" and end up pursuing occupations such as medical secretaries or legal assistants when many would make excellent doctors or lawyers.

That's what "Take Our Daughters To Work Day" is all about. It helps eradicate negative assumptions many girls adopt in their pubescent years — assumptions they have trouble shedding when they continue their education and decide on careers. Or, as happens more and more often today, they find themselves being sole breadwinners for themselves and their children.

So on April 27 let's welcome girls to our workplaces wherever possible. Let's show them whenever we can that women can and are doing important jobs, whether it be among professionals or in supervisory roles in industry, education and government.

Let's do this without putting down our sons, but rather let them know it's important their sisters and future wives have these experiences by themselves.

Girls at work

It's not just about a job

WHEN TAKE Our Daughters to Work Day began three years ago, it was envisioned only as a local New York City event. But it caught the popular imagination across the country — and generated controversy in the process.

Almost as soon as the idea was announced, a chorus of protest was heard. Why just our daughters? What about the boys left behind in the classroom? Why take the girls to work? What about the value of staying home?

Surprisingly, the resulting dialogue has been as beneficial as the actual event. In arguing that girls do or do not deserve a special day of their own, in discussing the merits of career and workplace, the national debate has been enriched.

BUT THE fact remains that girls — especially the adolescent girls targeted by Take Our Daughters to Work Day — are truly in need of the attention. Take Our Daughters to Work Day was designed less as a jobs fair or career day than as a booster shot, bolstering self-esteem and opening up possibilities.

More than 1,300 studies have examined the question of adolescence, and they overwhelmingly show that girls have a more difficult time. Too often, young girls judge themselves harshly by superficial standards of looks and popularity, fail to recognize or value accomplishments of intelligence and talent, and lose self-esteem and interest in academics. They hide themselves behind the boys, who are called on more often and given more opportunity to shine.

This is not to say that adolescent boys don't have insecurities and needs. The kind of nurturing provided by Take Our Daughters to Work Day does every child a world of good.

But the answer to cries of "reverse sexism" lies not in taking all of our children to work. Instead, we have to use the opportunity to be honest, to admit the differences and to celebrate accomplishment.

The lesson is more clearly learned when, for one day, the boys and girls are able to face the gender difference head on. And, regardless of whether or how we take our daughters to work, even the simple act of discussing the ideas with our children can help.

IF WE encourage ideas of equality — which cuts both ways — and help build the self-esteem of our adolescents, they may just grow up into a society where Take Our Daughters to Work Day will be unnecessary.

ANNISTON STAR APRIL 27, 1995

Take Our Daughters To Work®

Thursday, April 24, 1997 & A Program of the Ms. Foundation for Women

Five years of work towards a lifetime of confidence.

Q: How does the Ms. Foundation for Women address boys' issues?

A: By Collaborating with Men's, Fatherhood and Boy-serving organizations.

The Ms. Foundation for Women is an expert in women's and girls' lives and issues. But as an organization -- made up of mothers, wives, sisters, aunts and grandmothers -- we care deeply about the lives and concerns of boys and men. We also know that for girls' lives to change and improve, boys' lives must change and improve.

As a way to address the issues that boys and men face, the Ms. Foundation for Women collaborates with fatherhood and boy-serving organizations. We help these groups use the massive public-education opportunity that Take Our Daughters To Work® Day presents to provide parents and teachers with information they need to assist boys and young men in their development. The following are some activities the Ms. Foundation for Women has undertaken:

- **Working It Out.** The Ms. Foundation for Women developed a lesson plan called *Working It Out: Especially for Boys* with the Oakland Men's Project and the Fatherhood Project, two respected men's organizations. The lesson plan is designed to be used with boys in the classroom while girls are at work on Take Our Daughters To Work® Day. The lesson plan addresses stereotypes of manliness, the importance of mentoring, why caregiving is important, among other subjects. It may also be used in youth groups or at home.

- **In The Classroom with Boys.** Each year, the Ms. Foundation for Women encourages men -- and women -- to talk to and work with boys in classrooms while girls are at work on Take Our Daughters To Work® Day. Companies organizing the Day for girls should consider sending workers into classrooms to talk to boys. For example, every year on the Day, chapters of the National Association of Black Journalists organize **Brothers Back to School**, a program where African-American male journalists talk to boys in classrooms.

- **Expert Discussions.** Over the past four years, the Ms. Foundation for Women has convened experts on boys' development and shared with them many of the organizing and communications skills that have made Take Our Daughters To Work® Day successful. The Ms. Foundation for Women has worked with many men's, boy-serving, and fatherhood organizations to help them meet each other, share resources, and organize. (On the reverse is a list of organizations serving boys and men and articles about boys' development.)

Media should contact the Communications Department at (212) 742-2300.

120 Wall Street, 33rd floor, New York, NY 10005 (212) 742-2300 fax: (212) 742-1531
email: todtwcom@ms.foundation.org & http://www.ms.foundation.org

MEN'S and FATHERING ORGANIZATIONS

At-Home Dad
contact: Peter Baylies
61 Brightwood Avenue
North Andover, MA 01845
508-685-7931
e-mail: athomedad@aol.com

The Fatherhood Project/
Families and Work Institute
contact: James Levine
330 7th Avenue, 14th Floor
New York, NY
212-465-2044; fax: 212-465-8637

Father's Resource Center
contact: Steven Brown
430 Oak Grove Street, Suite B3
Minneapolis, MN 55403
612-874-1509; fax: 612-874-0221

Prof. Michael Kimmel, author
Manhood in America
SUNY-Stony Brook
Stony Brook, NY 11794
212-749-6369

National Center for Fathering
contact : Peter Spokes / Ken Canfield
10200 West 75th Street, Suite 267
Shawnee Mission, KS 66204
913-384-4661; fax: 913-384-4665

Making Connections
contact: Prof. Juan Liebana
Hobart & William Smith Colleges
Geneva, NY 14456
315-781-3633; fax: 315-781-3793

Mentors in Violence Prevention/
MVP Project @ Northeastern
University's Center for the Study of
Sport in Society
contact: Jackson Katz
360 Huntington Ave., Suite 161 CP
Boston, MA 02115
617-373-4025; fax: 617-373-4566

Oakland Men's Project
contact: Allan Creighton
440 Grand Avenue, Suite 320
Oakland, CA 94610
510-835-2433; fax: 510-835-2466

Piedmont Peace Project
contact: Onaje Benjamin
420 Jackson Park Road
Kannapolis, NC 38083
704-938-5090; fax: 704-938-6960
e-mail: ppplocal@aol.com

Big Brothers/
Big Sisters of America
contact: Viola Bostic
230 N. 13th Street
Philadelphia, PA 19107
215-567-7000; fax: 215-567-0394

Center on Fathers, Families and
Public Policy
contact: David Pate@ 608-829-3691
200 S. Michigan Avenue, 16th fl
Chicago, IL 60604
312-341-0900; fax: 312-341-9361

