



Report

March 2008

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Family Focus On... The Transition to Adulthood

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From the "Failure to Launch" to "Helicopter Parents," research on young adults reveals that media messages do not tell the story about the 18 – 25 year old population.

Developmental psychologists, sociologists, demographers and public policy professionals are helping all of us understand the special needs of those at this important developmental stage. What are the unique concerns of emerging adults? What does the latest research show? How does public policy meet—or fail to meet—their needs? How can family professionals help families through this transition? In this issue of Report, NCFR experts examine these and other questions.

NEXT ISSUE:

Families and Resource Management

NCFR Chooses Six New Fellows in Pittsburgh

Fellow status is an honor awarded to members of NCFR who have made outstanding and enduring contributions to family science in the areas of scholarship, teaching, outreach, and professional service, as well as a consistent record of superior contributions to NCFR over time. Fellows are nominated by their peers and selected by the Fellows Committee.

At the 2007 Annual Conference in Pittsburgh, the Fellows Committee (Mark Fine, Chair; Patricia Bell-Scott; Carol A. Darling, CFLE;

Hal Grotevant; Judy Myers-Walls, CFLE) selected the following six NCFR members as Fellows in 2007:

M. Janice Hogan-Schiltgen is Professor Emeritus of Family Social Science at the University of Minnesota. Her long-term professional focus has been family economics and resource management, with special attention to global perspectives on families, families with limited resources, and gender equity. Her publications and presentations have made a direct impact on the welfare of individuals and families and have set policy directions affecting many. At the University of Minnesota, she held many leadership roles, including two terms as Head of the Department of Family Social Science, Associate Dean of the College of Human Ecology, and in the year of her phased retirement, the last Dean of the College before its units were transferred to other colleges. Jan has been a leader in NCFR and a number of other organizations for many years. She served on the

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**HOGAN-SCHILTGEN****KLEIN****MARSIGLIO****OLSON****SETTLES****WISENSALE**

Report

of The National Council on Family Relations

Mission Statement for the Report: *REPORT*, the quarterly newsletter of the National Council on Family Relations, strives to provide timely, useful information to help members succeed in their roles as researchers, educators, and practitioners. Articles address family field issues, programs and trends, including association news.

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Deadlines for all submissions for the upcoming issues are: June 2008 - March 21, September 2008 - June 21 and December 2008 - September 21. Send submissions to: Nancy Gonzalez at nancygonzalez@ncfr.org. For all submissions, please supply an email address to allow readers to contact you.

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NEW FELLOWS *continued from page 1*

NCFR Board of Directors and ultimately served as President in 1989, in addition to many other roles. Jan has received numerous honors and awards, including the University of Minnesota President's Distinguished Service Award, the College of Human Ecology Friend of the College Award, the Outstanding Faculty Award from the Alumni Association, and the Outstanding Alumni Award from Michigan State University, among many others.

David M. Klein is an Associate Professor in the Department of Sociology at the University of Notre Dame. He has been instrumental in writing and editing the key textbooks and articles on family theory and theorizing efforts in the field, including his co-authored book with James White, *Family Theories*, and his work as an editor and author of the *Sourcebook of Family Theories and Methods: A Contextual Approach*. Beginning with his mentorship by Reuben Hill, he has devoted his professional life to family sociology, theory construction, research methods, and the sociology of science. In NCFR, he has been called "the glue that linked generations of participants in the TCRM meetings" (Theory Construction and Research Methodology workshop). He also has served NCFR as a member of the Technology Task Force, the Long Range Planning Committee, the Public Policy Methods Committee, and the Reuben Hill Award Selection Committee.

William Marsiglio is a Professor of Sociology at the University of Florida. Currently, he is in the final semester of a 3 year term as a University of Florida Research Foundation Professor (2005-2008). Also, in 1998, he was the recipient of the Hammer Award from Vice President Gore's National Performance Review for contribution to the Fatherhood Data Team of the Federal Interagency Forums on Child and Family Statistics. His research and teaching focuses on the social psychology of men's sexuality/reproduction, fathering, and paid/volunteer work with children outside the home. He has written numerous books and countless empirical journal articles. He has provided extensive and continuous service to NCFR.

David H. Olson is President of Life Innovations and Professor Emeritus of Family Social Science at the University of Minnesota. He is known for his many contributions to the family field as a

scholar, teacher, therapist, and professional. Dr. Olson has spent his career developing theories and methods that help couples and families improve the quality of their lives together. The Circumplex Model and its accompanying instruments (FACES, Clinical Rating Scale) have been used to guide therapists in assessing couples and families and setting out treatment plans. He has also developed PREPARE (for use in premarital education and counseling) and ENRICH (for marital enrichment programs). He served NCFR as President (1988 - 89); Program Chair (1978); 3 terms on the Board of Directors, and in numerous other ways. His career has been recognized in many ways: Smart Marriages Impact Award (2004); Distinguished Alumni of St. Olaf College (2000); Cumulative Contribution to Family Therapy Research Award, AAMFT (1994), Distinguished Contribution to Family Therapy Research, AFTA (1983), and Distinguished Alumni Award from the College of Human Development, Pennsylvania State University, 1986, among others.

Barbara H. Settles is Professor of Individual and Family Studies at the University of Delaware. As an innovator, collaborator, and organizer of numerous international scholarly events, Dr. Settles has been a pioneer in expanding the scientific study of families to the international arena. Her professional travels have included visits to France, Germany, Austria, Belgium, Sweden, Canada, Costa Rica, Panama, Lithuania, Finland, South Africa, and Israel. In addition, she has devoted significant efforts to students—both those from the U.S. and from abroad, chairing over 40 graduate committees and preparing an impressive number of students who now hold important positions in various international institutions. In NCFR, she has been a recipient of the Jan Trost award and has worked with TCRM, the Public Policy Committee, Research and Theory, Family Action (later Family Policy), and the Membership Committee.

Steven Wisensale is a Professor of Public Policy in the Department of Human Development and Family Studies at the University of Connecticut. His primary teaching responsibilities and research interests are in family policy and aging policy and he was a recipient of the University of Connecticut's

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President's Report

Through the Lenses of Family Relations Professionals

Under the Big Tent

by Maxine Hammonds-Smith, President, maxinehammonds@numewellness.com

The Big Tent concept and how it refers to the inclusion of diversity is being widely discussed and all are welcomed. As I take on leadership as NCFR President, I will echo the Big Tent concept by looking through the lenses of our profession.

This New Year begins with a new and established LENS (Leadership stressing Empowerment, Networking in a changing Society). We embrace participation by all members with their scholarly talents. The membership can count on this leadership to keep in mind NCFR's three-fold mission:

- 1) To provide an educational forum for family researchers, educators, and practitioners who share in the development and dissemination of knowledge about families and family relationships,
- 2) To establish professional standards, and
- 3) To promote family well-being, as we acknowledge the diversity of members and their views about family issues through all three components of our mission.

Through these lenses, information is shared and disseminated via many vehicles under the Big Tent. Family professionals

(educators, practitioners, and researchers) function in different paths that complement each other's work under the Big Tent. As family professionals, we have one central principle that unites us—finding solutions to address family issues and placing those opportunities in environments for consumer usage. In doing so, we must keep our lenses focused on our mission in all three aforementioned areas. Under our Big Tent, information is disseminated through the *Journal of Marriage and Family*, *Family Relations*, and our upcoming journal, the *Journal of Family Theory & Review*.

