

**EQUAL PAY, COMPARABLE WORTH,
AND THE WAGE GAP:**



**FROM ROSIE THE RIVETER TO THE
PRESENT**

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Equal Pay, Comparable Worth and the Wage Gap:
From Rosie the Riveter to the Present

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Introduction

I first met “Rosie the Riveter” when I was thirteen years old. I was a lucky, privileged, young, white girl who was fortunate enough to go on an eighth grade school trip to Washington D.C. While there I visited national monuments, went to an Amish farm, saw great battlefields and other supposedly noteworthy American locations. I was also introduced briefly to “Rosie” while at the Smithsonian. I was a strong-willed tomboy and the image spoke to me; a woman in a blue shirt with rolled up sleeves flexing her muscles, hair tied back, strong and proud exclaiming, “We Can Do It”. I knew I could do anything and here was an image letting me know that. I did not know the roots or origin of the image I just knew that I liked it and it made me glad I was a girl. I promptly went to the gift store and purchased that very image on a t-shirt, which I still own today.

I later encountered “Rosie” in college, and it was here where I learned her true story. “Rosie” was in fact based on a real woman and her purpose was to convince women to enter the job market and fill in for “the boys” while they were off fighting during World War II. I further came to understand all of the propaganda associated with WWII and the War



“Victory Waits on Your Fingers,”
Produced by the Royal Typewriter
Company for the US Civil Service
Commission. National Archives and
Records Administration Still Picture
Branch (NWDN-44-PA-2272).

Department's efforts to get women into the industrial workplace for the duration of the war.



Wilbur, Lawrence, "Longing Won't Get Him back Sooner...Get A War Job," Printed by the Government Printing Office for the War Manpower Commission, 1944. National Archives and Records Administration Still Picture Branch (NWDNS-44-PA-389).

Women were bombarded with images prompting them to leave their jobs at home or their traditional female jobs in the textile industry, teaching, or serving food. Before the war the media taught women that they needed to stay at home in order to not detrimentally affect their child's development as well as to insure a proper upbringing. The media gave women recipes that took eight hours to make and told them that putting their child into daycare was bad for them. Children needed their mothers to nurture them not a stranger. During the war women's sense of patriotic duty was taken advantage of, as they were quickly encouraged to enter the industrial workforce and support the war effort. The media now began to tell women that it was okay to put your child into daycare, and now began inserting thirty-minute dinner recipes into their articles as opposed to the previous all day dinner recipes. Women no longer had time for such things if they were going to be doing their part and supporting "the boys" abroad. The War Department was only interested in having these women in the workforce until the men came home from war.

Immediately after “the boys” returned the media propaganda switched back to images and articles much like those in circulation before the war. Women were now told that their child should not be in daycare and those thirty-minute recipes just weren’t as nutritious as the ones that took all day. Women were promptly relegated back to their former lives and were encouraged to forget and or not use the new skills they had acquired. After all, the men needed their jobs back.

After learning “Rosie’s” true story, I became very angry that these injustices were a part of our American history. I began to question the image I once wore proudly as a symbol of women’s rights. I now saw that same image as a deceptive tactic used by the War Department and the US government, to employ large numbers of women in riveting and other jobs for the war effort. I was looking at “Rosie” with new eyes and how wide they would become as I embarked upon my research with her as a starting point in my research on equal pay.



Miller, J. Howard, “We Can Do It,” Produced by Westinghouse for the War Production Coordinating Committee. National Archives and Records Administration Still Picture Branch (NWDNS-179-WP-153).

Equal Pay, Comparable Worth and the Wage Gap

What do the terms equal pay, comparable worth, and the wage gap mean to women? This is a question that many people have been asking from times

long before "Rosie" was even imagined. The worth of a man versus the worth of a woman has been debated and pondered for many years, and those thoughts and musings have come to shape how people feel about equal pay today. According to the Bible, the Lord even told Moses that he should,

"Say to the people of Israel, when a man makes a special vow of persons to the Lord at your valuation, then your valuation of a male from twenty years old up to sixty years old shall be fifty shekels of the sanctuary. If the person is female, your valuation shall be thirty shekels".¹

Apparently this is a topic that stems back even as far as biblical times. Even the Lord had his own idea about equality; women were worth just over that of half a man. Funny, as a woman who has the physical ability to give birth to another human being I would have thought that we were worth at least the value of a man and a half, since we could potentially reproduce one, but that is another story. It is clear that the idea of equality and even further that of equal pay is an idea that was set to shake things up eventually. History laid the groundwork for equality to be debated and the "Rosie's" of World War II began the fight.

The terms equal pay, comparable worth, and the wage gap have meant different things to women at different times. For the purposes of this paper I will distill the term of equal pay down from its legalese language and define equal

¹ Lindgren, Ralph and Taub, Nadine. The Law of Sex Discrimination 2nd Edition. (Eagan, MN: West Publishing Company, 1993), pg. 224.

pay as the term use to describe a situation where a man and woman are being paid the exact same wage, at a time when both are equally qualified, equally educated, and both do an equal amount of labor. Similarly distilled, I will define comparable worth as a term used to describe a situation where a man and a woman do different jobs, but both jobs are equally valuable to the employer, and require about the same level of skill, education, and responsibility, yet the woman's job is paid less. This definition is based on the idea of a jobs value to the employer and the notion that any job of equal value to an employer should be paid equally no matter the job or the sex of the person who fulfills the duties of said job. This concept aims to remedy the "feminization of the workforce", that is the large recent surge of women in the workforce that has taken place over the past three decades, by making an employer pay both men and women equal amounts, if their labor is equally valuable.² Finally I will define the wage gap as a term used to describe a situation where a man is paid more than a woman, while both are doing equal or comparable work. The gap is the difference between the wages of a man and a woman.