Children, Youth and Family
Consortium
contact: Marti Erikson
University of Minnesota
St. Paul, MN 55108
612-626-1253; fax: 612-626-1210

Multicultural Resource Center
contact: Terrence Calhoun
318 North Albany Street
Ithaca, NY 14850
607-273-8724

National Institute for Responsible
Fatherhood & Family Development
contact: Charles Ballard
855 Hough Avenue
Cleveland, OH 44106
202-789-6379; fax: 202-898-0320

National Urban League
contact: Renita Carter
500 E. 62nd Street
New York, NY 10021
212-310-9084; fax: 212-486-1986

Southwest Key Program
contact: Juan Sanchez, director
3000 S. IH--35, Suite 410
Austin, TX 78704
512-462-2181; fax: 512-462-2028

YMCA of the USA
contact: Jan McCormick
101 North Wacker Dr., 14th Floor
Chicago, IL 60606
1-800-872-9622; fax: 312-977-9063

Father to Father
PO Box 577
Cumberland, ME 04201
207-829-5260

Dad to Dad
3771 Admiral Drive
Atlanta, GA 30341
404-457-1595

Fathering Today
Fathering group in Westchester, NY
914-223-DADS

Father's Workshop
Fathering group in Northern
Westchester, NY
914-528-2503

NOMAS
National Organization for Men
Against Sexism
Suite 300, 54 Mint Street
San Francisco, CA 94103
415-546-6627

Where the Girls Are

Confusing Political Arguments With Educational Research

By David Sadker

The educational rights of girls and women, so recently won, are already at risk. Only 20 years after women were allowed to attend Ivy League schools, only days before the Citadel finally opened its tax-supported doors to women, and despite a mountain of research documenting the gender gap in schools, the conservative backlash against women is in full swing. "Where the Boys Are," a Commentary by Christina Hoff Sommers, is a case in point. *(See Education Week, June 12, 1996.)* A colorful (and well-financed) writer for right-wing causes, Ms. Sommers paints sexism as a sort of media hype, promoted by tainted researchers and liberal organizations such as the American Association of University Women. As she sees it, girls are thriving in school, and all this talk about sexism distracts us from the more serious problems faced by boys. En route to her spirited defense of boys, Ms. Sommers leaves a trail of inaccuracies and misleading research findings which need to be corrected if anyone is to move forward.

There is no doubt about it—during the past two decades, we have certainly made progress in reducing the damaging impact of sexism. From decreasing gender bias in elementary textbooks to increasing female attendance in medical school, the effort of men and women working together to eliminate bias has borne fruit. These successes should encourage us to continue the effort to eliminate the very substantial barriers that still remain. It is far too early to declare victory, or to confuse political arguments with educational research.

Girls still confront an enormous gender gap in testing, a piece of reality that Ms. Sommers ignores. While she cites a few carefully selected test scores reflecting high female performance, she omits virtually every meaningful test that affects the educational futures of girls. On the Preliminary Scholastic Assessment Test, for example, a test used to distribute millions of scholarship dollars, gender differences have a costly bottom line. Although significantly more girls take the PSAT, many more boys qualify as National Merit semifinalists. On the SAT, most people know that boys score significantly higher than girls on the math section, but few realize that boys score ahead on the verbal part as well. Few educators track the striking gender gap on the SAT IIs, an all important test used to select students for the nation's most prestigious colleges. Boys outperform girls on 11 of 14 SAT IIs, by an average of 25 to 30 points. Girls outperform boys on only three of these exams, by an average of two or three points.

Laura Cossas

TALKING BACK

Women who go on to graduate studies soon discover that the gender gap in testing does not disappear. In fact, results from the Graduate Record Examination make the SATs look good in comparison. Men average about 130 points higher than women on that exam (130 points!). They are also ahead on the MCATs for medical school, the LSATs for law school, and the GMATs for business school. In fact, girls represent the only student population to begin school at a testing advantage, only to leave school at a testing disadvantage. If females are soaring in school, as Christina Hoff Sommers writes, then these tests are blind to their flight.

Although women are now the majority of students on college campuses, barriers persist. Higher education remains incredibly sex-segregated. While many have talked about the corporate "glass ceiling," few writers have explored collegiate "glass walls." On one side of the glass wall are the male students attending the most costly and prestigious college programs. In computer science, physics, chemistry, engineering, and business courses, class attendance shows two, three, and even four times more male students. But in the lower-status (and lower-paying) college programs (education, library science, humanities, health care, and home economics) women are the vast majority of students, sometimes reaching levels of 10 and 12 women for each male enrolled. (In library science, for example, the ratio is 14 to 1.) At the graduate level, the National Center for Educational Statistics reports that more than 60 percent of doctorates are awarded to men. While race segregation has been an issue for decades, this persistent (and costly) gender discrimination is rarely mentioned. It does not take an economist to figure out where universities invest their resources, and which career paths will lead to more economically rewarding futures.

Gender-based economic differences permeate education. Although both boys and girls encounter academic difficulties, boys' needs, in areas like reading and learning disabilities, attract billions of dollars of assistance. Girls, whose academic problems are seen in math and science, quickly discover that school budgets provide far fewer resources to assist them. Twenty-plus years after Title IX, boys' sports continue to be funded at a far higher rate than girls' sports. For those students not going on to college, vocational programs underscore the economic disparities looming just over the horizon. While technical career paths, like electronics and auto mechanics, are overwhelmingly male, girls continue to dominate programs such as cosmetology, clerical, and home economics, career paths with less promising futures. Given the latest round of congressional budget cuts in education, cuts which all but eliminated the few programs directed at reducing gender segregation (and cuts championed by Christina Hoff Sommers), these inequities are unlikely to be remedied in the years ahead. In fact, without federal support, girls attending school in less progressive states and districts may very well lose ground in the years ahead.

All this is not to say that boys are doing just fine. Sexism is a two-edged sword, and boys also pay a price. The male stereotype includes greater risk-taking behavior, a higher suicide rate, and a greater involvement in criminal activities. In school, boys are more likely to be in special education programs, and they have a slightly higher dropout rate. The need to overcome society's sex-role stereotypes is as important to boys who dream of becoming an elementary teacher or a nurse as it is to girls who dream of a career in electrical engineering. While girls lag behind on most critical standardized tests, boys continue to receive lower report card grades. These are all important issues which have not been forgotten. In *Failing at Fairness* (Touchstone, 1995), we devoted a chapter to the "Miseducation of Boys." In fact, back in the 1970s I wrote one of the first curricular units focusing on the male sex-role stereotype. One of the fascinating findings of the AAUW, recently confirmed by a study at the University of Michigan, is that a majority of boys are themselves targets of sexual harassment. Often the harassment is in the form of taunts challenging their sexuality. This destructive behavior directed at boys is no more acceptable than sexual harassment directed at girls. It is not at all unusual that research, like the AAUW's study, which uncovers gender discrimination directed at girls also helps us understand how sexism hurts boys. This is a constructive way to approach this gender bias. Both girls and boys have much to learn about how to halt

Continued on Page 50

David Sadker, the co-author with Myra Sadker of Failing at Fairness, *is a professor of education at American University in Washington.*

Where The Girls Are

Continued from Page 49

the negative impact of sexism and how to work cooperatively to accomplish this goal.

