Rosters: An Interim Report

Adrian Trinsley
EDITORIAL

As our third issue goes to press, we can count upwards of 500 subscribers. Before our fourth—in late June—we'd like some feedback from our regular readers. We realize that you are busy people, but a postal card will do, telling us what you do like and what you would like.

We know it's useful to list conferences. At least, the organizers of the spring conference at Sacramento received a large chunk of mail as a result of our notice. But is it useful to report on conferences in news stories, as we did in our second issue and here again? If so, we need volunteer reporters to write such stories—and to give us notice that they are coming. Note: In lieu of payment, we plan to offer contributors a year's subscription to the Newsletter.

Second, we are beginning to receive descriptions of both college and high school courses, and we print the best here. Are they useful? Would you rather have more bibliography instead, or a whole syllabus?

Third, we know that people want to know about jobs in Women's Studies and about sources of money for the development of programs. So we include an article on "Rosters" for this issue and plan an article on foundations and grants for a future one. We are also listing all the job openings we hear about. What else would you suggest? Do people want to list themselves as in search of jobs? We'd grant space free, of course, but the format would have to be relatively terse.

Finally, the most important question of all: what do you think of our deliberate mix of elementary, high school, and higher education material? Are we managing to please no group by insisting upon including all? Or is the news of developments in each educational area of general interest to you, our subscribers?

ROSTERS: AN INTERIM REPORT

Progress on a national roster of women and minorities—that "national directory of women scholars" we have been talking about in women's groups within our various professional associations for close to two years now—is "standing still," according to Janet Brown, director of the new Office of Opportunities in Science at the American Association for the Advancement of Science (AAAS).

The American Council on Education has written a proposal for an Equal Opportunity Register—a national directory of women and minorities in higher education—and is seeking funding (one estimate tags the cost at three-quarters of a million dollars), but to date no funding has been obtained.

A roster at the national level needs both 1) adequate funding, and 2) coordination among all professional groups to ensure nonduplication of effort. AAAS is extremely interested in the task of coordination. Janet Brown's notion is that AAAS might develop, in effect, a model roster, and work with the commissions and caucuses of all associations, whose rosters would then relate to the national effort as pieces of a rational whole.

The terms "roster," "register," "directory," and "talent bank" seem to be nearly interchangeable. The important distinction is whether the listing is to include job-seekers only (and therefore to serve a recruitment/employment function only) or whether the list is to include all women active in the particular discipline or profession. If a "talent bank" of all women active in a profession is prepared, the roster may be used within the profession for making appointments to editorial boards, committees, commissions, panels, special lectureships, and the like; well qualified women may also be selected for consultancies, government commissions, etc. Most associations are opting for the directory of all women active in the field (partly because—as the American Historical Association and the American Psychological Association have discovered—a tax-exempt
ROSTERS (continued)

professional association is not permitted to run an employ­
ment agency).

A woman who would like to know whether the women’s
commission or caucus of her professional association main­
tains a roster, and how she can get on it, might begin by writ­
ing to Ruth M. Oltman, AAUW, 2401 Virginia Ave., N. W.,
Washington, D. C. 20037 to request that information; if Ms.
Oltman does not have it, she can at least supply the names
of contact women within the professional association.
Another good initial contact is Bernice Sandler, Project
on the Status and Education of Women, Association of
American Colleges, 1818 R St., N.W., Washington, D. C.
20009. Employers who request a roster, by the way,
should expect to be asked for feedback: whom they con­
tacted and whom they actually hired. This permits the
value of the roster to be assessed, but it also protects
women against those who use their names in affirmative
action reports without ever in fact contacting the women
whose names they use.

What follows is a partial listing of groups which have
rosters already in operation:

Roster of Women in American Studies. Presently being
compiled by the American Studies Association; contact
Lois Rudnick, c/o Joanna Schneider Zangrindo, Chair­
person, ASA Committee on the Status of Women, 501
Mineola Ave., Akron, Ohio 44320.

Roster of Women interested in teaching in schools of
architecture. Presently being compiled by the Association
of Collegiate Schools of Architecture; to add your name or
for further information write ACSA, 1785 Massachusetts
Ave., N. W., Washington, D. C. 20036. In addition, the
Alliance of Women in Architecture is gathering names and
addresses of women who are or have been architecture
students; write to the Alliance, 18 E. 13th St., NYC 10003.

