identified specific behaviors indicative of developmental levels, there are no standard techniques for assessing developmental levels. The methods of assessment in the present study were strictly observational, relatively informal, and based solely on the GSA's personal contact with the students.

For a cognitive-developmental approach to be implemented, additional training in student development theory would be necessary. Even then, the GSA's approaches would be based only upon the limited exposure and basic theoretical understanding acquired during a brief training period.

One possible solution would be to base group programming on the predominant developmental levels among college students. GSAs instructed in the levels of development most likely to be encountered within their chapters, could then implement specifically designed programs for the students' developmental levels. This approach reduces the need to assess each student's development when designing programming for the group.

To date, GSAs have designed advising approaches based upon intuition, personal background, and trial-and-error. The cognitive-developmental models outlined provide GSAs with a theoretical basis for understanding their population, while allowing them the freedom to define goals, and design individual approaches.

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EXAMINING WOMEN'S VIEWS ON CAREER, MARRIAGE AND FAMILY: 1950-1984

Carol S. Weinrich

Views of professional women, currently in academic settings, are examined and compared to women in similar settings from 1950 to 1984. The paper focuses on career, marriage and family issues.

History has witnessed many role changes for women from the time when they existed solely as wives and mothers. Today, women may choose to have a career, children, *and* stay single. More has been accomplished in the past 30 years, with regard to women's rights, than in the preceeding 200. Society may be unprepared to assimilate the progressive changes which have been occurring. Consequently, some women's rights for personal choice are being violated, not unlike those women who had been denied education or employment due solely to their gender. Equality entails the right to choose among all choices, not simply the progressive or popular choices of the period. This paper compares the views of society from 1950 through 1984 to the views of women interviewed in a study conducted by Dr. Nancy Evans of Indiana University on the development of women. Women in the study ranged from mid-twenties to post-retirement age, and were teachers or administrators at the elementary, secondary, or post-secondary level in the state of Indiana.

Prior to 1950, limited numbers of fields were available to women, most being substandard in salaries and benefits. Teaching at the elementary and secondary level was one of the most open professions for women. (Rothman, 1978). Even in this "open" profession, women were forced to make choices regarding career and family.

> When I started teaching (1920s) they did not allow anyone to be married after you started teaching unless you were on tenure (5 years). So to begin with, I didn't get married until after I'd taught six years, just to be sure. There was no such thing as taking maternal leave, you resigned, and if you were not on tenure and you got married, you resigned. (Evans, 1984, No. 129)

In this case, society deemed women incapable of managing both family and teaching early in their careers. Further, women with a genuine career interest were described as both rare and maladjusted (Helson, 1972).

During the 1950s, an effort was made to accept the idea that a married woman could also work if her family came first. Following World War II, acceptance of women in the work world was inevitable after thousands of women had quite credibly engaged in what was traditionally considered man's work (Helson, 1972). In addition to the drastic impact of the war, by 1950 women were better educated,

and marrying and starting families earlier. Most women could expect to have their last child in kindergarten by the time they were 35 years old (Helson, 1972). With an increasing life expectancy, women were left with a long and empty span in their future. The shortage of nurses, technicians, and teachers to work with the growing number of children from the post-war baby boom, resulted in substantial numbers of women entering the labor force.

The increase was clearly reflected in studies of women's marriage and career choices in the 1950s. Berry (1955) found that the majority of college women planned to assume both homemaker and wage earner roles in the future. Women seeking the exclusive role of homemaker or high professional requiring graduate training were considered atypical in their orientation (Rand, 1968).

Watlety (1969) surveyed the future plans of National Merit Scholarship winners between 1956 and 1960. Responses included marriage only, career only, marriage with immediate career, or marriage with deferred career. Of the women surveyed, 88% intended to pursue marriage, 85% intended to pursue a career, and 79% intended to pursue both. Nine percent indicated they would pursue marriage only, and 6.0% indicated pursuit of career only. The research suggested that marriage was a higher priority than career.

Frustration was the most frequent problem expressed by women planning marriage with a career. Evans (1984) found that women entering the work force and raising a family expressed this concern.

> I felt frustrated.... I did feel frustrated at the time when I had three little ones. They were my responsibility. Joe (husband) and I were going to rear them, but I kept thinking, I've got a lot on the ball and surely there's going to be a time. I wanted something more, but I also wanted a family. If I were to choose career and family, number one would be family. The enjoyment of having the children and all the frustration and pain and hurt, bother...whatever it brings. That would have been number one. (Evans, 1984, No. 12)

Although this woman worked, she chose to delay her professional career until her children were older. Evans (1984) surveyed many women who did both simultaneously. The following are some of their thoughts regarding the experience.