A few years ago, we were invited to publish a comprehensive article on sexism for the *Review of Research in Education*. Although we reviewed much of the gender-related research, we never came across Christina Hoff Sommers' name. That was our first clue. We soon discovered that she was neither an educator nor a researcher. She is a philosopher. Then we uncovered a second clue: While she calls herself a feminist, her background reflects a very different story, and a long history of promoting ultraconservative causes. In the 1980s, she attacked Brookline High School for curricular revisions she considered too liberal and an association with Harvard University that she considered too close. The headmaster complained in print not only about the stream of inaccuracies, but about the persistence of misinformation in Ms. Sommers' writing.

A few years later, Ms. Sommers was involved in another war, this time against college English courses. She saw such courses as "political and social indoctrination." Although she was popular in right-wing newspapers like *Heterodoxy*, none of these targets made much of an impact. Then she discovered feminism. Bingo! A book contract came her way. The conservative Olin, Bradley, and Carthage foundations funneled large grants to her. She was a hot guest for the media, presenting "the other side of the feminist debate." Clearly, feminism was a target of opportunity, and Ms. Sommers had tied into the "angry white male" sentiment.

If a scientist hired by the Tobacco Institute declared that no connection existed between cigarette smoking and disease, most Americans would view the findings with more than a bit of skepticism. Yet Ms. Sommers' connection to right-wing organizations, causes, and funding is rarely mentioned. Nor is the fact that she is neither an educator nor a researcher.

Numerous educators, philosophers, and others, after reading Ms. Sommers' work, have felt compelled to set the record straight. Entire issues of journals have been devoted to correcting her misstatements. Two years ago, my late wife Myra and I experienced her "research methods" on a personal level. In her 1994 book *Who Stole Feminism?*, Ms. Sommers offers a negative summary of our research, quoting a series of derogatory statements from a teacher who had appeared with us on a segment of NBC's "Dateline." We were dumbfounded. We immediately called the teacher quoted to find out why she had said such negative things. The teacher explained that the statements did not reflect her views. Moreover, she

Laura Costas

went on to say that she had no recollection of ever talking with Christina Hoff Sommers. A graduate student, quoted by Ms. Sommers as saying some pretty terrible things about gender-equity research, also never remembered being interviewed by Ms. Sommers. And although University of Michigan researcher Valerie E. Lee does recall her interview with Ms. Sommers—the one quoted in *Education Week*—she found her words and meaning so misrepresented that she wrote a letter to the editor to clarify her position. *(See Education Week, Aug. 7, 1996.)*

It was 30 years ago that Myra and I were graduate students at the University of Massachusetts, learning firsthand all about sexism. Sitting in the same classrooms, listening to the same professors, we experienced two very different educations. My hand would be recognized quicker and more frequently. Myra had to struggle to have her comments heard. Our co-authored publications were often referred to as "David's articles," as Myra became the invisible co-author.

Twenty-five years of painstaking research later, it is evident that our experiences in that doctoral program have been mirrored in schools across America. Back then, the challenge was convincing educators that sexism existed. Today, the challenge seems to be extricating an important educational issue from the political arena. ■

Ms. Foundation for Women

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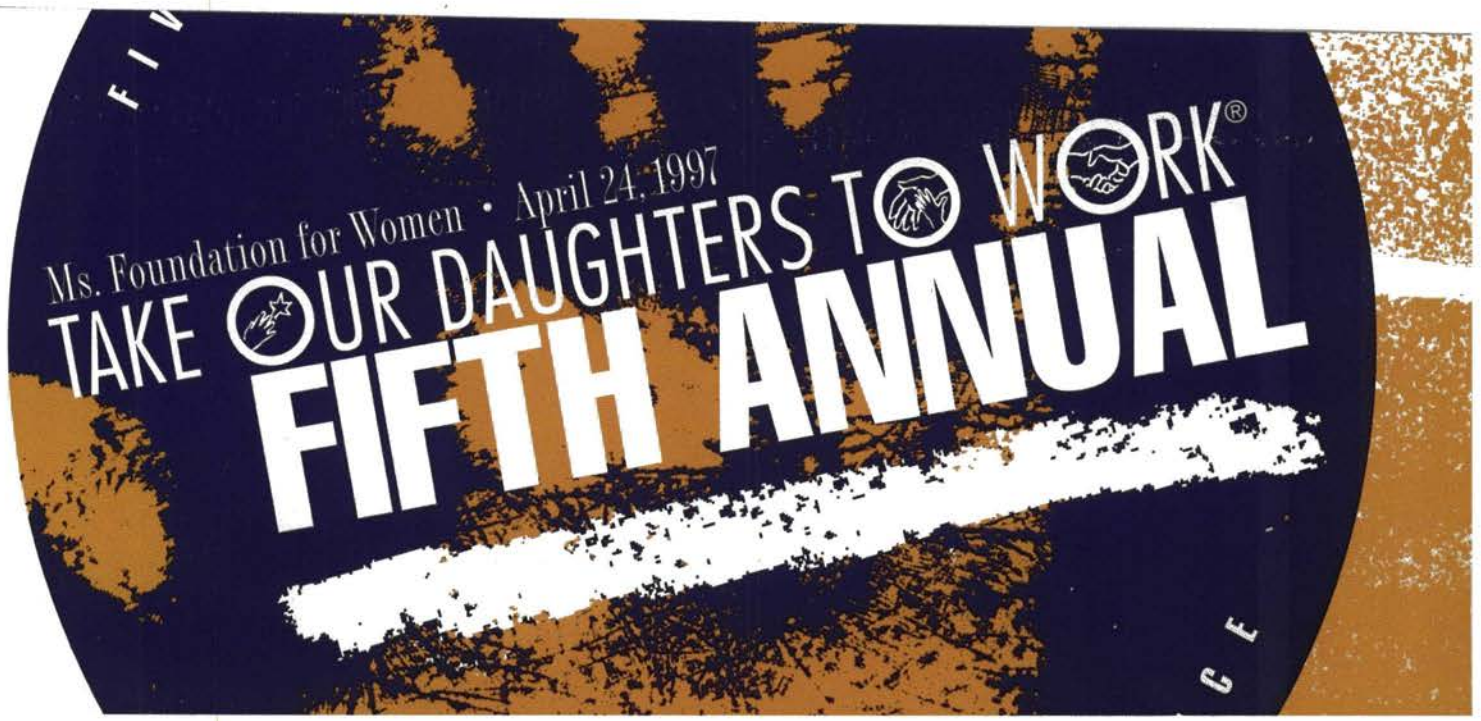

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Take Our Daughters To Work®

Thursday, April 24, 1997 & A Program of the Ms. Foundation for Women

"Five years of work towards a lifetime of confidence."