There are other ways family professionals can disseminate their works that include working to impact public policy. We are such a diverse profession; we invite the vision of family educators, practitioners, researchers and others who are interested in the family profession. Under the Tent there is a center pole that supports the Big Tent that allows an opening for inclusion of the gifts and talents that each of us brings to the profession. As I look through my leadership lens as President of the NCFR Board of Directors, it is the center pole of the Big Tent that serves as our "touchstone" for diversity. I believe each Board member

will echo our role to uphold the mission and celebrate the diversity and inclusion of all talents of our membership.

I view the profession in these crucial ways:

Through the lens of our researchers, studies are conducted; data is gathered and disseminated in various ways. Family researchers are gifted to dig deep to find solutions and produce products that will prove points of view, solve problems, and help consumers. Those professionals are driven to be stimulated by their peers who can give them that challenge to continue their efforts to DIG for solutions. Those talents are valued and embraced.

Out of another set of family professional lenses are practitioners that take the products from the researchers to process and to feed to the public via services or public policy. We need that group of family relations professionals to make the public continuously aware of research findings to meet the needs of a changing and diverse society.

There are the educators, who want to serve as the pump that provides constant flow of knowledge to our growing group of our pre and younger professionals. These valuable family professionals are on the front line and need the support of both the researchers and practitioners to make certain that information is packaged and marketed to continue to build our next generation of family professionals. And there are family professionals who serve in multi-roles in the field.

NCFR has the Big Tent, and we need all of the family relations professionals under this Tent to support the central pole that

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Excellence in Teaching Award. He is the author of more than 75 journal articles, book chapters, and policy briefs and has published three books, including *Family Leave Policy: The Political Economy of Work and Family in America*. He has published routinely in *Family Relations*, served on its Editorial Board (1991-1997), and regularly presented at the NCFR Annual Conference.

Congratulations to these very worthy Fellows! Please extend your congratulations to them for their contributions to our field.



Submitted by the 2007 NCFR Fellows Committee; Mark A. Fine, Chair, Patricia Bell-Scott, Carol A. Darling, CFLE, Harold D. Grotevant and Judith A. Myers-Walls, CFLE.



Executive Review

Transitioning to Adulthood ... and to Web 2.0

by Diane Cushman, Executive Director, dianecushman@ncfr.org

It was nearing the end of summer, and I wanted one last opportunity to connect with my son before he left for college. An offer of a trip anywhere in the United States met with no response. New York! We could go to Broadway. San Diego! His favorite city. Washington, D.C. and public policy—who wouldn't want that experience? He was having none of it. As a recent high school grad, all he wanted to do was to savor every last minute of the summer enjoying the company of his lifelong school friends who were about to scatter like dandelion seeds in the wind to colleges all over the country.

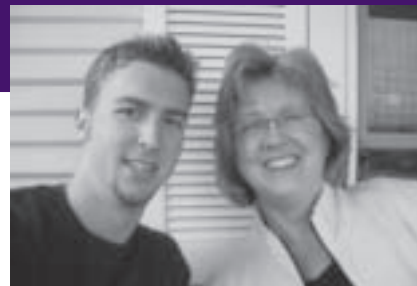
At last I suggested the North Shore of Lake Superior. To those who have visited there, you know the special lure of the Lake that inspired poet Henry Wadsworth Longfellow. Evidently, it inspired my son as well. We were off for three days in Grand Marais, Minnesota. It was the side trips to Isle Royale and kayaking the Boundary Waters Canoe Area that yielded scores of captured photographic images. Back at the cottage that evening, I suggested that we get them developed as soon as we got home. My son replied, "Why? I've already downloaded them to my Facebook site. I don't need pictures!" Silly me. Somewhere between framing his junior year SNO Dance portrait and that warm August

afternoon at the head of the Gunflint Trail, digital images downloaded to Facebook replaced mom's scrapbooking.

Forget cell phone calls and emails. If you don't "text," you don't know what's new in the life of your teen. Their sense of community transcends the physical. You can't rely on the fact that they live in your house to know what they're thinking—or even where they plan to spend the evening. Lurk in their online community and you'll learn more than any parent ever should. Get caught and you'll be labeled the creepy parent who has invaded the fastest growing web phenomenon of the 21st century!

Web 2.0 is here. If you were among the members who attended the annual business meeting in Pittsburgh, you were treated to a primer on SharePoint, Microsoft's Web 2.0 software, by NCFR's own technology whiz kid Jason Samuels. Blogs, wikis, document libraries, tagging digital photos—NCFR's role of facilitating collegial fraternization has gone electronic in a big way. If you're over 40, this might put the fear of programming a VCR into you.

NCFR is ready! Since a wise Board member recently suggested there must be a better way to distribute documents, we are learning skills beyond those of email transmissions. At times it has been an uncomfort-



Diane Cushman with son, Michael Richards

able rate of adaptation. We are in a race. Adapt and meet the needs of members. Fail to adapt and watch members find their professional community elsewhere. Our student and new professional members will not wait around for us. They will move on.

While time is of the essence, we will not compromise good planning or strategic positioning. That's why we're embarking on a comprehensive technology project. Your NCFR staff is eager to identify the tools that will facilitate the creation of electronic communities that will meet your ever-changing professional needs. We have eliminated Section dues. We have created an NCFR blog at <http://community.ncfr.org/default.aspx>. Our Board members can access all reports and Board materials on a SharePoint website and free up file space for other records. Did you attend the Pittsburgh conference? Many of the presenters' PowerPoints are available at our website for your enjoyment. Go to: <http://community.ncfr.org/2007AnnualConference/Forms/AllItems.aspx>.

In 2006, fewer than 25 NCFR conference evaluations were completed and returned to staff. In 2007, we received nearly 250 evaluations. The difference?; online distribution and completion of the survey. Thanks to your responses and technology, we're already putting your feedback to use as we plan the 2008 conference.

I'm of the belief that high tech must be balanced by high touch—yin and yang. So while we pursue online communities, we'll continue to offer excellent customer service and respond to your needs in a personable and individual manner. While we're tending to your needs, how about checking out NCFR's new online portal at <http://community.ncfr.org/default.aspx>?

PRESIDENT'S REPORT *continued from page 3*

fully embraces us despite our different roles; the bottom line is finding solutions and serving individuals and families.

As we start this New Year, we will work to determine what our Big Tent is.

We will create a platform to be inclusive for all members under the Big Tent.

We shall welcome all that come to serve under NCFR's Big Tent.

What is the Big Tent? As the members of the Big Tent—including the new Board of

Directors, the new Executive Director, Diane Cushman, and NCFR Staff—we await the outcome of Dwight Jewson's gift for our new look and sound bites so that we all will be able to communicate in an elevator speech. As President, I believe that all of us will see our place under the National Council on Family Relations' Big Tent; we will experience the center pole as the touchstone for diversity and inclusion of all the work each member provides.