Historical Discrimination

Women have historically been discriminated against in the work force, in terms of pay. A graph of the U.S. Census Bureau, Current Population Reports

² Ibid., 224.

published in 1992 illustrates the wage disparity between men and women.³ In 1955 women earned 64.5 cents for every dollar a man made. In 1960 women earned only 60.7 cents for every dollar a man made. In 1975 women earned 59.7 cents to a man's dollar. In 1980 a woman only made 60.5 cents for every full dollar a man made. Even more recently in 1991, women earned as little as 70 cents for every dollar a man made. The discrimination against women in the work force in regards to pay is well documented throughout history and today. The major movements to change this inequality began to gain strong footing after WWII, when women lost their wartime jobs to the men returning from war. After discussing the Fair Labor Standards Act of 1938, I will focus on the period from WWII through the present; a timeline, which begins with the icon of "Rosie the Riveter", and ends with the present state of equal pay, comparable worth, and the wage gap.

Fair Labor Standards Act (FLSA)

In 1938, the Fair Labor Standards Act (FLSA) was passed. It was the first federal act to set guidelines for workers' wages. The Act set minimum standards for wages and overtime entitlement, as well as procedures to follow, for compensated work-time, protected by this Act. Also included in the Act were specifications for child labor, equal pay, and portal-to-portal activities. However, certain employees and groups of employees were excluded from the protections

³ Ibid., 225.

set forth by this Act.⁴ The FLSA simply didn't cover all employees, it exempted "about 15 million employees, such as executive, administrative, professional, and outside salespeople".⁵ Those employees who were exempt would have to wait almost thirty years, or more, for their right to equal pay to be protected and guaranteed by the law. I propose that the major movements to guarantee all women workers a wage equal to that of a man, began to gain strong footing after the WWII, when women lost their high paying war jobs to their male counterparts returning from war.

World War II

When WWII began, men left their jobs and families to go and fight the war against the axis powers. Margaret Nichols sums up the general consciousness of women at the time, "We were pulling together for the war effort, jobs were available, and pay was good. I made a dollar and ten cents an hour for driving trucks...I thought I was rich!"⁶ Women believed they were just helping out at a time when they were needed. The added bonus was the pay; Margaret Wright felt that, "It was a good time. Having previously worked for a dollar a day or ten dollars at most, it was good to be getting one hundred dollars. I had never made that much money."⁷ Many women's experiences were

⁴ Fair Labor Standards Act of 1938, U.S. Code Section 201-219 of Title 29

⁵ Petterman, Barrie (Ed). Equal Pay For Women (Washington: Hemisphere Publishing Corporation, 1977), pg. 41.

⁶ Nichols, Margaret, interview transcripts, verbal interview by Deborah Mead, Prunedale, California, October 27, 2000.

⁷ Frank, Miriam. The Life and Times of Rosie the Riveter: the Story of Three Million Working Women During World War II. Emeryville, Ca.: Clarity Educational Productions, 1982, pg. 17.

similar to Margaret's and most women were overjoyed with the high wages. For some women it was their first time out in the work force full-time, for many it was just a new job that paid more than the old one, but for almost all women it supposedly was a good opportunity.

Yet despite good wages, women soon came to realize their wages were not enough, because their wages were not equal to the man sitting next to them. The men that had stayed behind instead of going off and fighting the war were earning more than the women, no matter if the woman had more experience, more education, or better skills. Many women had never even experienced this type of situation and yet they immediately knew that it was wrong and that something was just not right. Ruth Wolf discovered this horrible truth one-day while working at her milling machine. At the time workers were paid by production quotas and the size of the pieces they made.

...Men always got bigger pieces, which brought more money. One day I turned to this older man, who was working right alongside me. He was very old, and he was handling just the same size pieces I was. I was shocked to find out that he was making much more than I was. Turns out they had kept me on an apprentice wage, even though I'd been there longer than he had. I was spitting mad. Here I was, doing the same work at the same time, and him making more than me!⁸

⁸ Ibid., 24-25.

Women workers were immediately outraged and upset. When they became aware of the unequal way that they were being paid, no matter how high their wage, they would not be satisfied until they were paid equal to that of their male co-worker. At this time the concept of equal pay meant equal pay for work that was exactly the same, despite gender differences. It is hard to believe that you could be sitting right next to someone doing the same exact job and they would be making 2 to 3 times the amount you made. Women's anger began to grow and it would only be spurred on by the wartime developments to come.

Post World War II

Women soon lost their wartime jobs to the men coming home from war. Factories only wanted the women to stick around "for the duration" and as soon as the war was over they were expected to return to their lower paying jobs or return to the home. When they applied for jobs similar to those they held during the war, women were faced with discriminatory hiring practices. Gladys Belcher recalls;

I knew the job would terminate when the war was over. So I went to school after work, so when I got out of there, I could get a job welding.

I took my card and all my credentials and I laid my papers on the desk.

He said, if you was a man, we'd hire you, but we can't hire you, you're a woman.⁹

This type of discrimination only further enraged working women and this outrage led women to act. Women began to organize and speak out in ways that had never been done before. Women began to lobby congress by utilizing and collaborating with the efforts of the U.S. Women's Bureau, which had been founded in 1920 to study women in the workplace.

