

Introduction: Imagine a Full Life—There's No Need to Choose

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2. E. J. Graff, "The Opt- Out Myth," *Columbia Journalism Review*, March/April 2007.
3. Julia Lawlor, "Earning It; Goodbye to the Job. Hello to the Shock," *New York Times*, October 12, 1997.
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6. Philip N. Cohen, University of North Carolina, based on March 2007 Current Population Surveys. E- mail to author, April 26, 2007.
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Chapter One: Mom and Dad: How Kids Can Get More from Two Working Parents

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2. NICHD Early Child Care Research Network, *Child Care and Child Development* (New York: Guilford Press, 2005), xv.
3. "Child care and other child development experts at NICHD and from universities across the US spent two years discussing how to best evaluate the relation between factors such as family and nonmaternal care on the one hand and children's social, cognitive, achievement and health outcomes on the other hand," says Sarah Friedman, one of the study's architects (e-mail to authors, November 4, 2008).

4. National Institute of Child Health and Human Development, *The NICHD Study of Early Child Care and Youth Development: Findings for Children up to 4½ Years* (Washington, DC: U.S. Department of Health and Human Services, 2006), 9, 36–37.

5. Clarke-Stewart, Alison and Virginia D. Allhusen, *What We Know about Childcare*, p. CHECKING PAGE 92?

6. Friedman, Ted Melhuish (of the University of London), and Candace Hill (the Institute of Public Research at CNA) have recently summarized findings about the effects of child care and child development (to be published in 2009 in the *Wiley-Blackwell's Handbook of Infancy Research*). They concluded that both the positive and negative statistical associations between features of child care and different developmental outcomes are modest and typically are half as large as those found for family and home factors. Therefore, the scientific literature to date suggests that the serious concerns about possible negative links between childcare and children's development were largely unwarranted.

For further reading on recent research findings see:

Sarah Friedman, Ted Melhuish and Candace Hill. "Childcare Research at the Dawn of a New Millennium: An update," In Gavin Bremner and Theodore Wachs (Eds. 2009) *Wiley-Blackwell Handbook of Infant Development*, second edition. Oxford: Wiley-Blackwell.

A compilation of recent scientific papers pertaining to NICHD findings through the time the children were in third grade was published in December 2007 by the *Journal of Applied Developmental Psychology*. Kathleen McCartney and Deborah Phillips, eds, *Blackwell Handbook of Early Childhood Development* (Malden, MA: Blackwell Publishing, 2006).

Alison Clarke-Stewart and Virginia D. Allhusen, *What We Know About Childcare*, (Cambridge, MA: Harvard University Press, 2005).

For helpful guidelines for parents looking at childcare, go to www.Gettingto50-50.com for a three-page summary we extracted from NICHD's parent booklet that shows you what to look for when you go shopping for child care—including the child/caregiver ratios recommended by the American Association of Pediatrics and a checklist of qualities you should watch for in potential caregivers.

7. Aletha C. Huston and Stacey Rosenkrantz Aronson, "Mother's Time with Infant and Time in Employment as Predictors of Mother- Child Relationships and Children's Early Development," *Child Development* 76, no. 2 (March– April 2005): 467–482.

8. Ellen Galinsky, *Ask the Children* (New York: William Morrow and Company, 1999), 69.

9. Kathleen McCartney and Deborah Phillips, eds., *Blackwell Handbook of Early Childhood Development* (Malden, MA: Blackwell Publishing, 2006), 477.