Putting on Different Lenses to Understand Family Relationships

by Anisa Zvonkovic, 2008 Conference Chair, anisa.zvonkovic@ttu.edu



Plans are in place for a most edifying, entertaining, and enjoyable annual conference in November 2008 in Little Rock, Arkansas. Another article in this issue of the *NCFR Report* will tantalize you with the local arrangements in place to capitalize on our location. In this article, I will trace how the conference theme has led to plans for plenaries, special sessions, and activities that promise a conference experience that will provide you with up-to-date information, along with a thematic educational experience.

The conference theme, *Lenses on Family*, suggested a starting point for plans: we want to provide attendees with the experience of putting on different lenses in their examination of families. We operationalize this in a number of ways.

We are bringing in distinguished scholars from a variety of disciplines (such as economics and ethnic studies) outside the areas that NCFR attendees would typically read. These scholars, among them MacArthur

and Mellon Fellows, book award winners, and Sloan and Rockefeller Foundation recipients, will provide different lenses on family experiences. These sessions promise to be provocative and to allow audience members to examine their own work in fresh ways.

We are encouraging several Updates for Practitioners, Researchers, and Policy-makers in order to demonstrate how each of these groups puts a slightly different lens on family life. One session we have planned is a Teaching Update for Teachers (A TUT) that will focus on service-learning in undergraduate family studies programs. Service-learning provides a remarkable opportunity for students to put the lens of being a client of social service agencies in order to enhance their understanding of the lives of social service clients. Our session will include scholars who have conducted service-learning in a variety of contexts, as well as authorities on the pedagogy of service-learning.

Plans are ongoing for RUPs, RURs, and other sessions as well! Distinguished scholars whose legacies of work are familiar to NCFR journal readers, such as Philip and Carolyn Cowan, will be featured.

We also are partnering with TCRM (the Theory Construction and Research Methodology Preconference Workshop) to offer a Research and Theory Update on incorporating innovative research methods, designs and strong theoretical grounding into competitive research grant proposals. This session will be a panel including program officers from some of the major funders in the social sciences, and will be of use to senior family scholars as well as more junior conference attendees.

We are piloting a new program for new attendees as well as students and new professionals. This program capitalizes on the new technology available through the community portal at <http://community.ncfr.org> and will provide a network for new attendees organized around their interests. It is designed to assist them in making the conference a more active learning environment from which they can gain information and connections that will directly benefit their teaching, research, and professional activity. The program will be explained and unveiled at the Newcomers' Reception. The program is called the "Activator," and information about it will be with the online conference registration materials for those who are eligible and who choose to participate.

The 2008 Program Planning Committee is excited about this conference, which will be held in a special location and provide attendees with multiple lenses that incorporate what is especially challenging and exciting about working with families! It's not too late to make suggestions to the Program Planning Committee about events, and it's definitely the right time to talk up this conference to your colleagues and students. My contact information is: anisa.zvonkovic@ttu.edu; phone, 806-742-3000, ext. 279.

Looking forward to seeing you in Little Rock!



Thank You, Donors

The following persons recently contributed donations to NCFR. Their generosity aids NCFR in continuing its programs and awards.

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And NCFR also thanks the Lost Faculties Band for their donation of entertainment for the Feldman Award benefit dance.

For more information on contributing to NCFR, contact:
John Pepper, NCFR Finance Manager
3989 Central Ave. NE, Suite 550, Minneapolis, MN 55421
toll free: 888-781-9331 ext. 16 or johnpepper@ncfr.org

CERTIFIED FAMILY LIFE EDUCATORS

Following is a list of Certified Family Life Educators designated since September 15, 2007.

Alabama Kerry Davis - * Sallie Lide-Hooker Belinda Mitchell Arkansas Denise Fisher Arizona Branden Henline Lindsey Hicks Stephanie Maas - * California Rev. Mark Heine - * Tammie Pontsler Jhoselyn Ramirez - * Eva Starner-Wheeler - * Wyann Vaughn Christina Worth - * Colorado Louise Fantle - * Connecticut Catharine Banasiak - * Andrew Bolin Florida Michelle Appelrouth-Rader - * Robyn Cenizal Fidelina Duclos Kelly Fitzgibbons - * Sharon Fuentes Luz Van Meek Illinois Michaela Brandell - * Debrah Clark	Iowa Anthony Santiago Indiana Marisa Bland - * Dreama Love Olivia Ojeda - * Andrea Parker - * Mary Schultheis - * Kansas Carmen Stephens - * Louisiana Holly Kihm Peggy Rolling Maine Pamela La Haye Maryland Maleasa Blackway Jessica Mueller - * Pattarapan Pothong - * Michigan Donna Allen - * George Fierro - * David Jones - * Magen Misico - * Douglas Pettit - * Vicki Rafferty-Polk Darlene Rennier - * Yatesha Robinson Resha Sproessig - * Charisse Thorpe - * Brandley van Eeden- Moorefield Megan Weese - * Minnesota Shannon Dufresne Carole Feela - *	Jennifer Gustavson - * Jaerim Lee Kelly Monson Sharon Powell Leanne Renteria - * Mississippi Tabitha Staier Joe Wilmoth Missouri James Meyer Tia Schultz - * Melinda Stafford-Markham - * Montana Amy McKeever - * Nebraska Jennifer Crosswhite-Gamble New Hampshire Heather Brown New Mexico Margie Barela Diana Magallanez - * Nevada Amanda Johnson - * Shannon McCreary - * New York James Bates Aura Caro - * Soohyun Kim - * Jessica Williams North Carolina Catherine Smith Ellen Thrower - * Miriam Tonnesen - *	North Dakota Debra Theurer Ohio Tricia Callahan Jessica Grafton - * Kelly Joyce - * Alice Siddle Leslie Straka - * Candace Wiggins - * Elizabeth Wilson South Carolina Jeffrey Bennett - * Tennessee Ann Koelz - * Deanna Roach - * Javiette Samuel Thelma Sanders-Hunter Texas Wayne Barnard - * Jaylie Beckenhauer Bradley Craig Yvonne Davis - * Susan Eitel Nirisha Garimella - * Nerissa Gillum Meredith Ivey - * Atasha Kelley-Harris Erin Rebecca Kostina-Ritchey Keith Mask Dusty Miles - * Janice Moore Terri Moser Tara Newman Jennifer Rojas - * Sonia Smith - * Mary Elizabeth Wade Lisa Walker	Utah Mary Lou Mueller Stephen Mullins Amy Shaw Leah Wilson - * Virginia Joni Beach - * Janice Ferguson - * Washington Holly Belshay - * Emily Borrow - * Sandra De Angelo Lindsey de Haan - * Quenby Delgado Kelly Horowitz - * Jennifer Krafchick Juana Moreno - * Renee Overath Peggy Roberts - * Charlotte Roberts - * Justine Rogers - * Jami Tucker - * Linda Wilcox Wisconsin Jennifer Jones Amanda Nagel - * Stareen Troeger Canada Jennifer Hibbert - * Charlene Van Leeuwen * denotes provisional CFLEs
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JFTR Seeks Article and Book Review Submissions

The *Journal of Family Theory & Review* (JFTR) is seeking authors to submit original theory, new interpretations of existing theory, and integrative reviews. Prospective authors are encouraged to contact the editor, Bob Milardo at rh360@maine.edu with questions or phone Dr. Milardo at 207-581-3128 or the Journal office at 207 581-3126. Generally, JFTR does not publish empirical work with the exception of meta analyses of specific content areas. To submit an article, send to: jftr@umit.maine.edu.

