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The Berger Institute for Work, Family, and Children

2009/2010

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MESSAGE FROM THE DIRECTOR

This year, the Berger Institute embarked on its ninth year—and my second as director. Our vision for the Berger Institute is for it to be a leading source of research on significant issues impacting the intersection between work and family and we have continued our efforts to make this vision a reality over the past year. Specifically, I have focused on increasing and improving our student research programs. We currently employ 8 student research assistants (4 are working under myself, the Director of the Berger Institute, and Kirsti Zitar, the Program Coordinator of the Berger Institute, and 4 are working with CMC Faculty Research Affiliates of the Berger Institute). We awarded our second Berger Institute Fellowship in Fall 2009 and we will award 4 Summer Faculty/Student Research Grants in 2010. We are continuing our Berger summer internship program where a student interns in a position at a company that exposes them to the development of work/family policies (2 internships will be sponsored by Eclipse Berry Farms, LLC, 1 by Families and Work Institute, and 1 by FibroGen). Finally, we lined up a wonderful interdisciplinary speaker series at the Athenaeum both during the Fall of 2009 and into the Spring semester of 2010, and will be co-hosting the Southern California Conference in Applied Microeconomics with the Lowe Institute and the Robert Day School of Economics and Finance.



We continue to increase the visibility of the Institute through members of our advisory board, student internships, by hosting exciting speakers and experts on campus, and by adding to our Berger Institute Work-Family Research Coalition (WFRC)—an online resource for those interested in research that is related to work and family. For more information on the Berger Institute's WFRC affiliates please visit: <http://www.cmc.edu/berger/faculty/researchaffiliates.php>.

Last year we started a research program examining the "Opt-Out Revolution"—whether women (particularly highly educated women) are more likely to exit the labor market than their male counterparts for family responsibilities (i.e., child care or elder care)—which was first sensationalized by Lisa Belkin in a *New York Times* article in 2003. Using data from the 1980, 1990, and 2000 US Census, the first paper in the series "The Opt-Out Revolution: A Descriptive Analysis" documents if evidence of the opt-out phenomenon exists. With the exception of married white women who work in male dominated occupations (e.g., lawyers and physicians), little evidence for the opt-out phenomenon is found. To read the full paper (which is currently under review) please visit http://www.cmc.edu/berger/pdf/oo_paper11final.pdf.

The second paper in the series (which is a work in progress), "A Dynamic Analysis of Married Women's Decisions to Opt-out of and Re-Enter the Labor Market Surrounding Childbirth" (with Serkan Ozbeklik), formally analyzes the length of time married women are out of the labor market conditional on their being attached to the labor market prior to and then leaving the labor market after the birth of their first child. We also examine the types of employment women transition back into. Specifically, are they transitioning back into full-time employment or do they shift toward part-time employment? Do they return to their former occupation or do they switch career paths? Are they more likely to transition into self-employment, which affords them more flexibility, or do they remain in the wage and salary sector?

The remaining papers in the series will be based on data from another exciting project, an Alumni Survey, which the Berger Institute is undertaking this year. The survey examines work/family issues among female and male graduates of liberal arts colleges, with a particular focus on one's decision to exit the labor market to care for one's family. The survey will be piloted at the Claremont Colleges in late Spring 2010. We will later target a broader audience of all liberal arts college alumni nationwide.

This year we welcomed our new Program Coordinator, Kirsti Zitar (CMC class of '97) in April 2009. Kirsti is excited to be a part of the Institute and work directly with students and on programs relating to work and family balance.

I am extremely pleased at our progress in making the Berger Institute a leading source of research on work and family issues, particularly issues relating to an individual's decision to exit the labor market. Please continue to check our website, <http://berger.cmc.edu>, for our future events and research projects.

Heather Antecol

Director, Berger Institute for Work, Family and Children

BERGER INSTITUTE 2009-2010 SPEAKER SERIES

Since its inception, the Berger Institute for Work, Family, and Children has established a Speaker Series, in which we sponsor quality speakers from various disciplines to discuss relevant issues on work, family, and children. The Berger Institute is proud to present the following speakers at the Marian Miner Cook Athenaeum at Claremont McKenna College for the 2009-2010 Berger Institute Speaker Series.



MAKING SMART CHOICES IN LIFE AND WORK

Sylvia Ann Hewlett, Ph.D.
October 5, 2009

Sylvia Ann Hewlett is an economist and the founding president of the Center for Work-Life Policy (CWLP), a nonprofit think tank, where she leads the “Hidden Brain Drain,” a task force of 50 global companies and organizations committed to fully realizing female and multicultural talent. In addition, she directs the Gender and Policy Program at the School of International and Public Affairs, Columbia University. She is a member of the World Economic Forum’s Global Agenda Council on the Gender Gap.

Dr. Hewlett is the author of nine critically acclaimed nonfiction books, including *When the Bough Breaks* (1991)(winner of a Robert F. Kennedy Memorial Book Prize), *The War Against Parents* (1998)(co-authored with Cornel West), *Creating a Life* (2004)(named as one of the best books of 2002 by *Business Week*), *Off-Ramps and On-Ramps* (2007)(Harvard Business School Press, named as one of the best business books of 2007 by Amazon.com) and *Top Talent: Keeping Performance Up When Business Is Down* (Harvard Business Press) to be published in October 2009. She is the author of numerous *Harvard Business Review* articles including: “Leadership in Your Midst: Tapping the Hidden Strengths of Minority Executives” (2005), “Extreme Jobs: The Dangerous Allure of the 70-Hour Workweek” (2006), “Stopping the Exodus of Women in Science” (2008) and “How Gen Ys & Boomers Will Reshape Your Agenda” (2009). Her articles have appeared in the *New York Times*, the *Financial Times*, *Foreign Affairs*, *Veja*, and the *International Herald Tribune*. She is a featured blogger, appearing monthly on Harvard Business Online and ForbesWoman.com.

Dr. Hewlett has taught at Cambridge, Columbia, and Princeton universities and held fellowships at the Institute for Public Policy Research in London and the Center for the Study of Values in Public Life at Harvard. In the 1980s she became the first woman to head up the Economic Policy Council — a think tank composed of 125 business and labor leaders.

Sylvia Ann Hewlett’s visit to CMC is jointly sponsored by the Berger Institute for Work, Family, and Children; the Lowe Institute for Political Economy; Robert Day School of Economics and Finance; CMC President Pamela Gann and Dean of the Faculty Gregory Hess.

GETTING TO 50/50

Joanna Strober
March 10, 2010



Joanna Strober has spent her career in private equity, as an attorney and as a venture capital and buyout investor. She is currently Managing Director of a fund investing in private equity partnerships at Sterling Stamos Capital Management. As one of the few women in private equity in Silicon Valley, Joanna has been featured on the front page of the Wall Street Journal for launching many well-known and successful companies.

In partnership with Sharon Meers, Joanna is also co-author of the book *“Getting to 50/50: How Working Couples Can Have It All by Sharing It All”*. Both women are professionals, wives, and mothers with five young children between them. They understand the challenges and rewards of two-career households. They also know that families thrive not in spite of working mothers but because of them. You can have a great career, a great marriage, and be a great mother. The key is tapping into your best resource and most powerful ally—the man you married.