Tell us what you're doing on Take Our Daughters To Work® Day ... and get publicity for your organization and its leaders.

Thousands of reporters from all over the U.S. (and the world) will call us in the months and weeks leading up to April 24th. We want to tell them what you're doing for girls! Please fill out this form and mail or fax to the Ms. Foundation for Women's communications department at (212) 742-1531.

Contact: Name_____ title_____
Organization_____
Address_____
Phone # _____ Fax #_____
E-mail #_____ Today's date _____
What does your organization do? _____

Is your day for girls only? _____ If not, will boys be participating? _____
How many girls do you think will be participating? _____
Are special groups of girls involved? _____ If yes, which?_____

Where are your girls coming from? (Are they relatives or your employees? Are they coming from a local school, public-housing authority, Girl Scouts or other youth group, school for disabled children?)

What will the girls be doing on Take Our Daughters To Work® Day? (Will they be shadowing single employees? Will you give them a tour of your workplace? Are you giving them lunch?)

Are you organizing in the community at large? _____ If yes, what are you doing?

Are you working in coalition? _____ If yes, who else are you working with?

Would the day you're planning be a good photo opportunity for the media? _____ If yes, why?

Do you have a spokesperson or person who would be willing to speak to the media? Please write their name, address, phone number, and fax here:

Can you place a listing about the national search for girls' stories or our public-service announcement about the day in your newsletter or in your local media?_____ Who should it be sent to? _____

Ms. Foundation for Women,120 Wall Street, 33rd floor, New York, NY 10005
(212) 742-2300 fax: (212)742-1531 & http://www.ms.foundation.org

What does the Ms. Foundation for Women do…
(aside from Take Our Daughters to Work® Day)?

FOR 25 YEARS, the Ms. Foundation for Women has championed the rights and needs of women and girls by:

- Providing local and national women's organizations with grants to sustain long-standing projects and start new ones.
- Launching public education and advocacy campaigns -- such as Take Our Daughters To Work®Day and "Women's Voices" -- to make policy makers, the media, and the general public aware of the needs and concerns of women and girls.
- Strengthening the capacity of local and national grantees with leadership training, technical assistance, and public education; advising grantees on media and fundraising strategies.
- Advocating within the philanthropic community for increased funding for programs serving women and girls, and advising donors on where their funds are needed most.
- Organizing "funding collaboratives" with partner philanthropic institutions to provide long-term support and strategic direction to grantees in specialized fields of interest.

PROGRAM AREAS

The Ms. Foundation changes the lives of women and girls by working in three issue areas. Within these areas, the Foundation conducts advocacy and public education campaigns and directs resources to hundreds of grantee organizations each year. The issue areas are:

ECONOMIC SECURITY: Job creation and women's employment issues; access to credit; welfare reform; pay equity; work/family issues; child care; workplace rights.

GIRLS, YOUNG WOMEN AND LEADERSHIP: Girls' health and resilience; ending violence against girls; non-sexist, non-violent curricula; teen pregnancy; public education campaigns, in particular Take Our Daughters To Work® Day, the campaign about girls and self-esteem.

HEALTH & SAFETY: Ending domestic violence; incest; child sexual abuse; rape; sexual assault and sexual harassment; violence against women; reproductive rights and AIDS

IN THE 1996 FISCAL YEAR, the Ms. Foundation awarded a total of $1,665,700 in grants and technical assistance to programs in these areas.

MISSION STATEMENT

The Ms. Foundation for Women, a national, multi-issue, public women's fund founded in 1972, supports the efforts of women and girls to govern their own lives and influence the world around them. The Foundation funds and assists women's self-help organizing efforts, and pursues changes in public consciousness, law, philanthropy and social policy. The Ms. Foundation directs resources to break down barriers based on race, class, age, disability, sexual orientation, and culture.

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Ms. Foundation for Women

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TAKE OUR DAUGHTERS TO WORK®

Five Years of Work Towards A Lifetime of Confidence

AN INTRODUCTION

BY MS. FOUNDATION PRESIDENT MARIE WILSON

Dear Friend,

"Five Years Of Work Towards A Lifetime Of Confidence." If you are receiving this letter, you are probably an organization that has helped build a lifetime of confidence for millions of girls in the U.S. through **TAKE OUR DAUGHTERS TO WORK®.**

This kit contains all the information you'll need to see a girl — or a legion of girls — through a successful day on the job this upcoming April 24th. There's something here for everyone:

★ Wondering how to get ready for the day? The *Parents, Employers* and *School Guides* each map out practical ways to prepare for the day at home, on the job, and in classrooms.

★ Wondering how to support girls on the 364 days following **TAKE OUR DAUGHTERS TO WORK® DAY?** Each guide contains numerous, inspiring "next steps."

★ If you are interested in being an area organizer or you'd like to gain media attention for your participating company, be sure to consult the *Outreach Guide*.

★ Whether your business is planning to host a group of girls for the first or the fifth time around, the *Employers Guide* is bursting with tried-and-true tips and activities from organizations that have participated in past years.

★ This kit also contains suggested supplementary readings for you to investigate in your spare time, a *Synopsis of Research on Girls* which gives a clear picture of why this important event has been developed specifically for girls, and special lesson plans designed for use with boys on **TAKE OUR DAUGHTERS TO WORK® DAY**.

Please feel free to photocopy and distribute the guides and how-to sheets to people you know: daughters, granddaughters, nieces, parents and guardians, employers and employees, teachers and school officials, anyone at all who's interested in helping girls follow their dreams into the work place.

This year, we want to know just what our efforts have meant for the lives and aspirations of girls. To honor our fifth anniversary, we are collecting stories from girls who have participated in the Day. We want to know if they found a mentor or a different dream, found a way to organize or lead, or just found a small slice of the world they didn't know existed. Six stories will be featured in a national press release. If we use the story in our release, the girl will be flown to New York City or Los Angeles to follow a surprise celebrity mentor on **TAKE OUR DAUGHTERS TO WORK® DAY**.

Building a democratic society is on going work — "Vote For Me", — our focus last year, is just as relevant this and every year. It teaches girls and each of us to speak out on political and social issues that effect our lives — across the generations.

On behalf of the Ms. Foundation for Women, I thank you for your generous and enthusiastic involvement in our five years of this historic initiative. Because of you, the Ms. Foundation for Women has been able to make our daughters' dreams mean business over the last five years.

Sincerely,

Marie C. Wilson

Marie C. Wilson
President, Ms. Foundation for Women

MS. FOUNDATION FOR WOMEN
120 Wall Street, 33rd Floor, New York, NY 10005 1-800-676-7780

WHAT'S INSIDE

Introductory Letter

Grown-Ups How-To Sheet

Girls How-To Sheet

Parents Guide

Employers Guide

School Guide

Working It Out Lesson Plan

Working It Out, Especially for Boys

Outreach Guide

Synopsis of Research

Vote For Me: Guide To Improving Girls' Lives

Logo Sheet

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And More!