JFTR also encourages book reviews, critical review essays on several related titles, author interviews, and online book chats. Nominations of print and related media published since 2007 that focus on theoretical and interdisciplinary integration are especially encouraged. Interested reviewers should contact JFTR's book review editor Libby Balter Blume at blumelb@udmercy.edu.



CFLE Directions

"If you had NOT developed a certification program, would your field look any different than it does today?"



by Dawn Cassidy, Certification Director, dawncassidy@ncfr.org

From time to time I receive emails from a consultant in the world of certification programs. She sends brief messages about marketing certification programs, test development, establishing professional identity, continuing education, etc. A major portion of my job is focused on the ins and outs of administering a professional certification program, so I often find her information to be very helpful.

A recent posting caught my eye. She posed the question, "If you had NOT developed a certification program, would your field look any different than it does today?" I have to say that my immediate gut reaction for the CFLE program was "yes." While we are still far from our overall goal of widespread recognition of the Certified Family Life Educator (CFLE) designation and broad awareness of family life education (FLE) in general, the CFLE program *has* made a difference in increasing exposure of the field.

By establishing and promoting standards of practice for the profession of family life education, the CFLE credential creates a professional identity. There is a knowledge base unique to family life education. The CFLE standards identify that which separates family life education from counseling, therapy and social work.

Much of the work we do in maintaining and promoting the CFLE credential contributes to the creation of a professional identity. For example, in order to receive Full Certification, applicants must document a specific number of work experience hours in "family life education." At the CFLE Advisory Board meeting in November we spent some time discussing this issue. What counts as FLE experience, what doesn't, and why?

The reality is that family life education occurs in a variety of settings. Few CFLEs

have the job title "family life educator." Many spend only a portion of their day-to-day job in activities that would be considered preventive and educational. So rather than identifying specific positions or settings that would be considered acceptable as family life education work experience, we identified the following criteria:

- The work is educational and preventive in nature
- The work is related to at least one of the ten family life content areas
- The work is intentional; it doesn't just happen
- There is a planned curriculum or program

We plan to provide more guidance including examples of what family life education might look like in various settings such as healthcare, faith communities, corporations, the military, preschools and childcare, schools, etc. The exercise of developing these criteria helps to clarify the profession.

The CFLE standards identify that which separates family life education from counseling, therapy and social work.

The same consultant's next blog had the following heading: *Certification is not your purpose.* She shared her reaction to a number of organizational websites she had scanned that stated that their mission was to "certify members of the X industry." She clarified that the purpose of an organization should never be certification. Rather, certification is a *strategy* to accomplish an organization's purpose. NCFR's purpose or mission is to "provide an educational forum for family researchers, educators and practitioners to share in the dissemination

of knowledge about families and family relationships, establish professional standards and promote family well-being." The Certified Family Life Educator (CFLE) program most certainly provides a strategy to accomplish this purpose.

The process of developing the standards and criteria for the CFLE credential certainly helped to establish a standard of practice. The collaboration between a premier family research organization and a credential for practitioners in the family field provides an educational forum and an opportunity to support practice with research and to influence research with the realities of practice.

Through the existence of the Certified Family Life Educator program, there are over 1,400 active certified professionals who are passionate about helping families through a preventive and educational approach and who are actively getting the word out. Through the NCFR Academic Program Review there are over 100 universities and colleges throughout the United States and Canada that consider the CFLE criteria to be legitimate enough to incorporate into their degree programs. And there are thousands of professionals and employers who are learning about the concept of strengthening families and society by providing information and guidance regarding life skills.

The reality is that many people still have never heard the term "family life education." They may have no idea what CFLE stands for. But most of the aforementioned programs and each of the aforementioned people (and certainly their colleagues and family and friends) form a banner for our designation. Their efforts are the most effective and expedient way to grow the profession of family life education.



What's in Little Rock, Arkansas? The 2008 NCFR Conference!

by Susan Takigiku, Co-Chair, Local Arrangements Committee, susant@uark.edu



Some of you have asked, “What’s in Little Rock, Arkansas?” Yes, I know, Arkansas does tend to suffer some negative stereotypes in the media; but remember, as social scientists, we have been trained to look beyond stereotypes and appreciate that every place, family, and individual has a unique culture, history, and context. You will be pleasantly surprised! Exciting plans are underway to make this conference interesting, stimulating and fun. On page five of this issue of *NCFR Report*, Anisa Zvonkovic will tell you about the outstanding conference program she is planning in conjunction with top scholars speaking on the conference theme, *Lenses on Family*.

First—a little bit about Little Rock. The conference will be held at the Peabody Hotel, conveniently located on the banks of the Arkansas River in the heart of the historical district near the River Market area of downtown. The hotel stands next to the historic Old State House where Bill Clinton announced his bid for the presidency in 1991. The hotel is also located on the river walk with trails and park areas for walking or jogging. Temperatures in November typically range between the 50s and 70s.

The River Market area has a wide variety of places for eating, shopping, and entertain-

ment. Many attractions are within a ten to fifteen minute walking distance, but there is also a convenient street car route that can transport you to local sites and restaurants. The local arrangements committee is preparing a list of recommended eateries for BBQ, fish, pizza, steaks, and more. We are also working on ways to incorporate regional music and folk traditions to give you an authentic experience.

Little Rock is rich with history and beautiful old buildings, such as the newly-renovated State Capitol building and the Quapaw Quarter of historic homes. Some of the important sites in the area include the Clinton Presidential Library and School of Public Service, Heifer International, and the Little Rock Central High School national historic site.

The Clinton Presidential Library and School of Public Service are located due east of the hotel, a leisurely half-mile riverfront walk. The library is a modern museum with a variety of exhibits ranging from “Life in the White House,” a full-scale reconstruction of the Oval Office, and other changing exhibits. You may want to plan an afternoon before or after the conference to take in this extensive library and the local historic sites.

The Heifer International headquarters is located in Little Rock, near the Clinton

Library on World Avenue. The new international headquarters is an environmentally friendly “green” building, designed to conserve energy and reduce pollution. If you are not familiar with the Heifer Project, it is an international organization dedicated to work with world hunger, poverty, and the environment. The Heifer Project provides families living in poverty with animals which they can breed for sustainable sources of food (such as heifers, chickens, and goats), thereby reducing the need for short-term help from relief agencies. It also provides educational programs for children and adults to learn about poverty and living conditions in other countries.

Another important historical site is the Little Rock Central High School, which recently marked the 50th anniversary of its desegregation, when nine African-American students entered the school under federal troop protection. In 1957 the school became a crucial battleground in the struggle for civil rights as the nation watched as the “Little Rock Nine” attempted to enter the previously all-white school. At this national historic site, reflect on the past, present, and future in our nation’s continuing struggle to embrace diversity.

Other attractions in Little Rock that you may want to consider for a family excursion before or after the conference include the Museum of Discovery, the Little Rock Zoo, the Aerospace Education Center and IMAX Theatre or the hiking trails of Pinnacle Mountain State Park. Each place has a unique history and culture that can be an adventure to explore. We warmly welcome you to Arkansas and hope that you plan to attend this exciting conference in 2008!