After interviewing hundreds of parents and employers, surveying more than a thousand working mothers, and combing through the latest government and social science research, the authors have discovered that kids, husbands, and wives all reap huge benefits when couples commit to share equally as breadwinners and caregivers. Mothers work without guilt, fathers bond with their kids, and children blossom with the attention of two involved parents.

Joanna lives in the Bay Area with her husband, Jason, a software entrepreneur, and their daughter, age 10, and two sons, ages 7 and 2. She holds a B.A. in Political Science from the University of Pennsylvania and a J.D. from UCLA.



GENDER, SOURCE COUNTRY CHARACTERISTICS AND LABOR MARKET ASSIMILATION AMONG IMMIGRANTS

Francine Blau, Ph.D.
April 16, 2010

Francine D. Blau is Frances Perkins Professor of Industrial and Labor Relations and Labor Economics. She is also a Research Associate of the National Bureau of Economic Research in Cambridge, Massachusetts, and a Research Fellow of the Center for Economic Studies/Ifo Institute in Munich, Germany and of IZA in Bonn, Germany.

Before coming to Cornell, she was for many years on the faculty at the University of Illinois, Urbana-Champaign. She received her Ph.D. in Economics from Harvard University and her BS from the School of Industrial and Labor Relations at Cornell University.

Professor Blau has served as President of the Society of Labor Economists and the Labor and Employment Relations Association (formerly the Industrial Relations Research Association), Vice President of the American Economic Association (AEA), President of the Midwest Economics Association, and Chair of the AEA Committee on the Status of Women in the Economics Profession. She is a fellow of the Society of Labor Economics, the American Academy of Political and Social Science, and the Labor and Employment Relations Association, and was the 2001 recipient of the Carolyn Shaw Bell Award from the American Economic Association Committee on the Status of Women in the Economics Profession for furthering the status of women in the economics profession. She is on the Editorial Board of the *Journal of Labor Economics* and the Editorial Advisory Board of *The Annals*, and is an Associate Editor of *Labour Economics*; she was formerly an editor of the *Journal of Labor Economics*, on the Board of Editors of the *American Economic Review*, on the Advisory Board of the *Journal of Economic Perspectives*,

and an Associate Editor of the *Journal of Economic Perspectives*.

Professor Blau has written extensively on gender issues, wage inequality, immigration, and international comparisons of labor market outcomes. She has published articles in the *American Economic Review*, the *Journal of Political Economy*, the *Quarterly Journal of Economics*, *Economica*, the *Review of Economics and Statistics*, and other major journals. She is the author of *Equal Pay in the Office* and, with Lawrence Kahn, of *At Home and Abroad: U.S. Labor Market Performance in International Perspective* (recipient of the Richard A. Lester Prize for the outstanding book in labor economics and industrial relations for 2002) and the editor, with David Grusky and Mary Brinton of *The Declining Significance of Gender?*, and with Ronald Ehrenberg of *Gender and Family Issues in the Workplace*. She is also coauthor, with Marianne Ferber and Anne Winkler, of *The Economics of Women, Men, and Work* currently in its 6th edition.

Francine Blau is the keynote speaker at the Southern California Conference in Applied Microeconomics to be held in conjunction with the Lowe Institute and the Robert Day School of Economics and Finance at Claremont McKenna College on April 16, 2010.

WORK-FAMILY RESEARCH COALITION

Under the directorship of Heather Antecol, the Berger Institute manages a Work-Family Research Coalition. The purpose of the Berger Institute Work-Family Research Coalition is to encourage collaborations among the researchers within the coalition. Moreover, the coalition is designed to disseminate research to academics and researchers, as well as to impact public-sector and private-sector business practices.

MEMBERS OF THE COALITION INCLUDE:

Heather Antecol, Ph.D.

Director, Berger Institute for Work, Family, and Children
Boswell Professor of Economics,
Claremont McKenna College

Rosalind Chait Barnett, Ph.D.*

Senior Scientist, Women's Studies Research Center,
Brandeis University

Mary Blair-Loy, Ph.D.

Associate Professor of Sociology,
University of California, San Diego

June Carbone, Ph.D.

Edward A. Smith/Missouri Chair of Law, the Constitution
and Society, The University of Missouri at Kansas City

Ellen Galinsky, Ph.D.*

President and Co-Founder, Families and Work Institute

Janet Gornick, Ph.D.

Professor of Political Science and Sociology,
The City University of New York

Jeff Greenhaus, Ph.D.*

Professor and William A. Mackie Chair in the
Department of Management,
Drexel University's LeBow College of Business

Diane Halpern, Ph.D.

Professor of Psychology, Claremont McKenna College

Heidi Hartmann, Ph.D.

President, Institute for Women's Policy Research

Vicky Lovell, Ph.D.

Senior Policy Analyst, California Budget Project

Pamela Stone, Ph.D.

Professor of Sociology, Hunter College, CUNY

Sherylle J. Tan, Ph.D.

Associate Director of Research and Internships,
Kravis Leadership Institute, Claremont McKenna College

Špela Trefalt, D.B.A.

Professor of Organizational Behavior, Simmons College

Jennifer Ward-Batts, Ph.D.

Assistant Professor of Economics, Wayne State University

*New members as of this year.

WORK AND WORDS: THE EFFECTS OF WORK-FAMILY CONFLICT AND PARENTAL BELIEFS ABOUT EARLY LEARNING ON PRESCHOOLERS' VOCABULARY

Courtney Dern '10

Berger Institute Fellow 2009-2010



Imagine returning home after a stressful day of work; imagine the exhaustion you feel and the relaxation you crave. Imagine a preschooler with her eager questions, her giggly or grumpy mood. Now put the two together and picture returning home from work to that young child. Do you read to her and thoughtfully answer her inquiries? Do you put a movie on so that you can unwind from your hectic day and prepare dinner?

If you are like many parents, it is possible that you will want some time to yourself. Research shows that after stressful days at work, mothers are more likely to withdraw from their preschool-aged children (Repetti & Wood, 1997). Specifically, they talk less and pay less attention to their preschoolers than after non-stressful workdays. This is a troubling finding given the fact that major differences in children's long-term language abilities result from the amount of time parents spend talking with children when they are young. It is possible, therefore, that parents experiencing stress from their job may be harming their children's vocabulary by withdrawing from interaction after work. But will parents who believe in the importance of speaking to their children do so even when they have had a hard day at work?

Parents' beliefs about interacting with their children may be more important than work-related stress in determining what happens when they get home from work. If parents do not realize the importance of reading and speaking with their children, it is likely that they will not do so. In a recent poll of a nationally representative sample only 13% of Americans believed that children who are not read to before kindergarten will be behind in high school, despite research showing the long-term importance of early childhood education (Bennett, 2009). Positive parental beliefs are likely predictors of vocabulary skills. In fact, previous studies with low-income populations support this relationship (see, for example, DeBaryshe, 1995). Because positive parental beliefs partially buffer the negative effects of having a low socioeconomic status, they might also alleviate some of the negative consequences of having high work-family conflict if there is indeed a relationship between work-family conflict and children's vocabulary skills.