Directory of Women in Communications. A list of dues­
paying members of women in communications, available to
members or for purchase by schools of journalism/communi­
cations from Maxine Elam, Executive Director, 8305-A
Shoal Creek Blvd., Austin, Tex. 78758.

Registry of Women Engineers, Scientists, Medical and Para­
Medical Specialists. 5000 listings; compiled by the Biophysical
Society, the Institute of Electrical and Electronics Engineers,
and the Association of Women in Science; available from
Julia T. Apter, Professor of Surgery, Rush-Presbyterian-St.
Luke’s Hospital, 1753 West Congress Parkway, Chicago, III.
60612; $50 for list, $200 for list with vitae, smaller lists
pro-rated.

Roster of Women in History. Compiled by the Commission
on the Status of Women in History; available from the
American Historical Association, 400 A St., Washington, D. C.
20003; $5 contribution welcomed.

Roster of Women Immunologists. Available from the American
Association of Immunologists; contact: Helen C. Rauch, Chair­
person, Committee on the Status of Women in Immunology,
Department of Medical Microbiology, Stanford University
Medical School, Stanford, Cal. 94305.

Higher Education Resources (HERS, Box 1901, Brown,
Providence, RI 02912) has been funded by the Ford Founda­
tion for two years and operates with no charge to candidates
or to colleges. Originally planned to focus on the concerns
of women in the Northeast, it is in fact now being used by women
and institutions in all parts of the country. Like CCR, HERS
is a matching service. A woman sends resume and dossier;

Roster of Women Lawyers. Compiled on a state by state
basis by the Women’s Rights Unit of the American Bar
Association; available from Lee Ellen Ford, 336 Hickory St.,
Butler, Ind. 46721; $10.

Roster of Women Librarians. 57 resumes; compiled by the
ALA-SSRT Task Force on Women; available from Margaret
Myers, Graduate School of Library Science, Rutgers U, New
Brunswick, N. J. 08903; no charge.

Roster of Women in Mathematics. 350 listings; frequently
updated; compiled by the Association for Women in Math­
ematics; available from Mary Gray, Professor of Mathematics,
American University, Washington, D. C. 20016; no charge.

Roster of Women in Physics. 1200 listings; supplemental
update available every January; compiled by Commission
on the Status of Women in Physics; available from AIP Placement
Service, 335 East 45th Street, NYC 10017; $5; to add your
name, contact E. Baranger, Committee on the Status of Women
in Physics, Rm 6405, MIT, Cambridge, Mass. 02139.

Roster of Women in Political Science. Available from the
American Political Science Association, Att: Commission on
the Status of Women in the Profession, 1527 New Hampshire
Ave., N. W., Washington, D. C. 20003; now in revision; single
copies free.

Roster of Women in Psychology. Compiled by the Commission
on the Status of Women in Psychology from a 1971 survey of
women APA members; available from the American Psychology
Association, 1200 17th St., N. W., Washington, D. C. 20036;
single copies free.

Registry of Women in the Field of Religion. 200 listings;
compiled by the Task Force on the Status of Women, American
Academy of Religion; available from the Women’s Caucus­
Religious Studies, Vanderbilt University, Box 6309, Sta. B,
Nashville, Tenn. 37235; $1.

In addition to the rosters maintained by women’s groups
in the professional associations, there are also employment
services which relate specifically to women. The Cooperative
College Registry, for example, maintains separate files for
women and minorities. There is a $10 charge to be listed as
an active candidate with CCR (1 Dupont Circle N.W.,
Washington, D. C.) and a charge to colleges who use this
service. CCR also maintains a separate “senior careerists”
file, which is confidential, and where there is no charge for
listing; this is used for referrals for high-level (primarily
administrative) jobs—presidencies, deanships, federal con­
sultancies, and the like. (The Boston Theological Institute
maintains a placement service and data bank for women
qualified to teach undergraduate, graduate, and seminar­
courses in theological studies. Contact: Elizabeth Dempster,
BTI Women’s Placement Service, 45 Francis Ave., Cambridge,
Mass. 02138—Ed.)
HERS matches it against jobs available in her discipline and geographical preference area, then sends a personal note to the candidate summarizing the possibilities and a personal note to potential employers summarizing the candidate. So far 475 women have listed with HERS and 700 faculty and administrative openings are listed. HERS plans also to produce position papers on part-time hiring, husband-wife teams (seven or eight are listed), and other issues relating to the employment of women.