10. Robert Pear, "Married and Single Parents Spending More Time with Children, Study Finds," *New York Times*, October 17, 2006. Statistics on percentage of mothers who worked in 1965 came from a Census Bureau survey of the child-care arrangements of mothers who had worked twenty-seven weeks or more during 1964 and had at least one child under fourteen years old living at home.
11. NICHD Early Child Care Research Network, "Father's and Mother's Parenting Behavior and Beliefs as Predictors of Children's Social Adjustment in the Transition to School," *Journal of Family Psychology* 18, no. 4 (December 2004): 628–638; Cox discussion with author, January 25, 2007; Cox e-mail to author, July 15, 2008.
12. Laura Berk, *Awakening Children's Minds: How Parents and Teachers Can Make a Difference* (London: Oxford University Press, 2001).
13. Kathy Hirsch-Pasek and Roberta Michnick Golinkoff, with Diane Eyer, *Einstein Never Used Flash Cards* (Emmaus, PA: Rodale, 2003), 245.
14. Elizabeth C. Cooksey and Michelle M. Fondell, "Spending Time with His Kids: Effects of Family Structure on Fathers' and Children's Lives," *Journal of Marriage and Family* 58 (August 1996): 693–707; Paul R. Amato and Fernando Rivera, "Paternal Involvement and Children's Behavior Problems," *Journal of Marriage and Family* 61 (May 1999): 375–384.
15. NICHD Early Child Care Research Network, "Father's and Mother's Parenting Behavior," 628–638.
16. Ross D. Parke, "Fathers and Families," in *Handbook of Parenting*, ed. Marc H. Borns (Mahwah, NJ: Lawrence Erlbaum Associates, 2002), 57.
17. Joseph H. Pleck and Brian P. Masciadrelli, "Paternal Involvement by U.S. Residential Fathers: Levels, Sources, and Consequences" in *The Role of the Father in Child Development*, ed. Michael E. Lamb (Hoboken, NJ: John Wiley & Sons, 2004), 253.
18. Christina Winquist Nord, DeeAnn Brimhall, and Jerry West, *Fathers' Involvement in Their Children's Schools, National Household Education Survey*, NCES 98-091 (Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, 1997), viii–ix, 20.
19. Parke, "Fathers and Families," 47.
20. Kyle D. Pruett, *Fatherhood: Why Father Care Is as Essential as Mother Care for Your Child* (New York: Free Press, 2000), 52.
21. R. Koestner, C. Franz, and J. Weinberger, "The Family Origins of Empathetic Concern: A 26-year Longitudinal Study," *Journal of Personality and Social Psychology* 58 (April 1990): 709–717.

22. Pleck and Masciadrelli, "Paternal Involvement," 253; Kathleen Mullan Harris, Frank F. Furstenberg, Jr., and Jeremy K. Marmar, "Paternal Involvement with Adolescents in Intact Families: The Influence of Fathers Over the Life Course," *Demography* 35, no. 2 (May 1998): 203, 210–212.

23. Joan K. Peters, *When Mothers Work* (Cambridge, MA: Perseus Publishing, 1997), 105.

24. Kathleen Gerson, "Work Without Worry," *New York Times*, May 11, 2003.

25. There are many good studies on the benefits to kids from regular family dinners, including one by the Council of Economic Advisers to the President, titled "Teens and Their Parents in the 21st Century: An Examination of Trends in Teen Behavior and the Role of Parental Involvement" (May 2000). (Analysis of the Adolescent Health Study, using a national probability sample of adolescents and parents.) The largest federally funded study of teens, it discovered a strong association between regular family meals (five or more dinners per week with a parent) and academic success, psychological adjustment, and lower rates of alcohol use, drug use, early sexual behavior, and suicidal risk. Results held for both one parent and two-parent families and after controlling for social class factors.

Additionally, more mealtime at home was the single strongest predictor of better achievement scores and fewer behavioral problems in children. Mealtime was more powerful than time spent in school, studying, church, playing sports, or art activities, as shown in a national study by Sandra L. Hofferth, "Changes in American Children's Time, 1981–1997." University of Michigan's Institute for Social Research Center, Survey, January 1999.

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Economics of Women, Men, and Work, 5th ed. (Upper Saddle River, NJ: Pearson/Prentice Hall, 2006). In 2001, only 59 percent of custodial parents were awarded child support; of those who were supposed to receive payments the same year, fewer than half (45 percent) received the full amount they were awarded, 29 percent received partial payment, and the remaining 26 percent received no payment at all (321).