To test these hypotheses, I studied the possible relationship between work-family conflict and parental beliefs about the importance of early learning on children's vocabulary skills with a fellowship from the Berger Institute for Work, Family, and Children. Before children start school, there is already a huge disparity between the size of lower-income students' vocabularies and the size of higher-income students' vocabularies. I analyzed data collected from preschool children and their parents across a range of income levels to investigate the relationship between

these two potential predictors of child vocabulary across socioeconomic statuses.

Parents participating in this study worked in a variety of jobs and included firemen, pilots, bartenders, brokers, and house cleaners. Consequently, annual household incomes ranged from below \$10,000 to over \$150,000. Families were recruited from three preschools: Claremont McKenna's Children's School, Wilmot Elementary in Evergreen, Colorado, and Kingsley Elementary, a Head Start classroom in Pomona, California. The preschools represented a breadth of socioeconomic statuses ranging from higher-income to lower-income, respectively.

Parents completed a survey about their work-family conflict, beliefs about the importance of early childhood learning, and demographic information about themselves and their children. Parental belief questions included items about whether or not they can influence their child's learning and how much they think their child can learn. Parents were also asked about practices that promote vocabulary growth in their child and the importance of early learning on later academic success. Work-family conflict questions asked parents to report the extent to which they agree with statements such as: "I am often so emotionally drained when I get home from work that it prevents me from contributing to my family." Demographic information included information on household income, parental characteristics (education, employment status, occupation, gender, marital status, and age) and children characteristics (age and gender). Additionally, children were individually tested using the Peabody Picture Vocabulary Test to measure their vocabulary, which is a significant predictor of later literacy skills. The sample consisted of 53 families, however only 38 families completed both components of the study. The lower response rate was largely due to many preschoolers not completing the vocabulary measure.

As predicted, I find a statistically significant relationship between parental beliefs about early learning and children's vocabulary. Specifically, parents who think that it is important to read and speak to their children had preschoolers with larger vocabularies. While the effect of parental beliefs on children's vocabulary persists when child characteristics and parental characteristics are added to the analysis, the magnitude of the effect falls and the effect is no longer statistically significant.¹ I posit that the lack of significance is likely an artifact of the limited sample size, and not an indication of a limited role for parental beliefs on their children's vocabulary. Finally, I show

¹ Ideally one would control for household income in the analysis. However, many families did not respond to the household income questions, and the non-response appears to be non-random. Despite this shortcoming, controlling for education level, marital status, and race serve as proxies for household income

that, perhaps surprisingly, there was no difference in children's vocabulary skills when their parents reported higher levels of work-family conflict. This finding seems to go against what has been found in the existing literature about engagement levels of parents with young children after stressful days of work (see for example Goodman, Crouter, Lanza, & Cox, 2008 and Repetti & Wood, 1997).

Children, especially young ones, learn much about the world through their families. Consequently, the quality of their home life is predictive of their academic success and further studies about its influences are vital. These results will help us target the environmental factors that affect preschoolers' vocabulary in order to provide better futures for our children. Because parental beliefs, and not work-family conflict, appears to be related to children's vocabulary skills, policy makers and those involved with intervention programs should put their energy toward educating new parents on the importance of early learning,

thereby strengthening their beliefs and hopefully boosting their children's vocabulary.

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RESEARCH BY OUR CMC FACULTY AFFILIATES AND STUDENTS

The Berger Institute has an interdisciplinary group of Claremont McKenna College faculty affiliates who examine various topics on work and family from the disciplines of economics, psychology, history, government, and literature. We promote and support our faculty affiliates and their students through summer faculty/student research grants and student funding. Students who work with our faculty affiliates engage in meaningful and valuable roles in their work-family research agendas. We currently employ 8 student research assistants (4 are working with Berger Institute Faculty and 4 are working with our CMC Faculty Research Affiliates). As well, we awarded 5 Summer Faculty/Student Research Grants in 2009 (one of which was funded through the Dean of Faculty's Office without student support). The findings of the research funded through these Summer grants are discussed below.

Audrey Bilger, Ph.D.

Associate Professor of Literature

Anum Malkani '11

FAMILY MATTERS IN 19TH-CENTURY ENGLAND AND AMERICA

During the summer of 2009, thanks to the assistance of the Berger Institute, I conducted general research for the book I am co-authoring on 19th-century women's culture. This book, entitled "Six Degrees of Jane Austen," examines connections between and among women writers in England and the United States and pays particular attention to how expectations that women adhere to a feminine ideal of domesticity affected what they were able to do and say as professional writers.

The section I completed last summer, aided by my Berger Institute-funded research assistant Anum Malkani, focuses on euphemisms for pregnancy. I discuss how pregnancies are covered up or only slightly alluded to in print and talk about the colorful euphemisms used to signal a woman's "condition." Anum went through slang dictionaries of the period and helped me find a variety of expressions that were current at the time. The section takes its title, "The Pudding Club," from one such euphemism. As a particular literary example, I examine Catherine in *Wuthering Heights*, who dies shortly after giving birth to a daughter and whose pregnancy is mentioned in cautiously coded terms. Given the centrality of pregnancy in the lives of married women of the 19th century and the seriousness of infant and maternal mortality, the timid representations offered in the literature of the day mask a central truth about female life at this time. Over the summer,

Anum also reviewed biographical material on many of the authors to be included in this study and compiled a working bibliography of their works.

Anum has continued to assist in my research for this project, helping me to build an image database from which to select possible illustrations for the book. She has been reviewing 19th-century manuals and guides for women in our libraries' rare books collections to find images that may be scanned for inclusion in this study.

In addition to the 19th-century women writers project, I am also co-editing an anthology with Senior Editor of Ms. Magazine Michele Kort on the current state of affairs for committed lesbian couples. This anthology will be called "Here Come the Brides!: The Brave New World of Lesbian Marriage," and Anum has been conducting bibliographic research to help in the early stages of this book.

Both of these projects fit nicely within the Berger Institute's mission of supporting research on work, children, and family. As a result of the summer grant I received and the ongoing funds for Anum's assistance, I have been able to explore more fully the manifold ways that women move within and outside of the status quo to find fulfillment and self-expression.

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Lisa Cody, Ph.D.,
Professor of History and Associate Dean of the Faculty
Bri Riggio '10

RESEARCH FOR A BRITISH HISTORY BOOK: "DIVIDED WE STAND: DIVORCE AND FEMALE INDEPENDENCE IN THE AGE OF THE AMERICAN REVOLUTION"

This past summer, Professor of History and Associate Dean of the Faculty Lisa Cody continued her research on women's rights and marriage in Great Britain during the time of the American Revolution with a grant awarded to her from the Berger Institute. Her research assistant, Bri Riggio '10, lived in Washington, D.C. for the summer where she sifted through numerous early American newspaper articles using an online database, searching for traces of divorce cases in England that had made their way into the early American media. At one point, Riggio traveled to Baltimore, Maryland, hunting down various documents and articles in the Maryland historical archives concerning the infamous case of Lord Baltimore, who was charged with kidnapping and raping a young milliner. The documents and material found helped to illuminate women's legal status in the 1770s and 1780s and revealed some of the power politics that occurred between men and women within and outside the legal system.