Arkansas
State Capitol,
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ON THE NET



Report from Minneapolis

When October Goes— My Day with Leah Schaefer

by Nancy Gonzalez, CFLE, Editor, nancygonzalez@ncfr.org

Last October 29th was a day I will never forget. It was a crisp, clear fall day that reminded me of a Johnny Mercer song entitled *When October Goes*. This beautiful minor-keyed ballad paints a masterpiece of breathtaking fall scenery and the mournful longing for a moment of time that you'd like to relive again—and the accompanying realization that it's gone forever except for the memory.

It was the week before the Pittsburgh conference. About three months previously, I heard about an NCFR member who has been in the organization for 50 years. I found out about Leah Schaefer in a round-about way, and we talked several times by phone. With every conversation, this woman fascinated me more and more. She is a pioneer and legend in the field of sexuality research and psychotherapy. She's also a new beloved friend. I'd like to tell you about her.

Leah Cahan Schaefer joined NCFR in 1957 while she was a graduate student at Columbia University. She's 87, and she doesn't mind if I say so. Her doctoral research was an in-depth study of the *Sexual Experiences and Reactions of a Group of 30 Women as told to a Female Psychotherapist*. She offered to send me a copy of her 1964 dissertation. I didn't know what to say except "great!" I tried to sound enthusiastic. But in my experience, doctoral dissertations are usually difficult reading, sometimes uninteresting reading, or both. However, from her description of the research, it held promise for this short-attention-spanned reader. I knew I would benefit intellectually; I knew next to nothing about sexuality science beyond the Family Life Educator generalist level.

The dissertation arrived, and I cracked it that evening. I flew through it in about three days.

Leah studied sexuality when it was virtually taboo. It was as if women didn't have sexuality in the 1950s. If they did, they didn't talk about it. TV couples had twin beds. Ozzie and Harriet's sons may have arrived via parthenogenesis. Under June Cleaver's shirtwaist dresses, she wore a stiff crinoline slip. The Cleavers' on-screen chemistry implied that its function was not just as a fashionable undergarment for flaring her skirts. Given the Zeitgeist, it might have been the 50's answer to razor wire.

Leah's courageous dissertation cut through the crinoline. She gave voice to the most intimate feelings of her research subjects with absolute respect and clinical precision. In her own words from her dissertation, "throughout the study the researcher has attempted to deal with emotionally-charged, taboo material with dignity and to present the findings without bowdlerising and within the purview of good taste. It's quite likely that her ability to access these women's most closely-held private thoughts and memories was that she listened woman to woman. Up until Leah's study, women's sexuality was studied almost entirely by men. And it was also the first to use in-depth interviews to uncover this candid, engrossing and enlightening data. Let me quote from the introduction:

Sex can be used in countless ways to achieve countless ends, and the infinite variety of ways in which a woman expresses herself sexually have an infinite variety of meanings—gross and exquisite. Sex can be used by women—as well as men—for self-enhancement or for degradation, to achieve closeness with another individual or to alienate, to build and enrich family life—or even to demolish it. Sex can be used as a gambit in an interpersonal power struggle, or for the most profound physical expression of human love and understanding.

**Leah
Schaefer
today**



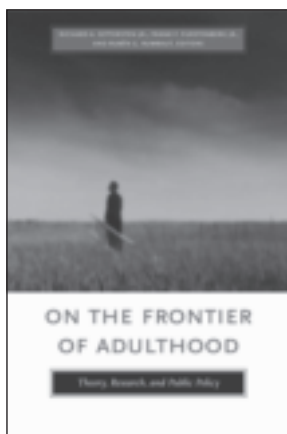
See what I mean? I was hooked. I had to meet this woman.

Leah lives on Manhattan Island. I am a Minnesota gal who was scared to death to venture into New York City alone for the first time. I decided that I could borrow some of Leah's courage—but I might have to borrow on my Visa card as well. New York is not a cheap visit, and it wasn't in the family budget. Then I realized that, in November, I would already be as far east as Pittsburgh for the conference. Could I turn it into a side trip? I had to. I knew if I passed it up, I would regret it.

The term "Renaissance person" is now such a hackneyed phrase that even high school essayists won't use it. But in Leah's case, this tired old cliché comes alive again. Let's begin Leah's story with what doesn't appear on her vita. Before her family science career, "Lee" (as she was known then) was a professional singer and recording artist. Leah graduated from high school at 16. She went straight to college and double majored in music and music education, graduating at age 19.

After graduation, she joined a singing group in the Chicago area. This large ensemble, the "Vochestra," sang on Chicago's CBS radio affiliate. For historical perspective—just a reminder—there was no TV in 1939. There were only vacuum tube radios that took a minute to "warm up." One day, a producer named Bill Bunt needed a girls' trio to sing part of the program. He pointed to three singers who were obviously his best female vocalists in the group—saying "you, you and you." Leah and friends Sharon and Linda were picked. They called themselves the "Barries." Leah's group and their radio

Leah Schaefer continued on page 10



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LEAH SCHAEFER *continued from page 9*

show were the equivalent of today's MTV, and she was the Beyonce Knowles of her day. She was indeed Destiny's Child.

The Barries sang on the radio, but word spread quickly beyond the ionosphere. Soon they were playing gigs at theatres. Leah was careful to explain to me what "theatre" meant back then. They were movie theatres. Back in the day, floorshows were de rigueur in movie houses. Between reels, the projectionists needed a while to reload, and there was some downtime. Singers and other kinds of acts entertained the would-be restless patrons. Word spread among theatre owners, and job offers came in from all over the country. Then the Barries got a permanent show of their own on WHK radio in Cleveland. After one of their 45 minute radio shows, she was called to the phone—someone wanted to talk to a member of the trio. This had never happened before.

"Hello. This is Johnny Mercer, and I think you are wonderful!" the caller said. (Yes, *that* Johnny Mercer, the aforementioned legendary composer/lyricist who wrote the lyrics to *Moon River* and the *Days of Wine and Roses*, just to name a couple of tunes.)

"Oh, really? This is Greta Garbo," Leah quipped. She thought it was a crank call.

It took some convincing, but eventually Leah realized that she was talking to the real Johnny Mercer. Mercer was in the Cleveland area and heard the trio on his car radio. He was very impressed with their sound. He told her that he was starting a record company in Los Angeles. "We would like to have you record for our company," he said. Leah and the Barries were some of the first artists who recorded at what became Capitol Records. She played one of her solo recordings for me. Her warm, dusky, rich voice is reminiscent of Rosemary Clooney—only better, in my opinion—quite an admission for a Rosie fan. Leah says she would like to sound more like K.D. Lang. I'm going to let the reader decide. Visit the NCFR website to hear some clips of her voice at <http://community.ncfr.org/blogs/n=1/LeahSchaefer>.

In her late 20s, the Barries disbanded. The world was changing for singers. Television was emerging, competing with radio. Families did not have to go to movie theatres for entertainment anymore. About the same

time, her father, whom she cherished, died of cancer. She was bereft. The grief was paralyzing. She quit singing—in fact, she had to quit working. She descended into a deep depression that lasted about two years. She survived on unemployment benefits. When they ran out, she scrounged up some typing jobs, working for scriptwriters. (She could type 125 words a minute.) Other than rote typing jobs, she could not cope. She described a typical day; she would wake up with good intentions for a day of job-hunting. It took hours to get dressed and pull herself together. By the time she was ready to head out the door, it was late afternoon—too late to visit employers and move ahead. She would return home, without any job prospects, day after day—month after month.