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TAKE OUR DAUGHTERS TO WORK®

Vote for Me!

GUIDE TO IMPROVING GIRLS' LIVES

Welcome to **TAKE OUR DAUGHTERS TO WORK DAY®**, the grassroots sensation that has swept the nation and cast a winning vote for our nation's daughters. On the fourth Thursday in April, caring adults from **ALL WALKS OF LIFE** — parents, teachers, clergy, government leaders, employers, union officials, grandparents, women's advocates — will band together to give girls a **LIVELY AND INSTRUCTIVE** day on the job. Whether you're a veteran participant or this is your first time around, the Ms. Foundation For Women invites you to learn more about the day: its focus on girls, its educational aims, and why it makes **GOOD BUSINESS SENSE**. Now more than ever, girls need your vote — of confidence and commitment — on **TAKE OUR DAUGHTERS TO WORK DAY®**, in the polling booth, in every arena of life. ☞

MS. FOUNDATION FOR WOMEN

120 Wall Street, 33rd Floor, New York , NY 10005 1-800-676-7780

"Vote For Me: I'm Smart, Capable, and the Best Girl for the Job!"

Girls are the up-and-coming generation of women who will help to shape public life and policy in your neighborhood and across the nation. It's never too early for girls to inaugurate the slogan "***Vote for Me!***" and announce their pride and power. As adults, we can vote for girls by encouraging and expecting them to hold positions of authority at school, at home — and, before long, in the workplace.

> "We live to change the world before we die."
>
> Ayana Johnson, age 11
> Brooklyn, NY

Many girls are already seasoned campaigners, handily winning elections in their own venues. Girls preside over student councils, captain field hockey and basketball teams, take the lead in lab science experiments, and direct local chapters of Amnesty International and Students Organizing Students. One way for older girls to tap their leadership potential is by organizing **Take Our Daughters To Work® Day** for younger girls in their school or neighborhood. Nine and ten year olds may not yet have what it takes — the organizational skills, maturity, and know-how — to plan and pull off **Take Our Daughters To Work® Day** for themselves. Teenage girls can be important role models and mentors to younger siblings and cousins — and to girls in their local elementary school, neighborhood, after-school group, or housing complex. Encourage older girls to join together in a dynamic network. Suggest they get a copy of the *Girls Guide* which contains all the information needed to understand and orchestrate the event. An added benefit: organizing **Take Our Daughters To Work® Day** will give girls the tools they need to effectively champion other causes they care about — saving the environment, advancing student rights, funding girls' sports teams — you name it.

> "Ask yourself which women [and girls] are living in the worst conditions in your town and how your work positively affects and directly touches their lives. If it doesn't, why not?"
>
> Barbara Smith, activist and publisher

Vote For Girls On the Job

- Invite girls to one of your planning sessions for **Take Our Daughters To Work® Day**. Brainstorm ideas on everything from special activities to the favored lunch menu.
- Discuss your company's work-family policies with girls. How easy or hard is it for a girl's mom or dad to take her to a doctor's appointment during the day? To arrive home in time for dinner?
- Be sure to introduce visiting girls to your organization's highest ranking female employee — as well as women in entry-level positions where girls can envision themselves working in a few years.
- How does your work affect girls and women on the other side of town — or the planet? Assign this topic to a round-table or panel discussion on **Take Our Daughters To Work® Day**.
- Tell girls about your recruitment efforts on behalf of women.
- Send an emissary from your organization to visit girls in their "workplace" — their school — during the year.
- Girls love getting mail! Stay in touch with your young visitors via mail or e-mail throughout the year.
- Start an ongoing mentoring program for visiting girls. Or adopt a group of girls from a local housing development or YWCA.
- See the *Employers Guide* for step-by-step instructions about how to implement **Take Our Daughters To Work® Day** — from A to Z — in the workplace. The guide suggests dozens of activities to try with girls, provides a sample press release, and answers commonly-asked questions about logistics, productivity, and morale.

Speak in a Strong Public Voice — For and With Girls

Girls are the next generation who will work in the world — and work to change the world. Even though girls can't yet cast a formal vote in public elections, there are simple ways to speak up and get involved, at any age, that can make a big difference. Through your example, you can show girls how to ***vote for themselves.***

Most girls are expert at expressing dissatisfaction: if there's one thing adults can count on, it's the clarion call, "That's not fair!" issuing from pre-teen and teenage girls. The next time your daughter, niece, or young friend cites an inequity, take her up on her complaint! You don't need to organize a city-wide demonstration to make a powerful impression. Simply stay alert for opportunities to say or do a little bit more than you usually might. For instance, when you notice depictions of gratuitous violence against women and girls on TV, name and discuss this with the girl sitting next to you. Then call or write your local station and register a complaint.

What does the girl in your life think about the unrealistic depictions of females on bubblegum comics, billboards, and nightly TV sit-coms? Or about sexual harassment in the hallways and on the playground at school? Or the greater degree of adult attention given to boys in classrooms and extra-curricular activities? Asking questions like these, you can help a girl to see, name, and reinterpret social and personal injustices that get commonly condoned and accepted as the norm.

Then, guide her into action! Sit down and draft a petition to address needed changes in her school. Or write to the mayor, governor, or a Congressional representative and hold them accountable for our nation's girls. When an article or advertisement offends, make a phone call saying so. Boycott the store that balks at selling t-shirts emblazoned with girl-friendly slogans, then pen or e-mail a letter of complaint to the store manager. Practice the art of intelligently "acting up" with a girl — whenever warranted.

> "There are three kinds of people: those who make things happen, those who watch things happen, and those who say, 'What happened?'"
>
> Anonymous

A girl is watching. What is she learning? Girls are watching adults all the time to see whether we vote for them — take them seriously — or not. Each time you call into question a sexist joke or comment, take a stand on an issue important to a girl, speak up for yourself, your daughter and other women, or get just a little bit more involved than usual in your community, you demonstrate for a girl that she too has the power and ability to change the world, and her own life, for the better.

Ms. Foundation for Women
TAKE OUR DAUGHTERS TO WORK®

Written by Lisa Sjostrom
Design by Hanna Steffian

Give Girls Your Vote of Confidence on the Fourth Thursday in April

Your participation in **Take Our Daughters To Work® Day** casts a decisive vote on girls' behalf. When you take a girl to work, you help to ensure that our nation's daughters remain powerful, resilient, and self-confident throughout their teen years.

Unfortunately, this isn't always the case. Recent research on girls' development indicates that pre-teen and teenage girls often silently struggle against the weight of some very specific risks and pressures. Some girls have the societal and family supports necessary to persevere. But many girls do not — and the consequences can be devastating. Rates of alcohol and substance abuse, sexual abuse, eating disorders, unintended pregnancies, and depression are alarmingly high for teenage girls. It's at adolescence that many girls, once star pupils, lose confidence in academics and the promise of education. More and more girls are dropping out of school, particularly in our inner cities. And too many girls who remain in school rule themselves out of upper level mathematics and science courses — even when they have what it takes to do the work.