At the end of August, Professor Cody sent Riggio across the Atlantic to London, where she spent a week digging through the London Metropolitan Archives, helping to continue a research job that Professor Cody has been pursuing for years. Handling documents that often had not been touched since the time in which they were written, Riggio transcribed and photographed the manuscript testimony and decisions in scores of marriage

annulments that occurred in the Church of England's London ecclesiastical court. Like the material gathered from the American newspapers and from Baltimore, the specific divorce cases between men and women shed light on how women and men attempted to escape unhappy and sometimes highly abusive marriages, and how women supported themselves economically in cases of marital breakdown. In eighteenth-century Britain, most women who were able to separate from their husbands lost all of the property they entered the marriage with, and almost always lost custody of their children and even the right to see them ever again.

From London, Riggio traveled to Edinburgh, Scotland where she began work on similar sources within the Church of Scotland; her research will lay the groundwork for more extensive research trips to transcribe all of these materials. The information garnered from Professor Cody and Bri Riggio's research this summer on a Berger Institute grant will be used in Professor Cody's upcoming book, *Divided We Stand: Divorce and Female Independence in the Age of the American Revolution*. Her book will examine how women in an entirely patriarchal and dependent society found ways to escape loveless marriages or to create families that did not center on a powerful husband and father, or even to retain custody of their children, and to survive economically.

Amy Kind, Ph.D.
Associate Professor of Philosophy
Jackson Wyrick '11

MOTHERHOOD AND PHILOSOPHY: LIES AND THE LYING MOTHERS WHO TELL THEM

Last summer, with the help of my research assistant Jackson (Jake) Wyrick, I completed work on an article, "Lies and the Lying Mothers Who Tell Them," which is slated to appear in an edited collection entitled *Motherhood and Philosophy: The Birth of Wisdom* (Wiley-Blackwell, in press). This article, which explores the moral dimensions of parental lying, was originally motivated by a concern I had about the role of lying in my personal parenting practices. When my older son was about 3 ½, he started having terrible nightmares almost every evening. Confronted with the challenges of childrearing, our own mothers turned to Dr. Spock; we mothers of today turn to Dr. Google. I was particularly taken with one bedtime "trick" recommended by BabyCenter: "Fill a spray bottle with water scented with a couple drops of vanilla extract ... and let your child banish scary dreams by spritzing a little around his room before bed." And thus, with the blessing of the self-proclaimed #1 global interactive parenting network, I lied to my son. I grabbed a bottle of air freshener and reported that this "Bad Dream Spray" helps keep the bad dreams away and makes them less scary if they do come. His nightmares

stopped the very first night I sprayed it. I've continued to spray it every single night at bedtime, and though he still wakes up occasionally with a bad dream, he definitely finds comfort in the ritual of the spray and believes that it works. And more recently, when his younger brother began having the occasional nightmare, I started using the bad dream spray in his room as well.

In the grand scheme of things, deceiving my children to help them conquer their nightmares seems like a relatively harmless practice, morally speaking. Or at least I can fairly easily convince myself that it is. But the real problem is that my lie about bad dream spray is not an isolated one; in fact, I do a lot of lying to my children. And it turns out that I'm not the only one. According to one survey conducted in 2008 by The Baby Website, a British parenting site, 66% of parents routinely lie to their children to encourage good behavior, and the average child hears over 3000 "white lies" from her parents as she's growing up. In a different poll conducted in July 2008, MSNBC found that over 70% of parents see no harm in telling an occasional white lie to one's children.

Once we start to recognize the pervasive role that lying plays in parenting – that deliberate deceit is embedded and interwoven throughout the practice of childrearing – it’s not only much harder to convince oneself that it’s okay, but it starts to seem downright frightening. Can it possibly be morally justified, and if so, how? This is the central question that my article attempts to answer. Exploring the work of various thinkers from a variety of disciplines and time periods (including, among others, the historical philosophers Saint Augustine and Immanuel Kant, the contemporary philosopher Sisela Bok, the psychologist Jean Piaget, and the Dutch jurist Hugo Grotius), I ultimately attempt a Kantian-inspired justification. What is fundamentally wrong about lying to someone is that it robs them of their “personhood”; it robs them of their ability to fully exercise their own rationality. Thus, the fact that children have not yet fully developed their rational natures, that they are not yet fully persons, means that we have different obligations of truthfulness towards them than we do toward other adults.

That said, this Kantian-inspired explanation does not fully justify typical parental practices relating to truthfulness. The UN Convention on the Rights of the Child, ratified by the

General Assembly in 1989, notes that “the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding.” Likewise, in his book *Parents and Children: The Ethics of the Family*, contemporary philosopher Jeffrey Blustein argues that our most important duty as parents is to provide children “with the kind of affectionate, appreciative, and supportive upbringing that gives them a sense of their own value and a confidence in their ability to fulfill their intentions.” In certain circumstances, it might be that we can best fulfill this duty by lying—and the fact that our children have not yet fully grown into themselves as persons might excuse us when we do so. But those circumstances are far, far fewer than we’d probably like to admit.

Throughout this project, Jake’s help was invaluable. He not only conducted a comprehensive research survey for me and tracked down various sources and citations (often at a moment’s notice), but he also had innovative suggestions of his own. I certainly would never have known that an episode of *South Park* dealt with this very topic in a philosophically interesting way had it not been for Jake!

Jackson Wyrick ‘11

Philosophy is at its best when we can use it in our lives. It’s all well and good to ponder definitions of virtues and prove one’s existence, but if the methodology and skills learned in pursuit of less tangible knowledge are not applied to the issues we confront daily, it is easy to lose interest. That’s why I enjoyed the research I did this summer with Professor Kind on the morality of lying to one’s children. Professor Kind allowed me to explore the nature of lying. What constitutes a lie and when might it be acceptable to lie to others? Also, I explored issues of parenthood and obligations that parents have to their children. These are both topics that have practical application for all people and

deserve investigation. Not only was the subject of my research interesting, the nature in which it was conducted was novel and creative. While doing the traditional research in databases and other academic apparatus, I collected information on the nature of lying according to *Seinfeld*’s George Costanza, Bill Clinton, and even *South Park*’s Kyle Broflovski. Throughout the process, Professor Kind was a great director. She was receptive to any ideas I might have and was very clear about what she would like. All together it was an amazing experience that has greatly improved my skills as a researcher and augmented my interest in philosophy.

Tomoe Kanaya, Ph.D.,
Assistant Professor of Psychology
Christian Alvarez ‘11

THE RELATIONSHIP BETWEEN WORK, FAMILY AND CHILDREN IN LATINO FAMILIES

This summer we continued to collect data on our on-going memory study. In this study, 4-7 year old children are asked to complete a series of memory tasks. Some of these tasks are similar to story-comprehension tasks, while others are sections taken from standardized tests that are used to assess children’s academic and cognitive abilities. For the bilingual, Latino children, half of the memory tasks are conducted in Spanish while the other half of the tasks are conducted in English. For the monolingual, Caucasian children, all of the tasks are conducted in English. While the children are completing these tasks, their mothers are asked to complete an extensive questionnaire that includes questions regarding their educational, occupational and family background, as well as questions regarding their ethnic identity and values towards bilingualism.