Then one day, while pounding the pavement, she glanced at a shop window and caught her reflection in the glass. It startled her to her core. While she could see her body clearly, her face appeared blurry. She couldn't see her own facial features. "I've lost my identity," she thought. Leah knew that her survival depended on getting help.

Leah Schaefer continued on page 11

Ernest Osborne: Remembering My Mentor

by Leah Cahan Schaefer, Ed.D.

I'm extremely honored to have the opportunity to write about Dr. Ernest Osborne who was the most outstanding and impressive teacher that I have ever had. I am also pleased to have the opportunity, by this writing, to relive the momentous experience of being a student in the late 1950s at Teachers College, Columbia University, and to recall, most especially, the excitement and the joy of studying with Dr. Osborne in his course "Family Life Education," which was my introduction to the study of family life.

Dr. Osborne had his own innovative approach to education. His classes were so largely subscribed (often more than 300 students) that he lectured in a large assembly hall. Because he believed that close working relationships between student and teacher as well as among students were so important in creating an atmosphere of learning, he developed a unique approach for handling such large classes. He himself lectured every other week and he used the alternate weeks to conduct group discussions. Each group was composed of 10 students and was headed by one of his graduate

students (occasionally he would conduct one himself.) Dr. Osborne additionally encouraged close working relationships among his students by inviting 20 or so different students, on regular occasions, to his home to socialize and to discuss issues of family life. Everything Dr. Osborne did was designed to connect with his students, to get them to connect with one another, and to understand the connections in family life and how those connections affected the family as a whole and each member individually.

Dr. Osborne did not believe in "exams," which he felt made students focus too much on memorizing facts rather than concentrating on and understanding the "whole picture" of what he was eager to teach them. However, he did require each student to write three papers each semester on subjects of their own choice, which was covered in the course, and which were supposed to express what they had derived from his lectures. Dr. Osborne always stressed the importance of students having their own thoughts and ideas about what they had learned, as well as focusing on

their own experiences and questions about the course. He felt that this was the best way for him to gauge what the students had learned from his course and what they had understood from what he had taught.

Each of Dr. Osborne's lectures was designed to delve deeper into the subject of family life. He addressed issues such as sex education, death, bereavement, money, divorce, birth order, unusual parenting, adoptions and inter-marriages among others. Such subjects, in 1957, were considered delicate, at best, and taboo at worst – but not for Dr. Osborne. I believe that it was his lack of fear in addressing such necessary issues which made my experience of being his student so exciting and so stimulating. It was this fearlessness which allowed him to support me in my choice of a subject for my doctoral dissertation which was, at that time, also a truly radical one: the development of women's sexual feelings.

After obtaining my master's degree in Developmental Psychology under the guidance of Dr. Arthur T. Jersild, I met

My Mentor continued on page 12

LEAH SCHAEFER *continued from page 10*

She contacted a therapist. During the therapeutic process, her depression lifted and a new life purpose appeared. She knew she didn't want to live a commercial singer's life anymore—"a life that required enduring youth and good looks," because she knew that this wouldn't be the basis for a lasting career. Dr. Alexander Wolf and her fellow group therapy members pointed out that she had an unusual gift for understanding psychology and human development. They encouraged her to pursue this as a career. She went back to graduate school. She was determined to make it.

It was in graduate school where she found a mentor whose name is a familiar one in NCFR—Dr. Ernest "Lank" Osborne. The NCFR award bearing his name is conferred on a family studies professor with outstanding teaching skills—something Dr. Osborne was famous for. Dr. Osborne took a special interest in Leah and recognized her rare capabilities. He became her dissertation adviser and mentor. In the late 50s, between

Rosie the Riveter and Betty Friedan, Dr. Osborne was already a feminist. He supported her academically and encouraged her to pursue her women's sexuality research interest—a controversial move for an adviser and a student back then. Leah described how he was "way ahead of his time." During her doctoral program, Leah was married and her precious daughter Katie was born. Dr. Osborne urged her to stay in school and expressed complete confidence in her ability to manage her multiple roles.

Then, in the final months of preparing for her dissertation defense, Dr. Osborne died unexpectedly. Leah was devastated by the loss. A new adviser and her committee members (one of whom was Margaret Mead) saw Leah through to complete her doctorate. But no one ever replaced Lank in her heart; she feels a lifelong gratitude to him. She said that although NCFR has memorialized him in an award, he died so young and over 40 years ago. There are



The Wayfarers

probably few NCFR members who remember him well. She was concerned that in the future, recipients of the award would be unaware of the true meaning of the distinction. "I need to get something in writing," said Leah, "that explains just how special he was." Leah's tribute to her mentor appears in this issue of *Report*.

Leah Schaefer continued on page 13



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MY MENTOR *continued from page 11*

Dr. Osborne in one of the corridors of Teachers College and he asked me directly, "When are you going to transfer into my department?" Although I had taken his course, I had never been a student in his department. By that time he had become head of the Department of Marriage and Family Life Education. I asked him if they were offering a Ph.D. degree or just an Ed.D., and if a Ph.D. was more important to my future work as a psychologist. His reply was typical of his wisdom. He said they only offered an Ed.D. at that time, but he added something very profound: "The value of a degree will be judged by the achievements and contributions of those who have it." It was this attitude that finalized my decision to transfer to Dr. Osborne's department. That decision allowed me to study with him further and to be his research assistant. He was my professor and my mentor and the most influential person in supporting me to produce my 1964 doctoral thesis "*The Sexual Experiences and Reactions of a Group of Thirty Women as Told to a Female Psychotherapist*." My deepest regret is that Dr. Osborne died suddenly three months before I graduated and was not privy to how very deeply and significantly he affected the future course of my professional life.

I used the theories and the principles of understanding the family that I learned from Dr. Osborne throughout my career as

"The value of a degree will be judged by the achievements and contributions of those who have it."

a psychotherapist, but the value of his ideas was never more evident than when I began to apply them in my work with transgender patients. I was introduced to this field some 30 years ago by Dr. Wardell Pomeroy (one of the coauthors of the Kinsey studies). He taught me how to interview transgender people in order to determine if they were truly transsexual and, therefore, acceptable candidates for hormone treatments that would be provided by Dr. Harry Benjamin. Because of the understanding of families, family interactions and their importance in our lives, which I had already gained from studying with Dr. Osborne and from my practice, I was able to do more for the transgender people who were referred to me than just to interview them to fulfill Dr. Benjamin's requirement. I was able to dig deeper into their lives and to begin working with these individuals in an area I found to contain their most pressing and troubling issue: namely, how to find a way to maintain and enhance family (and other) relationships when their transexualism was exposed.

I have worked as a psychotherapist for 50 years. There are many models for doing psychotherapy — a medical model, a psychosocial model, etc. However, I have always thought of myself as a teacher who teaches the people who are my clients how to understand and deal with their emotional lives as well as how to understand how they function in the different groups that they are members of (family, work, social, etc.) and how to use that understanding to live the best they possibly can. Basically, this is the lesson I learned from Dr. Osborne from the very beginning of my studies with him.