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29. There are many studies showing that women are more likely to be fairly evaluated when they are fifty percent of the group. Some studies show that improvement may come when women simply reach a critical mass. For example, in one study, women were significantly more likely to be recommended for hire if they were three-eighths percent or more of the applicant group than if they were 25 percent or less. See P. R. Sackett, C. L. Z. DuBois, A. W. Noe, "Tokenism in Performance Evaluation: The Effects of Work Group Representation on Male-Female and White-Black Differences in Performance Ratings," *Journal of Applied Psychology*, 76 (1991) 263–267; Madeline E. Heilman, "The Impact of Situational Factors on Personnel Decisions Concerning Women: Varying the Sex Composition," *Organizational Behavior and Human Performance*, 26 (1980), 386–395.
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to a stereotype—such as when they are compared with Asian men in a math context or with Black men in an athletic context—they show stereotype- threat performance decrements similar to those of women who are compared with men in a math context” (p. 884).

Chapter Four: Women Don't Quit Because They *Want To*

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2. In hearings held in 2003, the American Bar Association's Commission on Women in the Profession found that despite recent progress, women were still underrepresented in top positions all across the legal profession. While women account for almost 30 percent of lawyers, they account for only about 15 percent of general counsels of Fortune 500 companies, 17 percent of law firm partners, and 23 percent of federal district and circuit judges. At law schools, women account for roughly 19 percent of deans and 25 percent of tenured professors. (“Charting Our Progress, The Status of Women in the Profession Today,” The American Bar Association Commission on Women in the Profession, 2006. Women in the Law: A Look at the Numbers, November 2003.)

In an analysis of leadership of each company in the Fortune 500 in April 2007, Catalyst found that women still hold only 15.4 percent of Fortune 500 corporate office jobs (vice president or higher positions that require board approval). This number was 15.6 percent in 2006. Women held 6.7 percent of top earner positions. This number was the same in 2006. The number of companies with no women corporate officers increased from 64 in 2006 to 74 in 2007. (“2007 Catalyst Census of Women Corporate Officers and Top Earners of the Fortune 500.” December 2007, www.catalyst.org.)

Studies about the advancement of women in medicine tend to focus on the numbers of women in senior positions in academic medicine, where status is clearly defined.

In 2000, only 8 percent of medical school chairs were women, and just 8 of 125 U.S. medical school deans were female. (A. S. Ash, P. L. Carr, R. Goldstein and R. H. Friedman, “Compensation and Advancement of Women in Academic Medicine: Is There Equity?” *Annals of Internal Medicine* 2004; 2005–212).

The proportion of medical school graduates who are women has risen over the past two decades, from 23 percent in 1979 to more than 41 percent in 1997. The representation of women on medical school faculties has also increased steadily during this period. The faculties of medical schools, however, continue to have substantially fewer women

than their student bodies, and studies of the distribution of faculty members among ranks suggest that women are primarily in the lower ranks, whereas men are more equally distributed among the lower and higher ranks. (Lynn Nonnemaker, "Women Physicians in Academic Medicine—New Insights from Cohort Studies." *New England Journal of Medicine*, 2000 342: 399–405).

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Chapter Five: Success Does Not Require 24/7

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Chapter Six: It's Not a Fair Game— but You Can Improve Your Odds

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 - With identical applications, “Brian” was two times more likely to be hired than “Karen” in a 1999 study of bias in evaluating academics. A broad survey finds female scientists have half the success rate getting postdoctoral fellowships compared to their male peers. [See Rhea E. Steinpreis, Dawn Ritzke, and Katie A. Anders. “The Impact of Gender on the Review of the

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- A 2003 study looked back in the hiring files for doctors on staff at a large university, exploring whether recommendation letters differed for male and female applicants. They did: 25 percent of letters for female doctors contained “doubt raising” comments, while this was true for only 12 percent of their male peers. Fifteen percent of the letters for female doctors (but only 6 percent of letters for men) contained what researchers called “minimal assurance” language, recommenders hedging themselves against a flop. Recommenders were four times more likely to discuss the doctor’s CV and publications if the applicant was male versus female. But letters for women doctors discussed their personal lives five times as often as those for men. [Frances Trix and Carolyn Psenka, “Exploring the Color of Glass: Letters of Recommendation for Female and Male Medical Faculty,” *Discourse & Society* 14 (2003): 191.]

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As Phillips points out, this is not a new notion. She quotes John Stuart Mill as saying in 1848, “It is hardly possible to overrate the value . . . of placing human beings in contact with persons dissimilar to themselves, and with modes of thought and action unlike those with which they are familiar . . . Such communication has always been, and is peculiarly in the present age, one of the primary sources of progress.”

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