Equal Pay Bill of 1945 and the Equal Pay Act of 1963

When the war ended in 1945, the U.S. Women's Bureau introduced the Equal Pay Bill to Congress in conjunction with the congressional hearings taking place on equal pay legislation. The Equal Pay Bill was based on the idea of comparable worth, and would have made wage differentials based on sex an unfair labor practice. The Bill also would have prohibited wage differentials for similar work with comparable skill requirements. Unfortunately the bill did not pass. The Bill was reintroduced each year for the next eighteen years, each time failing.¹⁰ The Bill's failure was due partly to the fact that the U.S. Women's Bureau was weak. When interest waned women were relegated back to traditional women's jobs in the service sector, or to the under-appreciated job of housewife. It was legal for employer's to discriminate against women in their

⁹ Ibid., 21.

¹⁰ Ibid.,54.

hiring practices, in fact many job classifications prohibited the hiring of women. Although there were plenty of jobs available for women, none were as high paying as the industrial jobs that the women had given up to “the boys” returning from war. This uneasy state of affairs brought about the rise of an organized women’s movement, after a lull due to the country’s fixation with the ending of World War II and its aftermath.¹¹

In 1962, congressional hearings on equal pay resumed partly because the U.S. Women’s Bureau director, Esther Peterson had access to President John F. Kennedy as his advisor on women’s affairs. The following year the Equal Pay Act of 1963 passed, with full support of the Kennedy administration.¹² But because the Equal Pay Act amended the FLSA of 1938, those employees exempted by the FLSA were still exempt under the new Act. The Equal Pay Act of 1963 requires employers to pay both sexes equal wages for work exacting equal skill, effort, and responsibility, which are completed under comparable working circumstance. The Act, does permit wage differentials based on (1) a seniority system, (2) a merit system, (3) a plan which measures earnings by amount of or quality of output, or (4) a differential based on any other factors unrelated to sex. The Act goes on to further forbid discrimination on the basis of sex in the restitution of wages by employees working in business or in the production of goods for business. Those employees not working in business or the production of goods

¹¹ Danzinger, Gloria and Simon, Rita. Women’s Movement in America: Their Successes, Disappointments, and Aspirations New York: Prager Publishers, 1991), 55-56.

¹² Ibid., 56.

for business were still not protected by the Act.¹³ So indirectly, or perhaps directly women were still continuously discriminated against in occupations that were generally held by women such as service sector work. At the same time the act also excluded agricultural workers, which were comprised of women and men of color.

Despite its exemptions the Equal Pay Act of 1963 was a victory for the newly emerging women's movement as well as for the struggle to gain equal pay and close the wage gap, even though it contained no viable enforcement mechanisms. Although it has not decreased the wage gap it still gave women a legal leg to stand on and voice their complaints. Fortuitously, soon after the Equal Pay Act was passed the Civil Rights Act of 1964 passed, and brought with it the courts and the Equal Employment Opportunity Commission to enforce the Act.¹⁴

Civil Rights Act of 1964

The Civil Rights Act of 1964 was concerned with ensuring basic civil rights for all Americans. Those who opposed the bill offered an amendment, which included prohibiting discrimination on the basis of sex in an effort to slow down the measure in congress. This amendment made Title VII of the Civil Rights Act of 1964 one of the most important Acts for those fighting for women's right to equal pay. Title VII makes it illegal for an employer of fifteen or more workers to

¹³ Petterman, Barrie (Ed). Equal Pay For Women,pg. 43-44.

¹⁴ Danzinger, Gloria and Simon, Rita. Women's Movement in America, pg. 57.

discriminate against any individual in the area of hiring, firing, or terms of employment regardless of one's sex, race, color, religion, or national origin. Most importantly, Title VII of the Civil Rights Act, is not an amendment to the Fair Labor Standards Act, so its protection extends to many of those employees who were previously exempted in the FLSA and the Equal Pay Act.¹⁵

Although women's groups had testified in favor of the previously enacted Equal Pay Act, not even one organized women's group spoke for Title VII. Perhaps this was due to its quick addition that no one was expecting, or perhaps it was in an effort not to jinx it and slow down the process. Whatever the reason by not speaking out on its behalf women may have helped this important legislation slip through without much fanfare or scrutiny. Yet, immediately after its passage, women's groups took a dynamic role in litigation, lobbying, and mobilization efforts.

The Testing Phase

NOW, the National Organization for Women formed a legal branch to litigate violations of Title VII and the Equal Pay Act. During the next twenty years or so lawyers and women's rights supporters tested the strength and weaknesses of Title VII and the Equal Pay Act in the courts. The courts have held, work that is performed by women workers that is "substantially equal" to

¹⁵ Petterman, Barrie (Ed). Equal Pay For Women, pg. 46-47.

that of better paid men is in fact protected by the Equal Pay Act.¹⁶ Many have tried to defeat the Act attempting to prove that the working conditions were not similar, even by citing time of day (day shift or night shift) as different, yet the courts have decided that time of day does not constitute different working conditions.¹⁷ When the courts rule on the “fourth affirmative defense – any other factor than sex too broadly they may jeopardize the validity of the entire Act and weaken its defenses.¹⁸ Many other defenses have not stood up to the Act, such as the “market force theory” while others such as the “head of household rule or the reasoned business judgment” have defeated the Act.¹⁹ There have been various other defenses tried in the courts, none of which were successful, yet all were attempting to ensure that the current wage gap remains.