His friends called him "Lank" and it described him perfectly. He was a man who loved his work and was dedicated to it. He was a man of dignity and vitality with a wonderful sense of humor. He could look at life and see what was real and what was ridiculous. He was interested in all facets of life and viewed most all of them through the prism of the family which he saw as life's central unit. He approached people and issues with openness and directness and he answered questions with thought and thoughtfulness. Ernest Osborne was a first-class human being and an inspiration.



After graduate school, she secured her psychotherapy credentials and began her career as a psychotherapist. She had a successful practice established, but one day she got another fateful phone call—this time from a colleague, Wardell Pomeroy. Dr. Pomeroy, one of the coauthors of the Kinsey Studies, was working in a new field within sexuality. Dr. Pomeroy interviewed transsexual clients before they began their medical interventions with Dr. Harry Benjamin, the physician who pioneered the use of hormones to help clients begin their transsexual journey.

Again, Leah's "voice" was chosen. Wardell Pomeroy told her that the most important qualification for helping transsexual clients was the ability to be non-judgmental—and she had the gift. She was Dr. Pomeroy's hand-picked colleague to whom he wished to transfer his practice as he made plans to move his work to San Francisco. Leah worked with him, seeing clients together for two years. Then she began her pioneering specialty of gender dysphoria therapy. She is considered one of the field's foremost authorities in this area. Her vita is enormous and impressive, with distinctions such as former President (and first woman President) of the Society for the Scientific Study of Sexuality. She still sees clients today. And she's still thinking about how the field should develop. She takes issue with the terms "gender dysphoria" or "gender identity disorder" in referring to these individuals' circumstances. She feels that it's pejorative and inaccurate to classify this condition as a pathology. In her professional opinion, most of the presenting problems they have stem from the stigmatization they suffer. She believes, as do a growing number of scientists, that it is a naturally-occurring variation in humans and is part of a person's inborn psyche. The DSM V is currently in development—this is one of the classifications now undergoing active debate for revision.

As she developed her therapy practice, Leah began singing again, recording an album, *A Girl and a Guitar*, with a very popular jazz guitarist Jim Hall. She also formed a folk singing group called "The Wayfarers" and made some recordings with them as well. Psychotherapy gradually replaced music as her life's focus. I couldn't stop wondering, though, if she still had it in her.

Near the end of our visit, I asked her if she still did any singing. "No," she said wist-

fully. I just had to hear it for myself. I started to sing a classic WWII era ballad, "*I'll be Seeing You*," which I knew she would know. As I started singing the melody, she jumped in with a perfect alto part with no advance notice.

I spent five hours with Leah. I wish it could've been five days. See a pattern here? Bill Bunt at CBS picked her. Johnny Mercer picked her. Ernest Osborne picked her. Wardell Pomeroy picked her. And this amateur biographer picked her. Lots of people have charisma. But most of the time, once you scratch the veneer, it's a disappointment. I've just come to expect it. With Leah, the depth—well I haven't hit bottom yet.

Back to October 29; my day with Leah was ending. It was time to go. Leah called me a cab and walked me to the door. The cab arrived way too soon. She kissed me, hugged me, and stuffed \$24 in my hand for cab fare. I rushed to the double-parked taxi, fighting back tears. The cabby broke the spell with a Lennie Briscoe-accented "where ya goin'?"

"To the PATH station at Ground Zero," I said. I made some Wobegon small talk and then I added, "You know that lady who just put me in this cab? She's a world-famous scientist."

"No kidding," the cabby answered. Then, in the most brilliant example of a non-

verbal "you are dull" message, *he turned up the radio*. The cosmic weirdness, though, is that 60 years ago, when cabbies turned up the radio to drown-out a boring Minnesota tourist like me, it could've easily been her voice they were straining to hear instead.

A couple of weeks after my trip out east, my new friend called one Saturday and we talked at length. I laughed as I told her that one of my suitcases was still not completely unpacked. She was quick to observe that I had just told her that the trip was one of the most meaningful of my life. She suggested that there may be a reason I was dragging my feet. It could mean that the trip is over. Her insight as a therapist was stunning. She nailed me. Armed with this new realization, I took my time. I still haven't removed the barcode airline tags from my luggage handles.

How many NCFR members have been with us for 50 years? According to Cindy Winter, our office historian, there are just a handful. Leah's gift of written reminiscences of Dr. Osborne ensures that we'll always remember what outstanding teaching and mentorship is all about.

Leah Cahan Schaefer, you are a song. I may never get to Manhattan again, but I'll be seeing you. In fact, "*I'll see you in the sunlight, and when the night is new. I'll be looking at the moon. But I'll be seeing you.*" ■

Minnesota Council Announces Upcoming Conference—Friday, April 4, 2008

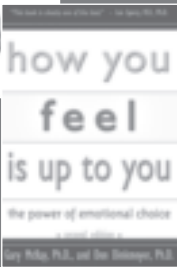
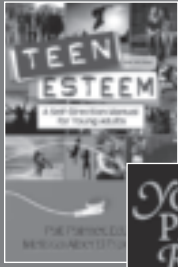
The Minnesota Council on Family Relations (MCFR) and the Minnesota Landscape Arboretum, University of Minnesota are teaming up to offer a conference for educators, health professionals, researchers, community leaders, policy-makers, designers and urban planners on the importance of "green space" in the lives of children, families and communities. Key-note speaker Dr. Andrea Faber Taylor, a child environment and behavior researcher from the University of Illinois Urbana-Champaign, will present her systemic evidence of two populations in great need of support: children living in impoverished public housing and children coping with ADHD. She has studied day-to-day functioning of children in the areas of self-discipline including concentration, impulse control and delay of gratification, and how

green space plays a necessary role in how children grow and develop. She says that, "Kids who spend more time outside end up paying more attention inside!" This has implications for how communities can foster the healthy development of children.

Additional presentations by Dr. Martha Farrell Erickson, from the University of Minnesota and national board member of the Children and Nature Network, and Nancy Rosenow, Executive Director of Dimensions Education Research Foundation from Lincoln, Nebraska will share national and regional developments and emerging trends and educational models in this new area of research and education.

For more about the conference, contact MCFR at www.mcfr.net or the Minnesota Landscape Arboretum at 952-443-1422 or www.arboretum.umn.edu. ■

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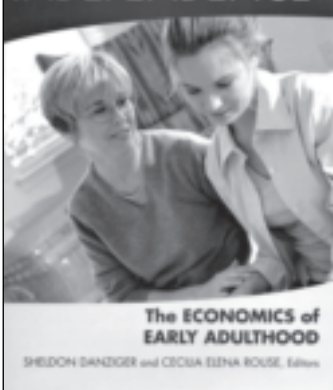
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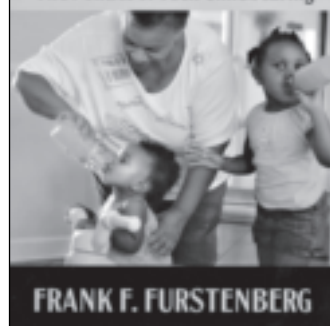


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Family Science Section News

by Sandra Bailey, Chair, baileys@montana.edu

Amanda Williams, graduate student in the Department of Human Development and Family Science at Oklahoma State University, was the 2007 recipient of the Family Science Section's Wes Burr Student/New Professional Paper Award. Ms. Williams' paper, co-authored with her professor Michael Merton, was entitled: *Overview of Web Journal Content Posted by Adolescents Attending Public and Catholic Schools: Implications for Future Research and Intervention*. The research was presented at a poster session at the 2007 NCFR Conference in Pittsburgh. A check for \$200 was presented to Ms. Williams at the Family Science Section meeting.