> "We know that much of what we do, we are not doing for ourselves, but for our daughters, our nieces, our granddaughters. We have the hope that the changes we work for will take root and flower in their lives."
>
> Hillary Rodham Clinton, lawyer, children's advocate, first lady

Moreover, while most boys are influenced early on to plan for a lifetime of work and career development, many girls are not. The reality is, however, that most women have always integrated work and family responsibilities — out of necessity. Studies also indicate that when girls and boys are together in a co-ed group, boys tend to receive the lion's share of attention. These are some of the basic reasons why the Ms. Foundation specifically designed a day to introduce girls to public workplaces without boys present. **Take Our Daughters To Work®** gives adults a lively, interactive way to support girls' strengths and talents at a time in their lives when girls need it most. When you bring a girl to work with you on Take Our Daughters To Work® Day, you give her the message that she's important enough to warrant adult attention. In offices, city halls, restaurants, courtrooms and research labs, girls receive needed encouragement for what they can *do* with their lives, rather than for their physical appearance. Girls speak their minds, ask questions, and get direct answers — without interruption. Girls see that women have a range of life options, and are given reason to believe in the importance of education and to stay in school.

If your work site is dangerous, if you are unemployed or between jobs, or if your daughter, niece, or young friend has visited your workplace numerous times already, there are many ways to ensure that she can still participate in **Take Our Daughters To Work® Day**. Be sure to talk with her about why you're unable to take her to work. Then ask a neighbor, friend, or relative to bring her along for the day. Or you might identify an interesting role model and write a letter asking if the girl in your life could accompany him or her to work on Take Our Daughters To Work® Day. You can also help a girl plan **Take Our Daughters To Work® Day** for herself with friends from school or the neighborhood.

(See the *Parents Guide* to learn about other interesting ways to support a girl on **Take Our Daughters To Work® Day** and throughout the year. To get a complete picture of the societal and development pressures facing teenage girls, see the *Synopsis of Research on Girls* in the *Organizers Kit*.)

Get Up, Stand Up: Organize Take Our Daughters To Work® Day in Your Community

We invite you to take the lead in organizing **Take Our Daughters To Work® Day** in your neighborhood or workplace. You don't have to be an expert on girls or a professional organizer. All that's needed is a desire to see girls succeed — and learn. Past experience confirms that you can most effectively organize the day — and make some lasting friendships in the process — by joining in coalition with other people and organizations. Working with others can expand your reach and resources exponentially. Begin by spreading the news about **Take Our Daughters To Work® Day**: tell your friends and co-workers, your in-laws and next-door neighbors, anyone at all who's a friend to girls. Then contact local organizations that have a vast reach in the community, such as parents groups, trade organizations, youth-serving programs, women's associations, religious groups, and unions. Together, you can sponsor a town meeting, alert the local school system, and involve key people in the business community. Remember to include girls in the process — and in the fun! Gather a small contingent of girls to serve as your advisory board. This is great opportunity for girls to be pro-active on their own behalf.

To learn more about how to implement the day in your community — from start to finish — consult the comprehensive *Outreach Guide* in the *Organizers Kit*.

> "You must do the thing you think you cannot do."
>
> Eleanor Roosevelt, civil rights advocate, author, world diplomat, and first lady

Vote For Girls At Home

- Girls can't vote, but you can! When you visit your local polling place bring a girl along — and keep her best interests in mind as you cast your ballot.
- Fight for a cause with your daughter and others; for example, participate with your daughter in a Take Back the Night rally to protest women's lack of safety on the streets.
- Bring your daughter to school board meetings and encourage her to speak out on issues that affect her and her friends.
- Introduce your daughter to hobbies that give her a sense of physical coordination and know-how. Sports, gardening, woodworking, and basic car repair are all great places to begin.
- Learn the latest about reproductive health with your daughter. Go together to the library, a doctor, or Planned Parenthood. Help her choose a gynecologist she likes. For a unique and comprehensive look at the health needs of teenage girls, check out the Ms. Foundation report *The Body Politic*. Call **1-800-676-7780** to order a copy.
- Practice citizenship with your daughter. Discuss with her what it means to care about community. To take action to change things that aren't fair. To speak out with a strong voice.
- Count your daughter's vote when making family decisions. Encourage her to express her position and point of view.
- If you have daughters and sons, make sure that family chores aren't divided along gender lines. Expect your daughter to lend a hand on home improvement and repair projects, as well as with cooking and cleaning.
- Conscientiously choose toys, books, videos, and computer games that cast smart and strong female characters in the leading roles.
- See the *Parents Guide* for 15 more actions you can take with and on behalf of your daughter every day of the year. Read a book or two from the list of *Recommended Readings* to learn more about how to support girls' healthy development.

Girls Can't Vote — But You Can

Recent public policy reforms — on everything from education to welfare to health care and family planning — will have a direct impact on girls' lives. So as you ponder the issues in your community, we urge you to pause for a moment and look at the world through a girl's eyes.

> "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it is the only thing that ever has."
>
> Margaret Mead, anthropologist

Far from a "single issue" vote, girls' lives and interests are complex, and voting for girls can mean a lot of different things.

Here are a some basic questions to consider: Do your elected officials have girls' best interests in mind when drafting and voting on educational bills? Do they stand squarely in favor of Title IX, the federal legislation prohibiting sex discrimination in education? Are your senators and representatives assuring girls' access to the public spaces and resources they'll need as they come of age? Do they vote in favor of policies supporting equity for girls and boys, and for disadvantaged as well as advantaged girls? Do they take a solid stand against violence against women in any form? Remember: your vote can change girls' lives.

Take a girl along with you to the polls; she'll realize early on that participation in the political process is an inalienable, important responsibility of being an adult. Be sure she understands how you've formed decisions about candidates, the way the democratic process works — and what you actually do inside the voting booth!

Vote For Girls In School

- Discuss the suffragist movement, decades of organized struggle by courageous women and men that, in 1920, won women the right to vote. Can girls and boys cite the names and accomplishments of pioneering suffragists Susan B. Anthony, Sojourner Truth, Elizabeth Cady Stanton, and Mary Church Terrell?
- Help girls stage "speak outs" on matters important to them. Invite the principal, superintendent, editor of the school newspaper, even local government officials, to hear girls' concerns.
- Encourage girl leaders in student government, on sports teams, in extra-curricular activities, and during group work in class.
- Urge girls to ask "why?" when they don't see themselves reflected on the pages of history or science books, or on the posters decorating classroom walls. Whenever possible, choose teaching materials that challenge sex stereotypes and accurately portray the breadth of women's lives and achievements.
- Strengthen reinforcement of Title IX, the federal law prohibiting sex discrimination in schools that receive federal funding. Are girls' sports programs receiving adequate funding? How about programs for pregnant teens and teen mothers?
- Celebrate Women's History Month in March. Throughout time, nothing has been accomplished without the energy, creativity, strength, and wisdom of women. Introduce a legacy of heroines, famous and lesser known, to both girls and boys.
- Stand up against sexual harassment. No girl or boy needs silently endure being taunted, grabbed, pinched, or slandered in math class, at a dance, or on the bus. Do students understand their personal and legal rights to learn in a safe, fair environment? Can they name an adult advocate in school to whom they can turn for help?
- Read the *School Guide* for 10 more actions educators can take — within classrooms and throughout the system — to ensure that girls and boys receive the same quality of education while sitting side by side in our nation's schools. Be sure to check out the list of *Recommended Readings*.
- Get the *Working It Out* lesson plans, comprising dozens of creative classroom activities for use in grades 4 through 9 prior to **Take Our Daughters To Work® Day** and throughout the school year.