During the testing phase of equal pay, the concept of comparable worth was also investigated.²⁰ Comparable worth is a theory for proving sex discrimination in compensation that would allow employees to compare their wages to those of other workers who do different jobs with equivalent skills, responsibility, work environment, and labor in order to establish Title VII pay violations. This concept has long been called the civil rights issue of the 1980's. In accordance with the notion of comparable worth, entire classes of jobs are segregated by sex, and those jobs traditionally held by women are valued less,

¹⁶ Lindgren, Ralph and Taub, Nadine. The Law of Sex Discrimination 2nd Edition. (Eagan, MN: West Publishing Company, 1993), pg. 228.

¹⁷ Ibid., pg. 230.

¹⁸ Ibid., pg. 231.

¹⁹ Ibid., pg. 235.

²⁰ Danzinger, Gloria and Simon, Rita. *Women's Movement in America*, 58-59.

and thus pay less. In order to remedy this cycle of sex segregation, Title VII pay discrimination cases need to be brought without being held to the standard set forth by the Equal Pay Act, which holds that jobs must be equal for differing rates of pay to be deemed discriminatory.

The principle of comparable worth is high on many women's rights groups agenda due to the fact that in the 1980's, women were only paid about 60% of what men were paid, and that gap is normally based on the fact that traditional women's jobs pay less than men's jobs. In 1981, the courts ruled that Title VII had not adopted the "equal work" limitation set forth by the Equal Pay Act. To date, many state legislatures have implemented comparable worth theories into guidelines for state employees, although they are never called comparable worth, more often these practices are called pay equity. As far as attaining the status of a constitutional or legal right, comparable worth still has a long way to go.²¹

Recent Legislative Acts

Since 1938, there has been progress in the fight for equal pay, but any wage gap, no matter how small, is unfair and must be fought against. Newer and more progressive Acts are still needed because today women are still earning about seventy-five cents for every dollar a man makes. That figure only is true if you are a white woman, women of color earn far less than that. Which means that white women must work about three more months per year in order to earn

the equivalent of a man while a woman of color must work closer to a year and half to earn the same as a man. There have been a number of recent acts and bills that were introduced into Congress in an attempt to continue the fight for equal pay by amending the Fair Labor Standards Act of 1938. The basis for all the recent legislative attempts at equal pay have come from the FLSA of 1938, the EPA of 1963, and Title VII of the Civil Rights Act of 1964, which were discussed previously. The most recent legislative efforts at equal pay are the Fair Pay Act of 1999, the Paycheck Fairness Act, and the Fair Pay Anti-Retaliation Act.²²

The Fair Pay Act of 1999 was first introduced to Congress in 1994. The Fair Pay Act of 1999 is all encompassing in that it applies to all employers, in both the private and public sectors. The Fair Pay Act of 1999 would amend the Equal Pay Act of 1938. Specifically, the Fair Pay Act would lengthen the Equal Pay Act's discrimination protections, requiring equal pay for work in equivalent jobs, better access to remedies, and employer's divulgence of job classification and pay statistics. This Act has at its core the concept of comparable worth. The idea that a job which is generally held by women, may be comparable in value to an employer, of a job that is predominantly held by men, and if that is so, then

²¹ Ibid., 65-67.

²² National Organization for Women (2000). Online, Affinity Online.Net, Internet, November 21, 2000. Available: www.now.org/

both jobs should pay an equal amount. In May of 2001, the Fair Pay Act had made it to the House of Representatives where it was last discussed.²³

The Paycheck Fairness Act will also amend the Fair Labor Standards Act of 1938; in an effort to ensure that there are more effective solutions available to those paid less because of their sex. The act will provide funding for more research and training, as well as an anti-retaliation provision. It will also establish presidential awards to be given to those businesses that make a concerted effort to pay men and women equal wages for equal or comparable work. This Act is considered to be a weaker Act because it is an amendment to the FLSA, which did not protect all workers. The Paycheck Fairness Act was previously supported by Clinton, the Gore Camp, and in general by democrats, but who can tell if this Act will ever be considered while our new president George W. Bush is in office, his record to date does not indicate a favorable response to this important legislation.²⁴

The Fair Pay Anti-Retaliation Act is another amendment to the Fair Labor Standards Act, so again its protections do not cover all workers. The Fair Pay Anti-Retaliation Act was introduced to Congress in early 2001. Its main goal is simple; to protect those employees who have filed a complaint under the provisions laid out in the Fair Labor Standards Act. Said employee is protected

²³ Toman, Peter. "Fair Pay Act Is Introduced." Women and Earth Almanac V.4;N.1. March 8, 1996:page 62.

²⁴ Paycheck Fairness Act H.R.541, 106 Cong. (1999).

against any form of discrimination ranging from simple threats or harassment to being fired from their job. This Act is also still being considered.²⁵

National Organization For Women (NOW)

Many of the past, as well as the most recent, legislative attempts at equal pay have been supported by an organization founded in 1966 by a woman for all women. This organization is dedicated to preserving, protecting, gaining, and ensuring women's rights. Their main goal is equality. The organization is NOW, the National Organization for Women. NOW uses both traditional and non-traditional methods in its efforts to push for social change. Members and supporters of NOW, lobby Congress, bring about lawsuits, organize rallies and marches, all to ensure women's equality.²⁶

NOW has been fighting for equality for over thirty years. They have also taken the most famous of images from WWII and transformed it into their own symbol, in the fight for women's rights. "Rosie the Riveter" has been liberated; she has gone from the War Department's propaganda, to the women's rights symbol of today. I understand now why I had to revisit the "Rosie" that I first met in Washington D.C. when I was 13; I was drawn back to her strength in order to witness her rebirth as a symbol of women's rights, which I always knew

²⁵ Fair Pay Anti-Retaliation Act H.R. 4597, 106 Cong. (1999).