Wesley R. Burr completed his doctorate at the University of Minnesota in 1967, and served on faculty at Portland State University from 1966-1969. Later he moved to Brigham Young University and built a career in the School of Family Life and focused on theory construction. Burr felt fortunate that he had been able to be mentored by (and later collaborated with) some of the fathers and mothers of sociological family theorists and researchers, such as Reuben Hill, Murray Straus, Joan Aldous, Ivan Nye and Ira Reiss. In turn, he then became a major mentor of others who are now established in the field, including Randal Day, Tom Holman, Geoffrey Leigh, Brian Barber, Dean Busby and Jason Carroll. He jump-started many other careers, both of graduate students with whom he worked, of colleagues at BYU and of collaborators and NCFR members across the United States.

Wes took advantage of opportunities to learn from and teach others through visiting professor assignments that included the Institute of Population Studies at the University of Exeter, England, as well as the Universities of Nebraska, Wisconsin and Arizona State. Although a teacher—and sometimes icon—to others, he never lost his thirstiness and willingness to learn from others. Brand new assistant professors in his department could be assured that Wes Burr took their comments and insights seriously, and engaged in dialogue with them without regard to their status as novices in the field. He enhanced the professional influence of virtually all the colleagues with whom he worked—whether they agreed with or challenged his points of view.

Wes Burr's contributions were multifaceted. He was an administrator—serving in numerous NCFR committees and section leadership positions, including President of NCFR from 1981-1982. He was a theorist—propelling conceptual frameworks to the fore and being a central figure in NCFR's Theory Construction Workshop. He was a teacher—nurturing the integration of ideas, research and practices in students, in the professional literature and in his day-to-day classroom assignments. His interest in the applied dimension of marriage and family life was also constant. It is as if he rode numerous horses simultaneously and

with a rhythm that moved all three dimensions of the profession forward. The study of marriage and family life and the academic stature of NCFR were expanded fundamentally because of the work of Wesley R. Burr.

We thank Dr. Terry Olson of Brigham Young University for providing the information on Dr. Burr.



Amanda Williams



Family and Health Section

by Sharon A. Denham, RN, DSN, Chair, Denham@ohio.edu

The 2007 Conference in Pittsburgh was a wonderful experience. It provided an excellent opportunity to gain updates from experts in diverse fields, hear knowledgeable speakers from multiple disciplines, gain insight into new directions of family studies, and network with new and well-appreciated colleagues. As always, the Family and Health Section sponsored paper sessions, workshops, symposiums, round tables, and posters. I had the chance to visit many of these and genuinely valued the quality of the presentations and the level of detail that was given to making each one useful. Our Section also sponsored a presentation on caregiving by Dr. Steve Zarit from Penn State. Thanks to Dr. Jeremy Yorgason and Dr. Whitney Brosi for making all of the arrangements. Two highlights of the conference were Bonnie Braun's play from the *Rural Mothers Speak* project and the Town Hall Meeting lead by Dwight Jewson where NCFR members participated in an institutional identity project.

Our Section meeting this year was attended by about 18 persons; we hope for more next year. The Section meetings provide a wonderful way to participate more actively in the organization, provide leadership, and become better acquainted with others with health-related interests. In addition, Susanne Roper met with the *Chronic Conditions in Families across the Life Course Focus Group* and Whitney Brosi met with the *Issues in Aging Focus Group*. These health-related groups are open to all NCFR members. Unfortunately, no student papers were submitted for the 2007 award; this

was discussed and greater effort will be made to assure that we have papers to review next year.

We discussed goals for this year. The NCFR website has great potential for enhanced interaction among our membership and we intend to use it this year to increase our subject matter knowledge and meaningful connections with one another. We discussed the possibility of a mentorship or sponsorship program for the Section; volunteer mentors could contact potential mentees prior to the meeting and schedule time for conversation or coffee in Little Rock. We need to nurture Section members to assume leadership roles. We will use our listserv to determine interest. Section members would like to see growth in the Section so that we can continue to take strong roles in the organization. Plans are now underway for a special issue of *Family Relations* to focus on families and health. Submissions are due by August 4, 2008 for publication in this October 2009 issue. Contact Joseph G. Grzywacz, Ph.D., (336) 716-2237, grzywacz@wfubmc.edu or Lawrence Ganong, Ph.D., (573) 882-6852 ganongl@missouri.edu for details. Information is also available at www.ncfr.org under "journals."

Next year's conference theme is *Lenses on Family*. Be sure to get involved in the Section. You are important and we need you to become more involved! Feel free to share your ideas, ask questions, and volunteer. Our meetings are too short and far apart to become well acquainted at those times, so please make your voice be known.



Feminism and Family Studies Section News

by Áine Humble, Chair, ahumble@msvu1.msvu.ca

As the new Chair of the Feminism and Family Studies Section, it is my pleasure to report on the Section's involvement at the November 2007 conference. We had some wonderful presentations on topics such as vulnerabilities of working class families, mothers' time allocation to employment and family life, different forms of violence in families, and lesbian and gay parenting within diverse contexts. Anne Menard's (Director of the National Resource Centre on Domestic Violence) response to Michael Johnson's work on domestic violence was fascinating to see how practitioners have implemented the typologies and the concerns that have arisen in doing so. And Ramona Faith Oswald and Mignon Moore's discussion about lesbian parenting was so powerful and left me in tears at the end of their presentation. Being at sessions such as these always reminds me of how important our Section's work is!

Thank you to everyone for their involvement in the conference as presenters, discussants, recorders, and reviewers. Also a sincere thanks to the outgoing Section officers. There aren't too many of them—Lee Ann De Reus (Chair), Elizabeth Sharp (Student/New Professional), Karen Blaisure (Secretary/Treasurer) and Sandy Bailey (Newsletter Editor)—as a number

of us are continuing on. It is great to see the ongoing commitment of our members to ensuring a strong Section. Our new executives are: Brian Masciadrelli and Maria Walker (Student/New Professionals), Lisa Taylor and Margaret Manoogian (Newsletter Editors, formerly Student/New Professional representatives), Joyce Chang (Vice Chair, formerly Newsletter Editor), Cheryl Peters (Secretary/Treasurer), and of course, myself (formerly Vice Chair).

We also awarded our Jessie Bernard awards at the November meeting. The winner of the Jessie Bernard Award for Outstanding Proposal from a Feminist Perspective was Lyndal Bee Lian Khaw, for her proposal, "*Exploring Boundary Ambiguity in the Stages of Change Model for Abused Mothers: A Grounded Theory Analysis*." The winner of the Outstanding Research Paper from a Feminist Perspective Award was Abbie Goldberg, an assistant professor of psychology from Clark University. Abbie's winning paper, entitled "*Lesbian Mothers' Ideas and Intentions about Male Involvement across the Transition to Parenthood*," was co-authored by Katherine Allen and was published in the *Journal of Marriage and Family* in May 2007. We had a wonderful increase in submissions for both of these awards last year, and look forward to a similar competition this year. ■



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