> "Responsibility to yourself means refusing to let others do your thinking, talking, and naming for you."
>
> Adrienne Rich, poet and essayist

GROWN-UPS HOW-TO SHEET

Girls are the next generation of women who will work in the world – and CHANGE THE WORLD. What will that be like? Imagine a day when girls are working absolutely everywhere – in board rooms, city halls, union halls and concert halls. Imagine a day when girls speak their minds and adults listen respectfully to their opinions and ideas. Imagine a day when boys in classrooms talk seriously with each other about girls and women. Imagine a day when teenage girls are as sure of themselves as when they were eight or nine, a day when girls realize they're not too smart, too tall, too fat, or too shy. Imagine a day when girls know THEY'RE JUST RIGHT.

Ms. Foundation for Women
TAKE OUR DAUGHTERS TO WORK®

This coming April, on the fourth Thursday of the month, millions of girls across America will participate in **TAKE OUR DAUGHTERS TO WORK® DAY** with parents, teachers and employers. The Ms. Foundation for Women designed this national event to focus on girls' ideas, needs and dreams – and to help ensure that girls remain CONFIDENT, STRONG and IN SCHOOL throughout their teen years.

Participation is easy. The first thing you need to do is ask the girl in your life – your daughter, granddaughter, niece, neighbor or friend – if she wants to go to work with you (maybe she has a friend who'd like to come along, too). Find out if she wants to see where you work, interview your co-workers, learn about the different jobs women do, or TRY HER HAND at something new. Then give her a copy of the *Girls How-To Sheet* to help her prepare. If you can't take her to work, find an adult who can – maybe your carpool mate or your sister-in-law. If you're a homemaker or run a homebased business, plan a day in which GIRLS CAN HELP OUT.

Let your co-workers, employees and boss know you plan to bring a girl to work, and see if your workplace will SPONSOR A GROUP of girls who otherwise might not be able to participate – girls from an area school, housing complex, homeless shelter, Girl Scout troop, YWCA, Girl's Inc., or Big Sisters group. Recommend that your workplace send for the *Organizer's Kit* which explains how to coordinate the day with the media, schools and others in your local community.

Talk to school officials about the day. Inform teachers, principals, PTAs and superintendents that you plan to BRING A GIRL TO WORK with you or that your workplace plans to host a group of girls. Recommend that schools purchase the *Working It Out* lesson plans to prepare students for **TAKE OUR DAUGHTERS TO WORK® DAY** and to explore related topics with girls and boys throughout the year.

Remember, you will be among millions of Americans demonstrating their SUPPORT and CONCERN for girls – and making girls' dreams mean business on the fourth Thursday in April. Give yourself a pat on the back for joining **TAKE OUR DAUGHTERS TO WORK®**.

PLEASE COPY AND SHARE THIS INFORMATION WITH YOUR FRIENDS!

MS. FOUNDATION FOR WOMEN

120 Wall Street, 33rd Floor, New York, NY 10005 1-800-676-7780

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GROWN-UPS CHECKLIST

WHAT TO DO AT HOME:

- ☑ Ask your daughter, niece, or young friend if she'd like to go to work with you. See if she has any friends who are in need of a workplace to visit for the day.
- ☑ Give her a copy of the *Girls How-To Sheet.*
- ☑ Talk with her about what she wants to do when she gets older – and tell her what you had to do to prepare for the job you have today.
- ☑ Get a copy of the *Parents Guide* which explains how to prepare for the day, as well as ways to support girls throughout the year.
- ☑ Tell your neighbors and friends about **TAKE OUR DAUGHTERS TO WORK® DAY**. Give them copies of this sheet and encourage their participation.
- ☑ Send an announcement about the day to the calendar listing or "events around town" section of your local newspaper.
- ☑ Get a copy of the *Outreach Guide* and learn how to take a leadership role in organizing the day for girls and businesses in your community.

WHAT TO DO AT WORK:

- ☑ Tell your boss, co-workers, and employees about **TAKE OUR DAUGHTERS TO WORK® DAY**.
- ☑ Distribute copies of the *Grown-Ups Sheet* at your workplace.
- ☑ Get a copy of the *Employers Guide* which not only explains why **TAKE OUR DAUGHTERS TO WORK®** makes good business sense, but also answers commonly asked questions, and provides sample schedules and activities to try with girls.
- ☑ Encourage your boss to form a **TAKE OUR DAUGHTERS TO WORK®** committee and to host a group of girls for the day.

WHAT TO DO WITH LOCAL SCHOOLS:

- ☑ Talk to school officials about **TAKE OUR DAUGHTERS TO WORK®**; give copies of the *Grown-Ups Sheet* to teachers, principals, and the local school superintendent.
- ☑ Suggest they get a copy of the *School Guide* which explains how to join with local businesses, arrange for transportation and excused absences, and create gender-equitable classrooms for girls and boys.
- ☑ Tell your PTA about the day and distribute the *Grown-Ups Sheet* at the next meeting. Encourage them review the *Synopsis of Research on Girls* and to get involved in planning!
- ☑ Volunteer to work with teachers taking groups of girls to work.

To order copies of the *Organizer's Kit, Parents Guide, Employers Guide,* or *Working It Out* lesson plans, call us at our toll-free number, **1-800-676-7780.**

TAKE OUR DAUGHTERS TO WORK® DAY is just one part of the Ms. Foundation for Women's far-reaching commitment to girls. Under our Girls, Young Women and Leadership Program, we sponsor public education campaigns about girls' health, conduct research on the unmet educational needs of girls, advocate with public policy makers on girls' behalf, and fund non-profit programs serving girls across the country. We direct resources to activities working to promote girls' overall physical and mental health; to prevent eating disorders, substance abuse, and violence against girls; to eliminate gender bias in schools; and to promote age-appropriate sex education and pregnancy prevention programs. To find out more about how you can support this vital work, call the Ms. Foundation at **1-800-676-7780.**

GIRLS HOW-TO SHEET

You are the next generation of women who will work in the world – and CHANGE THE WORLD! What will that be like? Imagine a day when girls like you are working absolutely everywhere – conducting orchestras, legislating law, designing furniture, delivering babies, rousing audiences, fighting fires, piloting planes, researching whales, exploring the solar system, welding, fishing, judging, singing, inventing, you name it. Imagine a day when adults, including your parents and teachers, listen respectfully to YOUR OPINIONS. Imagine a day when no question is too stupid to be asked – and when you'll get an answer. Imagine a day when the boys in your class talk seriously about girls and women, and that on this day you're not too smart, too tall, too fat, too loud, or too shy. Imagine a day when YOU'RE JUST RIGHT – and the world opens its doors to you.