²⁶ National Organization for Women (2000). Online, Affinity

was her true identity. NOW has taken the idea that “We Can Do It”, and transformed it into a mantra of things that need to be done now. The image lists equality first. That word equality is all-inclusive, meaning equality in pay and equality in all things.



Miller, J. Howard, “We Can Do It,” Produced by Westinghouse for the War Production Coordinating Committee. National Archives and Records Administration Still Picture Branch (NWDNS-



National Organization for Women (2000). Online, Affinity Online.Net, Internet, November 21, 2000. Available: www.now.org/

Women are still fighting for equality in terms of pay in an attempt to narrow the wage gap. This is a fight that has been going on for more than fifty years, and it is one that must continue until there is no longer a need to fight. History has already proven that this is going to be a lengthy fight. Women are still only earning a fraction of what men do for the same or comparable work, but the numbers have risen since World War II, and that is reason enough to be hopeful. If we continue to strive for equality in all things equality in pay will surely come too. Women must be patient and vigilant as well as organized. With associations such as NOW we can overcome and ensure equal pay for all women no matter their skin color. As a woman I personally hope that this fight for equal pay for equal or comparable work is one that is won soon. The results will directly affect me and all women. "Rosie" was the symbol that started it all, at least for me, and I know that her original message is a statement of things to come. If we all pull together and fight for equality "We Can Do It".

Appendix

| WOMEN'S PAY IN THE U.S.A. |
|---|
| 1996 Median Annual Earnings of Year-Round, Full-Time Workers |
| <ul style="list-style-type: none">• Women earn 74¢ for every \$1.00 earned by men• African American women earn 67¢ for every \$1.00 earned by men• Over 35 years, a woman's earnings have fallen short by an average of \$440,047 -- more than \$10,000 per year• Change in Wage Gap:<ul style="list-style-type: none">1966 . . . When NOW was founded . . . 58¢ to the \$1.001996 . . . 30 years later 74¢ to the \$1.00 |
| Source: <i>U.S. Census Bureau Current Population Reports, Commerce Department</i> |

This chart shows the past and current state of the wage gap.

Key Terms

Equal Pay: is the term use to describe a situation where a man and woman are being paid the exact same wage, at a time when both are equally qualified, equally educated, and both do an equal amount of labor.

Comparable Worth: is a term used to describe a situation where a man and a woman do different jobs, but both jobs are equally valuable to the employer, and require about the same level of skill, education, and responsibility, yet the woman's job is paid less. This concept wants to remedy the above situation bymaking an employer pay both the man and the woman equal amounts, since their labor is equally valuable.

Wage Gap: is a term used to describe a situation where a man is paid more than a woman, while both are doing equal or comparable work. The gap is he difference between the wages of a man and a woman.

EPA: refers to the Equal Pay Act of 1963.

FLSA: refers to the Fair Labor Standards Act of 1938.

Chronology of Equal Pay

- 1938 – The Fair Labor Standards Act (FLSA) is passed.
- 1939 – WWII began – women went into the industrial workforce.
- 1945 – WWII ended – women were forced out of their wartime jobs.
- 1945 – First Equal Pay Bill was introduced to Congress, it failed.
- 1950's – Women begin to organize themselves.
- 1963- An amendment to the FLSA is passed, in the form of the Equal Pay Act.
- 1964- Civil Rights act is passed, and bring Title VII, and enforcement mechanisms.
- 1981- Courts rule that “equal work” limitation in the EPA was not adopted by Title VII.
- 1994- Current Fair Pay Act was introduced to Congress, its still being debated.
- 1999- Paycheck Fairness Act is introduced to Congress, its still being debated.
- 1999- Fair Pay Anti-Retaliation Act is introduced to Congress, where it still is.
- 2000- Women earn 75 cents for every dollar a man makes.

Annotated Bibliography

Secondary Sources -- Books

1. Cohn, Samuel. Race and Gender Discrimination at Work. Colorado: Westview Press, 2000

This book gives an overview of different theories about why women are paid less. The major theories discussed are overcrowding, human capital, comparable worth, and production constraint. It will be useful as a way to gauge the topic of gender labor discrimination.

2. Danzinger, Gloria and Simon, Rita. Women's Movement in America: Their Successes, Disappointments, and Aspirations. New York: Prager Publishers, 1991.

"This book provides a historical perspective on legal statutes, judicial decisions, and narrative accounts of the changes in women's place in American society from the nations founding to 1990." This book also has an extensive bibliography, from which I hope to find more primary sources.

3. Elfin, Margery and Headlee, Sue. The Cost of Being Female. Connecticut: Prager Publishers, 1996.

This book delves into how much money women pay/lose just by being female. It looks at this topic in terms of work, politics, social life, education, health, and also within several different countries and time periods. The chapter about the cost of being female in the workplace will be most helpful when I look at the time period of the 1970's to the present.