By recruiting children and their mothers from local daycare centers, public libraries and schools, we were able to interview

over 40 Latino and 20 Caucasian families over the summer. This increased our total sample size to approximately 60 Latino and 30 Caucasian families. (Summer is the ideal time to collect data on children because mothers are more likely to allow their children to participate in our studies when school is not in session.) By conducting a series of statistical analyses on the total sample, we completed three studies; the first two studies will be presented at this year’s annual meeting of the Western Psychological Association and the third study will be presented at this year’s annual meeting of the American Psychological Association.

Taken together, these three studies (which will provide professional, presentation opportunities for six CMC undergraduate students and one alumna) examine the relationship between work, family and children within the context of language and memory development. They also add to the limited research on Latino

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children within the psychology literature and have immediate implications for social and educational policies. They are outlined in detail below.

Study 1: The “home language” environment on bilingual children’s memory development: The findings from this study revealed that Spanish memory skills were stronger in bilingual children whose mothers spoke to them exclusively in Spanish than in bilingual children whose mothers spoke to them in Spanish and in English. Interestingly, mother’s spoken language did not have a significant effect on their English memory skills. Furthermore, father’s spoken language did not predict children’s memory performance in either language. These results provide insight into the impact of bilingual children’s home language experiences on their academic and cognitive development. The findings from Study 1 are discussed in further detail below in Christian Alvarez’s* article.

Authors: Christian Alvarez (Berger Research Assistant, CMC '11), Tomoe Kanaya, Adriana Alejandro (CMC '08), Ileana Morales (CMC '12), and Benjamin Marsh*
*Winner of the 2010 Western Psychological Association Richard Solso Award for Outstanding Student Research.

Study 2: The relational and occupational advantages of bilingualism as seen by Latina and Caucasian mothers: We asked all the mothers in our study if (and why) it was important for them to raise their child to be bilingual. We found that Caucasian and Latina mothers were equally likely to value and promote bilingualism for their children, but for different reasons. Specifically, Latina mothers consistently stated that English fluency was important for assimilation into the American culture. Surprisingly, they reported that Spanish fluency was important because it would increase their child’s occupational opportunities in the future. Caucasian mothers also valued English fluency

for assimilation purposes, but they did not agree on why it was important for their child to be fluent in a second language.

These findings contradict previous research, which has found that language minorities tend to value bilingualism in order to maintain their cultural heritage and their relationships with their monolingual (non-English speaking) family members. The results also show that assimilation to the mainstream culture is valued among Caucasian mothers and that Latina mothers were more likely than Caucasian mothers to see bilingualism as a marketable skill.

Authors: Charity Soto (CMC '10), Crystal Coyazo, Celestial Zaldana (CMC '11), Sonia Bao (CMC '11), and Tomoe Kanaya

Study 3: A cross-linguistic examination of bilingual children’s memory development: The results from this study revealed that bilingual children’s English memory performance is comparable to that of monolingual children. Bilingual children’s Spanish memory performance, however, was significantly worse than monolingual children’s English memory performance. These results could be due to the fact that the words and digits used in the tasks had higher syllable counts in Spanish than in English, suggesting that performing the task in Spanish may be more cognitively taxing. Another explanation could be that the bilingual children are already losing proficiency in their native language, Spanish, while developing English proficiency that is equivalent to those of monolinguals. These findings suggest that bilingual children should be assessed in English—despite the fact that Spanish is their primary language—when being tested to determine their academic and cognitive abilities.

Authors: Tomoe Kanaya, Benjamin Marsh, Charity Soto (CMC '10), Celestial Zaldana (CMC '11), and Jessica Cathcart (CMC '11).

Christian Alvarez '11

A bilingual child faces many unique challenges, including decreased performance on most cognitive tasks, such as vocabulary and attention (Bialystok, 2007). In contrast, Duursma et al. (2007) found that the languages spoken at home by each parent predicted bilingual children’s vocabulary development in both languages. Despite the growing literature on a child’s home language environment and vocabulary, research on how a child’s home language environment relates to other cognitive tasks is limited. Thus, this study sets out to examine whether bilingual children’s home language environment would be predictive of their working memory, in both languages.

Thirty-six 4-7 year old, bilingual, Latino children from Southern California were presented with two working memory tasks: a numerical task adapted from the backward digit-span subtest of the WISC-IV, and a word task created by Sahlin et al. (2005). Each task was received in both English and Spanish in counter-balanced order, resulting in a total of 4 tasks. Furthermore, each child’s mother was asked to list the language(s) she and the child’s father used when speaking to their child at home.

The data analyses revealed that the fathers’ spoken language

was not a significant predictor of the children’s working memory performance in either language. On the other hand, the mothers’ spoken language was found to be a significant predictor of the children’s working memory performance. Interestingly, though, this was only the case for children’s Spanish working memory performance. On the Spanish numerical working memory tasks, children whose mothers spoke to them in Spanish outperformed children whose mothers reported speaking to them in English or in both languages. There were no significant differences found in the word working memory tasks.

These results suggest that the lack of maternal Spanish in the home can hinder a bilingual child’s Spanish working memory while the lack of maternal English does not hinder a bilingual child’s English working memory. Such information is useful knowledge for the increasing number of bilingual families in the United States. As working memory serves in performing high cognitive tasks (Daneman & Carpenter, 1980), families should be aware of how they can affect their child’s working memory from within their own homes.

Serkan Ozbeklik, Ph.D.

Assistant Professor, Robert Day School of Economics and Finance

HOW DID LEGALIZED ABORTION AND INCREASED AVAILABILITY OF THE PILL AFFECT SINGLE MOTHERHOOD IN THE 1970'S?

The continual rise in births to unmarried women has been a worrying issue for the American public for the last several decades. Between 1960 and 2006 the percentage of births to unmarried women aged 15-44 increased from 5 percent to about 40 percent. As early as 1965, in a now-famous report to congress, Daniel Moynihan warned both the U.S. government and the public about the erosion of the traditional family structure among the African-American population. Since then all racial groups have experienced dramatic rises in the percentage of births to unmarried women. For example, the percent of births to unmarried African-American women aged 15-44 has risen from about 35 percent in 1969 to 71 percent in 2006; for white unmarried women the change was more striking as the same percentage has risen more than tenfold from 2.3 percent in 1960 to 26.6 percent in 2006.

In a controversial paper, Akerlof, Katz, and Yellen (1996) (AKY hereafter) suggested that legalized abortion and an increase in single women's access to oral contraceptives ("the pill") in the late 1960s and early 1970s significantly contributed to the increase in out-of-wedlock first births by eroding the custom of shotgun marriages, mainly shifting the responsibility of childbearing in the event of pregnancies conceived out-of-wedlock from both men and women to women mostly. This theory has not been explicitly tested in the empirical literature but is accepted as one of the explanations for the dramatic rises in unwed childbearing in the United States. Ellwood and Jencks (2004) recognize legalized abortion and increased access to the pill by unmarried women in the late 1960s and early 1970s as one of the most important non-economic explanations of this rise (others being changing sexual mores and gender roles and expectations), but they do not formally test this.