> In the early years, I was jealous of the time I spent with my family. When I began this job the youngest child was nine years old and I didn't want her to feel I wasn't spending enough time with her. I remember saying, I can only work between 9:00 a.m. and 3:00 p.m. because I need to be there before the bus leaves and then when she came home. I have felt all along that my family was important. (Evans, 1984, No. 67)

> I guess my past has said you don't have cleaning ladies come in, you do everything yourself. That's something I have struggled with but haven't resolved. That has been some conflict in me, how to manage my time and get everything done. I haven't been able to let loose and say, so the house is a mess...big deal. (Evans, 1984, No. 99)

> I went back to college and finished in three and a half years and then took my first teaching position, which was Home Economics, because it fit well with the family. When I started, I started with speech and journalism, but it didn't seem too compatible with trying to run a family so I crossed that out. (Evans, 1984, No. 192)

In all of these instances, the women stated or alluded to the primacy of home and family in their lives.

In the 1960s, society began expecting both a career and family of women. Along with this expectation came the understanding and acceptance that marriage and family were first priorities and that a woman's place in the world of work would continue to reflect inequality (Helson, 1972).

Bernard (1964) found that women educators, who were married and had a family, were unlikely to undertake academic responsibilities without family approval or consent. The attitude of the husband was the most important factor for married women considering entrance into the work force (Weil, 1961). A 1966 survey of women college graduates from the class of 1957 found similar attitudes. Non-working women stated that their husband would no longer oppose their working once the children had grown. There was also less opposition to part-time employment than to full-time employment (United States Department of Labor, Women's Bureau, 1966).

Evans (1984) obtained similar findings.

> When we first got married, he (husband) would have preferred I stay home, which is what I did until my children went to school. And he was right. (Evans, 1984, No. 250)

> We talked about whether I would want to work part-time or full-time.... I'm not sure where I want to go. I do want our kids to grow up happy and have good support and growth and education that they need. (Evans, 1984, No. 209)

> ...(I was married) early in my teaching career but only for five years (husband is deceased). That's why I've had the continuing freedom to do as I please. (Evans, 1984, No. 65)

These brief self-disclosures demonstrate that the effect of a husband or family on a woman's career decisions.

For the professional woman, the husband is still likely to have a major impact on career. The assumption that women would pattern their career choices around their husband pervaded the literature of the 1960s (Davis, 1969). Again, Evans (1984) revealed similar practices and beliefs held today.

> Even then my husband's view was, "if you want to go, let's go. I'll sell shoes or something." Well it's easier for him to say that than to live it and I'm not certain I would be effective in dealing with the knowledge that here was a supremely qualified, gifted teacher of American History who was selling shoes because of his willingness to be solicitous of my career. (Evans, 1984, No. 75)

> The marriage has...I don't want to say hindered, but I suppose it's certainly limited it (career). I'm in the process of resigning. Again I'm following my husband, he was transferred. (Evans, 1984, No. 63)

> I don't know if it's been a hindrance, maybe it's just factor of life in the sense that I will be here for the rest of my life because of my husband's career (farming).

> Right now I don't look at that necessarily as a hindrance, I'm not unhappy with what I'm doing. (Evans, 1984, No. 22)

Whether these women are happy or unhappy, they seem to accept their husband's career taking precedence over their own. In dual career marriages, the wife assuming a professional role does not dramatically change familial roles. Paloma and Garland (1970) found no evidence to suggest that women wanted egalitarian roles in their marriages. As long as the husband was able to provide adequately for the family, women accepted primary responsibilities in the areas of homemaking and child care.

In addition to the internal forces from family, external forces such as the mass media, pediatricians, other women, and school authorities, forced women to make home a priority over career. These external forces claimed that the working mother was causing irreparable damage to her children (Prather, 1971). Dr. Benjamin Spock, a leading authority on child rearing, wrote that "any mother of a preschool child who is considering a job should discuss it with a social worker before making her decision" (Spock, 1963, p. 14). This influence is still apparent in the views of women today.

> There's a lot of me that says you should be home, you're neglecting your children, not being there for whatever reason they need you. So I vacillate between feeling good about being full-time and setting an example for them, and neglecting them in other areas too. (Evans, 1984, No. 63)

> Before the children were in school, they were my prime interest. I went to bed at 9:00 p.m. with them and got up at 4:00 a.m. (to do my work). The house was nice and quiet. (Evans, 1984, No. 67)

Several married women with no children expressed similar views on the priorities of career and family.

> I'm sorry to say right now I spend more time with my career. It would have been difficult if we had children.... I think then my family would move to the top. (Evans, 1984, No. 99)

> I suppose my career has been a central role in my life because I don't have any children. I've been free to give whatever time I need. I'm a widow, so I don't have any other responsibilities. (Evans, 1984, No. 65)

To summarize, the 1950s and 1960s reflected the concept of the woman who, though married and a mother, might still work as the family required it, or on a second priority basis.