Adrian Tinsley

CLOSEUP: LONG BEACH (continued)

to develop an academic component without the more activist features of a program was a mistake; it would give the administration what it wanted without accomplishing much of what we wanted. Some women dropped away; others developed course proposals in their own departments.

In mid-spring we were asked, along with other new programs, to appear before the chancellor's representative on academic planning. We requested placement on the State College and University Master Plan as a degree major; we were advised instead to work toward a minor. That seemed good enough to us; at least we now had some official standing. We dropped the "ad hoc" from our name. But at a spring meeting with virtually every relevant administrator on campus, we were once again, with great good will, denied funding, released time, and office space.

So matters stood in the fall of 1972. Then we learned that the associate dean of educational policy was willing to allocate six units to offer the first interdisciplinary women's studies course. We had three days to draw up a course proposal. We decided on a seminar in the Position of Women in Contemporary Western and non-Western cultures. It would be team-taught by a historian and a political scientist, and would be offered in the spring by the School of Letters and Science as an experimental class. The curriculum committee approved, with some advice: we should not call it "The Position of Women"—that was too suggestive. "Status" was substituted instead.

As we needed a more formal structure in order to offer additional interdisciplinary courses, we decided to call ourselves the Center for Women's Studies and drew up a constitution. The constitution, approved by the Director of Special Programs and ratified by the membership, provides for a coordinator and assistant coordinator, a steering committee with mandatory student representation, and an advisory council consisting of all interested members of the Center.

We decided to publicize the new course and the Center, along with other courses related to women's studies. In gathering data for our brochure, we discovered that our earlier efforts in contacting faculty members and encouraging course proposals had not, after all, been unproductive. There were now close to twenty courses that we could list. Courses were also listed in the spring schedule of classes under the new heading "Women's Studies." Some courses are traditional, but altered to focus, at least in part, on women. Some are special topics courses which will concentrate on women as their "special problem" for a semester or two. Others, like the two-semester History of Women in the Western and non-Western Worlds, have regular departmental status. The departments represented include Anthropology, Asian Studies, Education, English, History, Home Economics, Physical Education, Psychology, and Sociology. Many faculty members indicated their willingness to act as advisers to women students in their fields.

The Center for Women's Studies, then, is primarily concerned at present with the academic aspects of a Women's Studies program. But it provides also the first cohesive campus structure for communication between women and men who care about the progress and problems of women. And out of the courses themselves comes the promise of a more activist orientation. One class, for example, is organizing a Women's Week for spring 1973 which will include speakers, workshops, theater, and media presentations; the students hope to generate enough enthusiasm to create a Women's Resource Center on campus. Another class is producing a pamphlet detailing counseling facilities available to women on campus and diagnosing additional needs.

The Center will also provide a locus for concerted political action or pressure, such as watchdogging the implementation of the Affirmative Action program, or generally prodding the administration to be more responsive than it has in the past to the needs of women on the campus and in the community.

We still have no funding for the hiring of new personnel, no released time for a coordinator, and no room of our own. But we do have a curriculum with variety and strength, an official standing in the institutional structure, and an increasingly large group of committed faculty and students. We have, as the ad says, come a long way; as it forgets to tell us, we have a long way to go.

Deborah S. Rosenfelt

GIRL AM I HAPPY

Sylvia H. Hudes, principal of Seven Locks School in Maryland, writes of "the immense responsibility implicated in guiding the minds of young people," and of her sensitivity to it, adding:

"To insure at least a small measure of human dignity to each student, our children are encouraged to write a personal journal of experiences, kept daily." One rewarding composition, by second-grader Karen Polis, she has shared with us.

Christmas Day
On Christmas day I wake up bright and early and rush for my toys. I found out Saint Nicholas has come at last. And in my stocking was a candy cane. Girl am I happy

by karen