This paper, to the best of my knowledge, is the first paper to attempt to formally test AKY hypothesis relating the change in reproduction technology to the reduction in shotgun marriages and resulting increase in unwed childbearing. I use variation in state laws towards the pill and abortion access across states and over time for women under 21 years old to achieve my objective. Since identifying the date of the first birth and the first marriage is imperative to determine if women who got pregnant out-of-wedlock and gave birth had a shotgun marriage or not, I use the 1980 US Census 5 percent Public Use Micro Sample (PUMS), which has information about both quarter of first birth and quarter of first marriage. This data set also allows one to perform an analysis at both the individual level and the aggregate state level; this was not possible with other datasets covering the same time period.

During the summer, I conducted a wide range of analyses with the PUMS data and preliminary findings suggest that for white young adults, abortion access reduced shotgun marriages and this effect increases in magnitude over time. This is consistent with AKY, which suggests that changes in social norms resulted in the erosion of the custom of shotgun marriages. Since social

norms take time to change, having an impact that increases in magnitude over time is expected. For African-Americans I did not find any effect. Given the fact that a very small portion of the pregnancies, which were conceived out-of-wedlock, led to a shotgun marriage for African-Americans in the 1970s, this finding is perhaps not unanticipated. Surprisingly, the reduction in shotgun marriages for whites did not seem to have any effect on non-marital childbearing after controlling for state specific trends in the non-marital births in the 1970s. These findings suggest that even though the custom of shotgun marriages seems to be negatively affected by the changes in reproductive technology, especially by legalized abortion, in the early 1970s, the direct effect of these changes on out-of-wedlock childbearing is questionable.

I am in the process of empirically exploring other potential mechanisms suggested in the theoretical literature for out-of-wedlock childbearing. For example, Willis (1999) shows that, theoretically, out-of-wedlock childbearing will be most prevalent if (1) females are in excess supply relative to males; (2) women have sufficient income to support a family on their own; and (3) the gains from marriage to women are small because male incomes are low. His theory also suggests that if the collection of child support were strictly enforced, the equilibrium fraction of children born out-of-wedlock would be lower. Some of these predictions are in line with the explanations given by Wilson (1987) and tested by Wood (1995). My contribution to the existing literature is threefold. First, I focus on relative income differences between males and females and the impact of such differences on the incidence of out-of-wedlock childbearing. Second, I use more detailed Census data that became publicly available after the publication of Wood (1995). Finally, I exploit state variation in child support enforcement policies in the 1980s to analyze the effect of such policies on out-of-wedlock childbearing. This research will first help policy makers identify the potential reasons behind the dramatic increase in out-of-wedlock childbearing in the United States during the last three decades. Secondly, it will help policy makers evaluate the effectiveness of child support enforcement policies, which has repeatedly been advocated by many policymakers from different political spectrums in recent years, as a means to prevent out-of-wedlock childbearing.

NEW ADVISORY BOARD MEMBERS

INTERVIEW WITH STUART GILFENBAIN '75

By Rosey Friedheim '10

Stuart Gilfenbain is the marketing director of Eclipse Berry Farms, LLC - a farming, marketing and distributing company where he has been following in the footsteps of his father, one of the company's partners, selling fresh fruits and vegetables for the past 28 years.

Mr. Gilfenbain graduated from Claremont Men's College in 1975 with a double major in economics and psychology. Researching for his senior thesis on "Amino Acid Fortification of Cereals as the Answer to the World Food Problem" with biologist Dr. Sadava and a professor in economics, he continued to follow his passion for finding a solution to the world's food problem, leading him to Iowa State University graduate school in Agricultural Economics, where the World Food Conference was held in 1976/1977. After a year as a teaching assistant and graduate student at Iowa State University, a heavily math concentrated program, he headed to Santa Clara University graduate school in Agribusiness and to Santa Clara law school where he received his MBA in Agribusiness and a Juris Doctorate (JD) from the law school, passing the California bar in 1980.

What inspired Mr. Gilfenbain to get involved with the Berger Institute? He first heard about Berger through Suzanne Segal, a Berger Advisory Board member since 2006, and was interested in joining the board because "1) I loved my Claremont experience and wanted to be more connected to the school 2) I went to graduate school for six years and saw working mothers and fathers make it through business school and law school while bringing up families and working and 3) I have hired hundreds of people over the past 20 plus years in Chile, Costa Rica, Mexico, Europe, North America and have a lot of experience with working parents and the issues they face in the balancing of life's various issues."

Balancing work, family and personal time is the key to Stuart's success. As a self-proclaimed workaholic who loves the art of the deal, he feels blessed to love both his job and his family. As a working father, Stuart relates to the mission of the

Berger Institute in believing that as one works to balance work with family, it is critical that one also takes care of themselves. This, he explains, allows for a refreshed view of the world, your family, and the issues that are ever so changing. "One cannot do the balancing properly without being balanced yourself".

In addition to working full time for Eclipse Berry Farm, Stuart's interests include coaching, yoga, golf, reading and most importantly being home with his family. As an AYSO soccer coach, Pop Warner football coach, and basketball coach for 17 years including over 34 teams Stuart confesses one of his favorite things in life is to coach, and that if he could do all over again-- he would be a coach. "One of the

greatest feelings of accomplishment is when I see a kid I coached when they were 9 or 10 playing college sports. This has happened a few times and it makes you feel good to know that just maybe you were the one that helped that kid take his game to a higher level."

Where else can we find Mr. Gilfenbain around Claremont McKenna College? As a Mentor for the Mentoring Café, Mr. Gilfenbain generously comes out to Claremont and takes graduating seniors out to dinner to discuss their future (he is shown in the photo with students from the Mentoring Café program). He believes that one of the biggest challenges today is helping youth determine what their passions are in the work world. With unemployment and the economy challenged like it has been the past few years, he stresses that it is increasingly more important that undergraduates get help analyzing what to do next in the world beyond CMC.

Mr. Gilfenbain currently lives in Santa Monica Canyon with his wife, Marianne, four children aged 20, 18, 14 and 12, three dogs and a turtle. An admirable contributor to the CMC community, dedicated husband and father, we are fortunate to welcome him as a new member of the Berger Institute Advisory Board.



INTERVIEW WITH CARLA RAPP '88

By Rosey Friedheim '10

Q: Why were you interested in joining the board? Was there anything that interested you the most?

A: I first heard about Berger through my involvement with their "Living Room Conversations," here in the bay area. I've always been grateful for my years at CMC, and the financial aid I received from the college. I saw the Berger Institute as a way for me to give back to CMC in a meaningful



and more significant way. I am also keenly aware of many of the issues women face trying to find balance between family and career.

Q: Are there any specific or current work and family issues that are important or relevant to your life?

A: The biggest challenge I have faced in recent years is in figuring out how to best restart a career that has been "on hold" for

over a decade. I chose to stay home full-time after my husband Sam and I had our first child Sean (15), and continued to stay home after our second son Nick (12) was born. A few years ago, I started working again by starting my own business importing artisan ceramics from Spain. Since I wasn't ready to jump back into a full-time job, and I wasn't particularly excited about going back into management consulting, I thought this would enable me to combine my passions for travel and Spanish while allowing me to work from home and manage my own time and schedule.

Q: As a parent, what have been some of the challenges you have faced in balancing work and family?