Women of the 1970s were influenced by debate over the Equal Rights Amendment to the Constitution (Rothman, 1978). The Equal Rights Amendment called for equal opportunity for employment and equal pay for equal work. Consequently, the working professional woman received much attention from the media, while the traditional woman choosing to stay home and raise a family lost prestige and status. Also, in the mid-1970s the birthrate reached an all time low, partially due to advances in birth control technology and the advent of the Pill (Rothman, 1978).

The working woman with a family was faced with a dilemma. By focusing on her career, she was apt to be labeled as a poor mother who neglected her children. On the other hand, if she sacrificed her career, she was not one of today's women. This dilemma exists yet today.

> It (having a child) made me debate a lot about working versus staying home. I guess I've got to believe quality versus quantity. (Evans, 1984, No. 22)

The research completed by Evans (1984) suggested that women who are married and have children choose family as a top priority.

> Career is most important, but family is still...if it was between family and career, I would choose family if it were needed. (Evans, 1984, No. 17)

> I think my family is probably my most important thing to me. I think if it really came down to it, I would choose my family over my career. (Evans, 1984, No. 22)

Single women were much more likely to name career as the most important aspect of their lives, but there were frequent references to the possibility of marriage in the future.

> I have this career, it's working out well, I feel financially secure, I'm glad of what I'm doing, but I need a companion in my life...something's missing. I want to be married. Thirty seems to be the magical age. (Evans, 1984, No. 29)

> I see that (marriage in the future) more now than when I first started out. I totally focused on my career, setting myself up as a professional. Then after I became a professional, I started to see that you need a life outside of being a professional. (Evans, 1984, No. 44)

Conclusion

While social changes can greatly influence domestic attitudes, the biological factors will not change—women bear children, men do not. If these biological differences can be accepted, one should also accept that some women may prefer to align their lives with traditional orientations. Women should be able to choose marriage and family over, or in place of, a career without ridicule from society or their peers.

Seemingly, today's woman must have it all; a successful career, a successful marriage, and self-actualization. These demands suggest a "super woman." The unstable economy of the 1980s and the strides being made for equality in rights will enable women to continue to take a prominent and rightful place in the work force. Those women choosing to devote their lives solely to their career are accepted and respected by society. The woman choosing to devote her life to the role of wife and mother deserves the same acceptance and respect. The research conducted by Evans (1984) suggested that feminists of the future must fight for a woman's right to choose any role whether it be career-oriented, family-oriented, or "super woman." Only then can all women reap the benefits of the long struggle for equality and the right to choose.

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BULIMIA IN COLLEGE WOMEN

Tamera J. Mowery

This article explores bulimia and suggests possible implications for residence hall staffs. Characteristics of bulimics, and the causes and effects of the illness are also examined.

Introduction

"College campuses have always been places where vitality, attractiveness, freedom, and experimentation have been valued and prized" (Kubistant, 1982). Living up to these values can be difficult. On campus, bulimia is an accepted method of staying in control of one's diet, as well as one's self-esteem. Bulimia is almost epidemic in this setting (Kubistant, 1982). The purpose of this paper is to give a general overview of bulimia as it relates to the college campus.

Definition

The word, bulimia, also known as "bulimarexia", "binge-vomiting", and "gorge-purging", is derived from the Greek, *bonus limos,* meaning "ox hunger" or "insatiable appetite." Victims of bulimia regularly gorge themselves with food, especially high calorie food, for periods lasting up to several hours (Cauwels, 1983). The frequency and duration of binging episodes among bulimics was studied by Mitchell, Pyle, and Eckert (1981) in an outpatient setting. Their research indicated that an average of 13.7 hours are spent in binge eating weekly, with a range from 15 minutes to 8 hours for each binge. The calories consumed ranged from 1,200 to 11,500 calories per binge with carbohydrates as the primary food.

To avoid gaining weight, bulimics purge themselves after each binge through self-induced vomiting, laxative or diuretic abuse, or a combination of these methods (Cauwels, 1983). Wermuth, Davis, Hollister, and Stunkard (1977) estimated that 5% to 25% of all young women age 18 to 35 do some form of gorging and purging. Halmi, Falk, and Schwartz (1981) obtained data by questionnaire from students at the State University of New York indicating that within the normal college population, 13% of the students are bulimic. An average of 10% of all the students surveyed used self-induced vomiting or laxatives for purging.

Wermuth *et al.* (1977) provided a description of a typical binge episode.

> It occurs when the person is alone and has an air of secretiveness. The food is usually consumed rapidly with little or no chewing. The foods eaten tend to be sweet and starchy items that lend themselves to rapid consumption. Often there is little preparation of the foods and they are eaten directly from their containers, often without the usual preparation such as thawing or heating. As the episode of binge eating progresses there is decreased selectivity of food items and unusual food combinations or foods not generally enjoyed are then consumed. The binge