4. England, Paula. Comparable worth: Theories and Evidence. New York: Adline De Gruyter, 1992.

This book explains the concept of comparable worth and defines its differences from equal pay. After that, it dives into sex segregation within different jobs and the pay gap between men and women. Chapter 5 will be very useful because it looks at pay equity and the federal courts. This book will be a great resource in finding the cases and applicable laws I will look to for primary sources.

5. Frank, Miriam. The Life and Times of Rosie the Riveter: the Story of Three Million Working Women During World War II. Emeryville, CA: Clarity Educational Productions, 1982.

This book is a study guide for the movie "The Life and Times of Rosie the Riveter." It uses personal interviews to depict the plight of the working women during World War II. It also discusses the experiences of African American women during the time. It touches on childcare issues as well as the propaganda that surrounded this entire period. This book closely relates to the film, since the same people making the film produced it. The same biases will be shown here as those that were shown in the movie. I can also conclude that this book will not address the interpretation or acceptance of the film by the people the film was made for.

6. Gluck, Sherna Berger. Rosie the Riveter Revisited: Women, the War, and Social Change. Boston: Twayne Publishers, c1987.

This book is a collection of oral histories written in biographical form. It tells about the lives of 45 individual women who lived the life of the "Rosie the Riveter." The book also discusses the aftermath and repercussions of this life. This source can be used as a biographical picture of many different individual women who made the ultimate patriotic gesture during World War II, and who were then forced to give up their positions when the men came home.

7. Honey, Maureen. Creating Rosie the Riveter: Class, Gender, and Propaganda During World War II. Amherst: University of Massachusetts Press, 1984.

This book answered questions about why the spirit of the wartime era, which persuaded women to join the work force, flipped when the war ended. The book also examined the birth of media images that women were exposed to and the arrival of the new feminine mystique. In addition she also examined propaganda during World War II. This book will be useful as a general overview of the lives of women before, and during World War II, and how propaganda shaped their existence during this time.

8. Lindgren, Ralph and Taub, Nadine. The Law of Sex Discrimination 2nd Edition. Eagan, MN: West Publishing Company, 1993.

This book provided invaluable information about the legal defenses and arguments used in equal pay cases. It further discussed comparable worth and many of the theories pertaining to equal pay and the wage gap. This book also provided case law that were useful as they are the ones that are setting the precedent in this field of law.

9. Petterman, Barrie (Ed). Equal Pay For Women. Washington: Hemisphere Publishing Corporation, 1977.

This book discusses 7 different countries and their progress and problems attempting to provide and implement equal pay for equal work. In the chapter on the USA, a particularly useful section is devoted to the historical gender roles of work and how they were formed. This books detailed look at laws, bills, executive orders, unions, and various studies will be most helpful in helping me identify more primary sources.

10. Pujol, Michele A.. Feminism and anti-Feminism in Early Economic Thought. Vermont: Edward Elgar Publishing Limited, 1992.

This book provides a vast amount of information on the subject of equal pay beginning with the 1890's, devoting an entire chapter to WWI, and then goes on to discuss many different scholars ideas about the subject. The author attempts to study women's place, throughout history, in a capitalist economy. This book will be useful in giving a very complete and detailed analysis of women's economic history, from the perspective of a women's studies scholar.

11. Ryan, Barbara. Feminism and the Women's Movement. Great Britain: Routedledge, 1992.

The main focus of this book is contemporary feminism and the current women's movement. It also provided two chapters on the very beginning of the early women's movement organization. This book will be most useful when I discuss the contemporary women's movement in terms of equal pay. The additional early history on the women's movement will be useful as an overview of the women's movement at its earliest stages.

12. Sorensen, Elaine. Exploring the Reasons Behind the Narrowing Gender Gap In Earnings. Washington DC: Urban

Institute Press, 1991.

This book is about a study conducted with three objectives: 1) Determine the factors that contributed to the rise in women's relative pay in the 1980's 2) Analyze potential high wage high growth jobs for increasing women's relative pay 3) Provide an in-depth analysis on women's intermittent labor force participation. It will be useful when looking at the causes of behind the surge in women's pay during the 1980's.

Secondary Sources -- Articles

13. _____. "Rose Will Monroe: Biographical Essay." News-makers 1997 Issue 4. Gale Research, 1997.

This article is a biographical essay about Rose Will Monroe; the woman who was the face of "Rosie the Riveter." It tells about her life during World War II and how she was a riveter working on B-24 and B-29 bombers. It also briefly describes her life after the war. This article will be useful in my research because it proves that "Rosie" was in fact a real woman and not entirely made up from propaganda.

14. _____. "Home Front Heroine." People, Volume 47, Issue 23. June 16, 1997:page 118.

This article is a biographical article about the actual "Rosie the Riveter," named Rose Will Monroe. It also talks about how "Rosie" was discovered by Walter Pidgeon, a scouting agent. This article will be useful because it gives us an idea about the life of the actual "Rosie", and how the propaganda that surrounded her was born.

15. _____. "Equal Pay: A Thirty-Five Year Perspective [Parts 1-8]." US Department of Labor – Women's Bureau Database Producer, 1998:page 1-62.

This article discusses the many issues dealing with equal pay and women. It begins with the early impact of the equal pay act and women's economic rights. It then goes on to talk about the increase in women in the workforce, the glass ceiling, women owned businesses, telecommuting, and issues to watch for in the new century. It also points out and analyzes the fact that men's wages are

dropping thus helping to decrease the wage gap. This article will be useful in discussing what has happened since the Equal Pay Act was passed.