A: I work from home, so it's a constant challenge to keep work separate from home responsibilities. That being said, I wouldn't trade the freedom and flexibility this arrangement gives our family. Since I've returned to work, my husband has become much more involved with household responsibilities and managing the boys' activities. We've made a shift from a more traditional model to one where we work as a team.

Q: In your work place, have you experienced anything that has helped you to balance your work and family?

A: I started working with Stella & Dot, with the idea it would be more of a hobby, and something to do while I waited for a project management job to post at a local hospital. At the time, I was interviewing with the hospital, and we identified a fit for me in their new cancer center. As the wait stretched into

five months, I found myself having too much fun selling jewelry, and discovered I had a passion and talent for sales. I also saw the potential to make money doing something I enjoyed, and the flexibility to work the hours I wanted to work. I'm now doing my own trunk shows, as well as managing and training a group of fellow stylists, all women looking to re-enter the workforce after taking time off to raise children, or looking for a fun and rewarding second job.

Q: Do you have any suggestions of ways to ease the transition from work to infant care and then the return back to work?

A: I think more opportunities for job-sharing and telecommuting would help more women (or even men) return to their jobs and stay in their careers longer. Offering flexible work hours or the ability to work from home could all be beneficial. With the technology we now have available, I've seen more companies offer flexible, work-from-home arrangements. I'd also like to see employers be more sensitive and supportive of the unique needs of families, especially when both parents are working full-time. Working fathers should receive the same flexible opportunities as working mothers.

Q: What do you hope to contribute to the Berger institute?

A: I probably opted out of the workforce earlier in my career than anyone else on the board. I'd like to bring that perspective, and share the unique challenges I have faced going back to work after so many years away.

INTERVIEW WITH ALICIA ROCKMORE '87

By Tova Markowitz '12



Alicia Rockmore is a wonderful example of a woman who has found a balance between work and family. Ms. Rockmore is the co-founder and CEO of Buttoned Up, a company that helps women to organize the important aspects of life by providing necessary advice and products. Before Buttoned Up, she was an expert in marketing, and worked with Wish-Bone Salad Dressing,

Ragu Pasta Sauces, Total Cereals, and Wheaties. In addition to her successful business career, she has been married for over fifteen years and has a seven-year-old daughter. Ms. Rockmore graduated from Claremont McKenna College in 1987 with a BA in economics- accounting and she earned her MBA from the University of Michigan in 1992.

Ms. Rockmore originally began working with the Berger Institute in order to promote fulfilling careers for women. As a woman who has personally dealt with work-family issues, she felt passionate about helping others find balance in their lives. The issues that she has faced include balancing family life and work life, returning to her career after the birth of her daughter, and a lack of flexibility in the workplace.

As CEO of Buttoned Up, Ms. Rockmore uses her past experiences with work-family issues to help her employees easily balance their lives. She believes that women are willing to work as hard, if not harder than men, and that personal satisfaction of having a career is very great for them. She feels that it is her responsibility, as a leader, to allow the flexibility necessary for

women to maintain a career and family life. If a child is sick, she emphasizes the importance of flexibility needed for that mother to bring her child to the doctor. Ms. Rockmore says, "If the father takes his child to the doctor, he is a great father. If the mother takes her child to the doctor, it is seen as a lack of commitment to her job. A mother should be able to take her child to the doctor or see her child's play without being penalized." In order to provide this flexibility, Ms. Rockmore feels that it is important to trust that the woman's work will be done. She explains that if you give women the flexibility to complete their work when it is convenient for them, they will work at all hours of the night to complete their tasks, leading to a win-win situation for all involved.

Although she believes that companies have begun to take steps towards improving flexibility for women, she does not believe that companies have done a significant job with helping their female employees continue their careers. She says, "There is much more room for improvement [within companies]. Women have trouble finding a role coming back in [after giving birth], and they need flexibility... This is one of the reasons why I started my own business. I needed flexibility in my life."

For women dealing with work-family issues, Ms. Rockmore offers words of advice. She encourages women to be creative and to be upfront. She explains that smaller companies will be more flexible, and that part-time employment can be a solution. Despite issues that we all may face, it is possible to find solutions and happiness. She says, "Life doesn't have to be perfect to be enjoyed, and life is meant to be enjoyed."

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INTERVIEW WITH NICOLE SMITH '96



By Tova Markowitz '12

Q How did you become involved with the Berger Institute?

A) My husband is the president of the alumni association. He heard about the Berger institute and we decided to host a living room conversation in our house. We contacted Heather [Antecol], and held a living room conversation... It was a conversation that I found very interesting.

Q What types of work-family balance issues do you or others around you face?

A) I have not faced many, because I was willing to give up my career to raise our daughter. It was a pretty easy decision for me, so I am unique in that regard. I work from home part time, so I set up my own schedule; I take on as many clients as I can handle... whenever it is convenient. I feel that I am fortunate, but I gave up my career. My husband became the sole breadwinner, so I had to be okay with him being away a lot. He has had to work more, and travel more than he would have if I had been working. I've seen friends of mine struggle with having to go back to work too soon after having children. I have had friends who went back to work four weeks after having their baby, and it was very hard for them to leave a child that young.

Q What influenced your decision to give up your career and become a stay-at-home mother?

A) The biggest influence was that my mom was a stay-at-home mother and my husband's mom was also a stay-at-home mother. It was what we both knew. My mom didn't go back to work until I was twelve, so I always had her around. Another factor was that we could afford it. We were financially stable... and I didn't really love my career. I was in accounting and working 80 hours a week, and I wasn't enjoying it, so it was an

easy decision for me.

Q What advice would you give to those trying to balance work and family?

A) I think what I did worked for me, but I know it wouldn't work for everyone. The advice I would give is to think about what is really important to you. Know yourself and your relationship with your significant other. Understand your relationship enough to make the right decision for yourself. Don't let people sway you one way or the other. If you feel that you made the wrong decision, don't be afraid to take another path. I have a good friend who was an investment banker in Chicago, and she went back to work six weeks after having her daughter. One day, six months later, she returned home and saw her nanny doing all of these great things with her daughter. It made my friend realize that she wanted to share these experiences with her daughter... She decided to quit her job in order to spend more time at home with her family.

Q What do you hope to contribute to the Berger Institute?

A) I hope to contribute the perspective of someone who left the workforce by choice, with my eyes wide open, and would do it again in a heartbeat. I am someone who wants to "have it all", just not all at the same time. I have managed to keep my foot in the door enough that I don't feel totally ousted from the career world. I do work a little more now than I used to, so our household has had to make some adjustments along the way, but I feel like we have managed those adjustments pretty successfully. Everything isn't perfect all the time, but we do a pretty good job divvying up the household chores, child-rearing responsibilities, and I'm contributing to our finances a bit (not a ton, but enough to feel like I'm contributing). If I can help pass along my experiences to other young students or graduates about to make the same decisions, and somehow help them navigate the waters a bit, I will feel like I have contributed to the mission of the Berger Institute.

INTERVIEW WITH CAROLYN TUOMALA '86

By Alexandra Abramovitz '12

Carolyn Tuomala graduated from Claremont McKenna College (CMC) just ten years after the college became co-ed.