Ms. Foundation for Women
TAKE OUR DAUGHTERS TO WORK®

This coming April, on the fourth Thursday of the month, MILLIONS OF GIRLS ages nine to 15, parents, guardians, and teachers will be participating in **TAKE OUR DAUGHTERS TO WORK® DAY**, a national event devoted to your ideas, spirit, and dreams. It's a day when you'll go to work instead of school. You'll have a chance to meet doctors, garment workers, zoo keepers, and DJs and talk to them about their jobs. It's a day when you'll be able to tell THE PRESIDENT of a company why you would or wouldn't want to work there.

Participating in **TAKE OUR DAUGHTERS TO WORK® DAY** is easy. The first thing you need to do is tell your parents or guardian that a great thing is happening on the fourth Thursday in April, and see if you can GO TO WORK with one of them for the day – or with your grandfather, aunt, sister, cousin, next-door neighbor, or friend.

Or...organize **TAKE OUR DAUGHTERS TO WORK® DAY** yourself with your friends and classmates! Where do you and your girlfriends IMAGINE YOURSELF working in 10 or 15 years? Write or call the mayor's office, a nearby animal clinic, or a local newspaper – wherever you want to learn about what it takes to be a grown-up on the job. Ask if they'd be willing to sponsor you – or all the girls in your grade – on **TAKE OUR DAUGHTERS TO WORK® DAY**.

Once you know where you'll be working, start ASKING QUESTIONS! What will your job be during the day? What should you wear and where will you eat lunch? Get a special notebook to take along on the job, and write down your questions, ideas, and feelings. On **TAKE OUR DAUGHTERS TO WORK® DAY**, think of yourself as a welcome reporter. See for yourself the different kinds of JOBS WOMEN DO. Ask lots of questions. Try your hands at something new. But most important of all, have fun!

PLEASE COPY AND SHARE THIS INFORMATION WITH YOUR FRIENDS!

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GIRLS CHECKLIST

HERE'S HOW I CAN GET READY FOR TAKE OUR DAUGHTERS TO WORK® DAY

AT HOME:

- ☑ Ask a grown-up to take me to work on **TAKE OUR DAUGHTERS TO WORK® DAY** – or to help me get in touch with a place that my friends and I would like to visit.
- ☑ Tell her/him to get a copy of the Grown-Ups Sheet which explains how it all works.
- ☑ Ask my mom, dad, or guardian to get the Parents Guide and give me the Interviewing the World and Girls At Work handouts. These will help me get ready for the big day.
- ☑ Get a special notebook and write down questions I want to ask people on the job.
- ☑ Write a list of 20 things I like to do (e.g., solve equations, play soccer, laugh, give good advice) in my notebook.
- ☑ Decorate the cover of my notebook to look like me: my personality, interests, and dreams.
- ☑ Interview a grown-up I like about her work.

AT SCHOOL:

- ☑ Tell my teacher and principal I want to go to work on the fourth Thursday in April.
- ☑ Suggest that they get copies of the *Grown-Ups Sheet* and *School Guide*, which explain what **TAKE OUR DAUGHTERS TO WORK® DAY** is all about.
- ☑ Work hard on the special *Working It Out* activities that help prepare my classmates and me for the day.

WE'D LOVE TO HEAR FROM YOU!

Please send us poems, stories, and artwork about: ✪ Your life as a girl (at home, in school, with friends, or family, good times or hard times) ✪ Your future dreams ✪ How to be a powerful girl.

WITH MY FRIENDS:

- ☑ Find out where my girlfriends – from school, clubs, and my neighborhood or housing complex – will be working.
- ☑ If some of my friends don't have a workplace to visit on **TAKE OUR DAUGHTERS TO WORK® DAY**, see if they can come along with me.
- ☑ Write a letter to a local business or organization – maybe a radio station, courthouse, hospital, or construction company. Tell them we're interested in their work, and ask if they'd host a group of girls on **TAKE OUR DAUGHTERS TO WORK® DAY**, the fourth Thursday in April. Suggest that they get the Employers Guide which explains what the day is about and how to plan for it.
- ☑ Read parts of the Parents Guide to find out why the day has been created especially for girls and what boys will be doing while we're at work.
- ☑ Share my special notebook, ideas, questions, and dreams about work with my friends.

QUESTIONS I want to ask people during my day on the job:

ADD TO THE LIST

WHAT do you do here during the day? **WHAT** do you wish someone had told you about work when you were my age? **WHAT** kind of training did you need to get your job? **WHAT** do you like about your work? **WHAT** happens when you make a mistake? **HOW** does your work affect girls? **HOW** do you balance your work and family? **HOW** is it different being a woman than a man on the job?

FILL IN THE BLANKS:

I would love to be a _____ when I grow up.
(your dream job goes here: e.g., veterinarian, inventor, dancer)

I am going to _____ on **TAKE OUR DAUGHTERS TO WORK® DAY**.
(name of adult's workplace)

TAKE OUR DAUGHTERS TO WORK®

A Girl is Watching. What is She Learning?

PARENTS GUIDE

This coming April, on the fourth Thursday of the month, **MILLIONS** of parents will give their daughters an inside view of how America works — in small towns and big cities, industrial parks and airports, courthouses and construction sites — on **TAKE OUR DAUGHTERS TO WORK® DAY**. This annual sensation couldn't get off the ground without the enthusiastic help of parents and family members like you.

Parents contact schools and union officials, tell their **CO-WORKERS** about the day, and ask their bosses to organize planning committees at work. They alert their local newspapers, write letters to heads of corporations, and some even start **TAKE OUR DAUGHTERS TO WORK®** clubs.

As a result of this huge effort, girls from neighborhoods in **MIAMI TO ANCHORAGE** have the chance to spend a day on the job alongside mothers, fathers, aunts, neighbors, and family friends. Anywhere adults go, girls go too.

MS. FOUNDATION FOR WOMEN

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TAKE OUR DAUGHTERS TO WORK®

A Girl is Watching. What is She Learning?

EMPLOYERS GUIDE

This coming April, on the fourth Thursday of the month, girls' **DREAMS** will once again mean business on **TAKE OUR DAUGHTERS TO WORK® DAY**.

Under the auspices of the Ms. Foundation's public education campaign, **MILLIONS** of girls aged nine to 15 will be returning to workplaces they visited last year, and thousands more will be making the rounds for the first time — **PUNCHING THE CLOCK** at offices and opera houses, retail stores and news rooms, hospitals and universities. Girls all across the country will accompany parents, relatives, teachers, and friends of the family to **LEARN FIRST-HAND** what goes on in the American workplace. ✶

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