16. _____. "Facts on Working Women and Pay Equity." Colorado Woman News, V.12; N.6. September 30, 1999:page 10.

This article is filled with many useful facts about women and the lack of equal pay, even though law requires it. This article will be helpful when I need to turn to disturbing facts about the inequalities in wages for men and women.

17. _____. "Equal Pay Act of 1963." Celebrating Voices: A Journal Of Feminist Expression V.2; N.2. April 30, 2000:page 21.

This article gives an overview about the Equal Pay Act of 1964, and when the struggle to get the act passed began, 20 years before. It touches on issues of equal pay and equal opportunity for women within the educational field and the idea of a glass ceiling. This article was helpful as a brief overview concerning the issues of equal pay.

18. Kossoudj, Sherrie A., Dresser, Laura J.. "The End of a Riveting Experience: Occupational Shifts at Ford After World War II." The American Economic Review Volume 82, Issue 2. May, 1992: 519-525.

This article basically discusses why industrial management at a Ford Motor Company did not retain the services of women, after World War II, even though the physical demands of the job were still the same. This article will help my research because it tells the story of one company who chose to rehire men, instead of keeping the women, who did their job during the war. In spite of the fact that the physical demands of the job had not changed and there was no physical reason why the women should have been forced out of their jobs.

19. Kossoudj, Sherrie A., Dresser, Laura J.. "Working Class Rosies: Women Industrial Workers during World War II." Journal of Economic History Volume 52, Issue 2. June, 1992: 431-446.

"This article uses data from Ford Motor Company employee records to describe female industrial workers, their work histories before Ford, and their exit patterns from Ford. It also discusses differences from those who chose to leave Ford and those who left involuntarily. Finally, it discusses the popular myth that housewives along with African Americans were more likely to be laid off." This

article provides useful information about one company's female employees and their ways of leaving the male infused workforce after World War II.

20. Laiscell, Ed. "Equal Pay Status Sought For American Women." Diversity Folio (Washington Informer) V.36;N.26. May 24, 2000:page 6.

This article is about a Washington DC Delegate, Eleanor Holmes Norton, who is authored the Fair Pay Act, which at the time the article was printed was pending in the House of Representatives. It talks about her fight for this act and how it will help women. This article was most useful to me because before it I did not know about the Fair Pay Act, and this act will help me tie my topic to a current issue today.

21. Leigh Brown, Patricia. New York Times. Sunday, October 22, 2000:page 14y.

This article was about the memorial that was unveiled in Richmond, California last weekend. It was the first memorial of its kind, and its location was fitting, as Richmond was one of the major builders of ships during WWII. The memorial may be the first, but it might not be the last, as "Congress passed a bill authorizing the establishment of a Rosie the Riveter WW2 Home Front National Historical Park..." also to be located in Richmond. This article is useful because it ties the idea of Rosie the Riveter back to the present day, and strengthens my topic as a current issue.

22. Toman, Peter. "Fair Pay Act Is Introduced." Women and Earth Almanac V.4;N.1. March 8, 1996:page 62.

This article was written at the time the Fair Pay Act was introduced, thus providing the beginning of a timeline in the process of getting the act passed. It also defines what the Fair Pay Act will do, "...Further the fight for economic justice by extending the Equal Pay Act's discrimination protections, requiring equal pay for work in equivalent jobs, easier access to remedies, and employers' disclosure of job classification and pay statistics." This article is useful because it gives me a better understanding of what this current act for fair pay will do, and an idea of how long the fight for this act has gone on.

Primary Sources

23. Fair Labor Standards Act of 1938, U.S. Code Section 201-219 of Title 29

This is a copy of the actual Act, which was found online and used as a primary document.

24. Fair Pay Act S.702/H.R. 1271, 106 Cong. (1999).

This is a copy of the actual Act, which was found online and used as a primary document.

25. Fair Pay Anti-Retaliation Act H.R. 4597, 106 Cong. (1999).

This is a copy of the actual Act, which was found online and used as a primary document.

26. Field Connie. The Life and Times of Rosie the Riveter. Feature. Produced by Connie Field. Los Angeles, 1987.

This film tells the story of five different women and their working experiences during WWII. Although the information is edited, it is still considered a primary source, because the actual women in an interview format tell the stories. This film was useful because it was what led me to want to make my Rosie and the issues surrounding Rosie's my research topic. From this movie I have been able to branch out, and focus my research on the subject of equal pay beginning with Rosie and going all the way through to the present.

27. _____, "Victory Waits on Your Fingers," Produced by the Royal Typewriter Company for the US Civil Service Commission. National Archives and Records Administration Still Picture Branch (NWDN-44-PA-2272).

Photo of a war poster from WWII. Helpful as a primary source to see what images provoked Rosie's into the workforce during WWII.

28. Miller, J. Howard, "We Can Do It," Produced by Westinghouse for the War

Production Coordinating Committee. National Archives and Records Administration Still Picture Branch (NWDNS-179-WP-153).

The most famous war poster from WWII. This is helpful as a primary source because this is the photo that first introduced me and so many other people to Rosie. This image is also the one that led me to my current historical research topic.

29. Nichols, Margaret, interview transcripts, verbal interview by Deborah Mead, Prunedale, California, October 27, 2000.

The transcripts from my group-mate's interview with an actual Rosie. These are invaluable, as they add to my paper an element of oral history.