She exemplifies the talent that comes out of CMC, and now has returned to continue her impact in our community. The Berger Institute, which addresses the issues of work and family balance, is of particular importance to Ms. Tuomala who is a mother of two girls, ages 9 and 12 and has first hand experience in balancing these two facets of her life. She has experience working both at the office and at home, and the Berger Institute is very excited to have Ms. Tuomala as a new member of the Advisory Board.

Smart, ambitious, well educated, successful—all describe

Carolyn Tuomala. Currently she has made the decision to take a temporary off ramp in her own career in order to be at home with her children.



Ms. Tuomala came to the Claremont Colleges in the early 1980's when the majority of the student body at CMC was male. She graduated from CMC with honors in Economics and Philosophy in 1986. More than twenty years later she looks back on it as a great experience; she is a huge fan of the school and incredibly grateful for those years.

After college, like many of us, Ms. Tuomala was unsure of the path she wanted to pursue. She went to law school for a year before realizing that it was not what she

wanted and moved into a career in market research in Newport Beach, California. In 1991 Ms. Tuomala moved to Northern California where she married her husband, now of 19 years, Todd Tuomala. She worked for the Acuson Corporation for 14 years, and when they were acquired by Siemens Medical Devices she worked in the Ultrasound Division, performing various marketing and sales operations rolls. While she was working full time, she attended Santa Clara University and earned her MBA in 1995. In 1998, she had her first child and two years after that she had her second. Her boss was flexible and worked with Ms. Tuomala so that she could work 80% after her first child to facilitate a life with her children and at the office.

In 2004, Ms. Tuomala made the decision to leave the work force and be at home with her children and family because she and her husband were traveling frequently for business. They had made a decision as parents that they did not want to be out of town and away from their children simultaneously. They mutually

decided that Ms. Tuomala would leave the workforce. As she puts it—“something had to give.” Since leaving the workforce Ms. Tuomala has been able to be very involved in school related boards and other committee work, such as her position at the Berger Institute. She does, however, plan to return to the work force in the future.

After attending the fall of 2008 “Living Room Conversations,” Ms. Tuomala was impressed with Professor Antecol, her work and that of the institute as a whole, and since then has gotten involved with the Berger Institute. Her favorite part about the Advisory Board is getting to meet and talk with current students. From her ambition and success in the work place to her patience and commitment at home, Ms. Tuomala recognizes that when you have a family, adjustments have to be made. She has fresh, first hand perspective on the topic of work life and family that she brings to Berger, and is an impressive new member of the Advisory Board.

THE 11TH ANNUAL MICROCREDIT SUMMIT CAMPAIGN CONFERENCE IN NAIROBI, KENYA

With over 2.5 billion people living on less than \$2 a day, eradicating poverty is the challenge of our generation. Microfinance has been lauded as one of the most innovative and effective means of alleviating poverty in the developing world. Microcredit is the provision of financial services to low-income clients, primarily women, who lack the traditional means to access banking and other sources of monetary support. Microcredit was pioneered by Dr. Muhammad Yunus, a former professor of economics at Chittagong University in Bangladesh and current CEO of Grameen Bank, the Nobel Peace Prize winning organization recognized for its unprecedented success in pulling millions of rural borrowers in Bangladesh out of poverty.

In 1997, the first Microcredit Summit was held in Washington, DC to foster collaboration among microcredit practitioners, advocates, educational institutions, donor agencies, international financial institutions, non-governmental organizations, and others involved with microcredit to promote best practices in the field, to stimulate the interchanging of knowledge, and to work towards international goals. Described by Nobel Peace Prize Recipient Muhammad Yunus as “one of the best forums for fruitful conversations among many types of microcredit practitioners from around the world,” the 11th annual Microcredit Summit Campaign Conference, held in Nairobi, Kenya will host over 2,000 delegates from over 40 countries. Delegates will convene to participate in panel discussions, development workshops, and field visits to local microfinance organizations. This April 5th – April 11th Francesca Ioffreda '10 and Miles Bird '12 will participate in the Summit Conference.

Francesca Ioffreda '10 is a senior interested in pursuing a career in social entrepreneurship and economic development. She is a Fulbright finalist for a research project on conditional cash transfer programs in Colombia, and is the recipient of the Davis Project for Peace to work with a microfinance organization in Paraguay to teach sexual awareness and women's rights to lending members. She is currently helping author a business school textbook on microfinance with several of the members

who will be attending the conference. While at the conference Francesca seeks to network with other students, case writers, and professionals in the field.

Miles Bird '12 is a sophomore with interests in social entrepreneurship and poverty alleviation. He spent this past summer interning at Grameen corporate headquarters in Dhaka, Bangladesh working for Grameen Trust, Grameen's international replicator organization. While in Dhaka, Miles assumed an informal leadership role among interns while assisting with the Director of Grameen Trust with Speechwriting and conference planning, as well as designing and writing content for Grameen Healthcare and Grameen sponsored Grand Prince Hotel websites. Miles hopes to expand his network while at the conference, especially among other young, passionate university students.

This fall, Francesca and Miles both attended weekly microfinance webinar classes presented by Sean Foote, partner at a venture capitalist firm and Professor at Haas School of Business, University of California Berkeley. While at the conference, Francesca and Miles will partake in special private sessions and dinners with Dr. Muhammad Yunus and other central leaders in the microfinance sector. This trip will further augment their global knowledge base, provide firsthand exposure to the opportunities and challenges in microfinance, and help them become future leaders in the development sphere.

Without the generous financial support of The Berger Institute, Francesca and Miles would be unable to attend this unparalleled opportunity for learning and growth. The Berger Institute for Work, Family, and Children seeks to be a leader in the issues impacting the intersection between work and family. Microfinance, by its very definition, has been a successful experiment in poverty alleviation through the support of female entrepreneurship and collaboration. Miles and Francesca hope to return from Kenya with a new breadth of knowledge and firsthand experience that they can impart to the larger CMC community. Most importantly, they recognize that the conference will equip them with the resources and network to affect large scale change in the world.

ABOUT THE BERGER INSTITUTE

The Berger Institute for Work, Family, and Children was established in 2001 to be a leading source of research on significant issues impacting the intersection between work and family. The Berger Institute focuses on quantitative research impacting business practices and families; supports high-quality interdisciplinary research by talented CMC professors, which will lead to publishing opportunities; provides challenging and stimulating educational experiences for CMC students from freshman year through graduation, resulting in high-quality student work and publishing opportunities; and connects the wider CMC community, including alumni and parents of students to provide practical information about significant work/family issues.

HOW TO GET INVOLVED

- By spreading the word to others about the Berger Institute.
- By referring friends and colleagues to the Berger Institute.
- By getting involved in the Berger Institute in substantive ways like contributing to our newsletter, participating on panels, working with CMC students on work-family projects, and sponsoring student fellowships and internships.
- By supporting the Berger Institute with a gift.

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GIVING TO THE BERGER INSTITUTE

The Berger Institute for Work, Family, and Children at Claremont McKenna produces and disseminates high quality research for employees, employers, and policy-makers about a wide range of work and family issues. We hope that you will think about the Berger Institute and how, over the next few years and decades, it can inspire CMC students to think about these important issues. Think about these students not only on a personal level, but also how a few years from now they might carry these issues forward in corporate or governmental policy.

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