30. Loeb, John Jacob and Evans, Redd, "Rosie the Riveter," 1942. New York: Paramount Music Corp. URL: www.zapi.com/laurel/rosie.html

This site contained the lyrics to the original Rosie the Riveter song. It is helpful because it tells a story about Rosie, a Rosie who embodied all Rosie's.

31. Paycheck Fairness Act H.R.541, 106 Cong. (1999).

This is a copy of the actual Act, which was found online and used as a primary document.

32. Wilbur, Lawrence, "Longing Won't Get Him back Sooner...Get A War Job," Printed by the Government Printing Office for the War Manpower Commission, 1944. National Archives and Records Administration Still Picture Branch (NWDNS-44-PA-389).

Yet another photo of a war poster. This is an invaluable visual image of what led women to work during WWII.

Web Sites

33. National Organization for Women (2000). Online, Affinity

Online.Net, Internet, November 21, 2000. Available:
www.now.org/

This website had invaluable information about how NOW supported the fight for equal pay. From this site I was also able to locate all of the original documents for the various Acts that I cited. This is the site where I found NOW's Rosie logo on a T-shirt.

Capstone Research Prospectus

Section One: Working title of Capstone and topic description

The working title of my Capstone is; Equal Pay, Comparable Worth, and the Wage Gap: From Rosie the Riveter to the Present. The topic stems from the Rosie the Riveter Movie.

Who: is women, including Rosies

What: happened after WWII, what did women do to ensure they received equal pay?

When: WWII to the present

Where: in the USA.

My topic is important because it affects millions of women each and everyday. Anything that is that widespread warrants further investigation and exploration, especially on such a controversial topic.

The major question that I will attempt to answer is: Equal Pay and Comparable Worth, what does it all mean for women and the wage gap? I want to take the legalese and distill down to its fundamental basics and then convey what it means for women. How do these laws affect women, and what led to the laws being enacted? How did the Rosies' play a part in the equal pay laws? How did women organize themselves to ensure a positive change for all women? Also

I want to take the whole process one step further and make it personal; I will do this by incorporating narratives from Rosies', as well women whose lives have been affected by equal pay, comparable worth, and the wage gap.

My working thesis is that women have historically been discriminated against in the work force, in terms of pay, and that the major movements to change this began to gain strong footing after the WWII, when women lost their high paying war jobs to the men returning from war. After proving my thesis I will go on to discuss the elements of equal pay, comparable worth, and the wage gap. The focus for my project will begin with Rosie, but it will expand to a much broader topic and the timeline will end with the present.

Section Two: Learning Outcomes to be integrated

I will incorporate MLO 2, Research Skills into my capstone. It is required and obviously much research must be conducted on order to do any large-scale project such as capstone. I will use creative writing pieces, anthologies, as well as feminist literature, and scholarly sources to cover the breadth of the topic in my analysis. I will incorporate primary and secondary sources. One of the most amazing pieces of research conducted to date, is a personal interview with a real live Rosie, who experienced the beginning of the Equal Pay movement.

I will also incorporate MLO 8, Creative Writing and Social Action into my capstone. The main reason that I will use MLO 8 is because at the core of any type of fight for a civil right, such as equal pay, is social action. This social action

is brought about by a group of people collaborating in order to change something that they deem as socially wrong and unacceptable. I feel that in my explanation of equal pay I may actually inspire someone to stand up and join the fight against the socially accepted lack of equal pay in the United States.

Additionally I will be incorporating MLO 7, Historical Analysis into my capstone. I will be focusing on a time period that has already passed and continue into the present. My topic begins during World War II and discusses the impact the war had on the population. Further I will explore historical propaganda and it's famous characters such as "Rosie the Riveter".

Section Three: Research Questions

- 1) Equal Pay and Comparable Worth, what does it all mean for women and the wage gap?
- 2) How do these laws affect women?
- 3) What led to the equal pay laws being enacted?
- 4) How did the Rosies play a part in the equal pay laws?
- 5) How did women organize themselves to reach a positive change for all women?
- 6) What has been the impact of equal pay laws?
- 7) What is comparable worth?
- 8) Where do we currently stand in terms of equal pay and comparable worth? How equal are we?
- 9) What organizations have been instrumental in affecting and promoting change leading to and preserving equal pay laws?
- 10) What case law has been instrumental in helping or hurting equal pay laws?
- 11) How did propaganda during WWII help or hurt the struggle for equal pay?

Section Four: Working Bibliography

Please see final bibliography (I didn't want to print it out twice for this portfolio).

Section Five: Research Plan

I have pretty much completed all of my research. However I will probably be updating my previous research in terms of where we currently stand on new statues and laws that are in congress. I will also add to my research by specifically incorporating more information about the National Organization for Women (NOW) and what they have done and continue to do in regards to the struggle for equal pay and comparable worth.

The research disciplinary that I used would have to be a feminist approach as well as a historical approach. This approach is evident in the way in which I describe and utilize the information I have obtained and by the sources I used.

Section Six: Form/Format of Final Capstone

The format of my capstone will be a large research paper. The paper will include an appendix, visuals, charts, definitions of key terms, and an outline of the major dates and events relevant to equal pay. There will also be a discussion included about the NOW organization and a site where readers can go to gain more information or make a positive impact.

In terms of the capstone festival I plan to do a visual display that highlights the main points. I will further incorporate visual images and a timeline. I have a power point prepared already but I do not feel comfortable standing in front of a large crowd presenting it, so I will stick to a display board.